



Iversen Publishing
Your Literacy Intervention
Specialists

Quick60^{Extra}

Intervention Levels I - I5

Lesson Plans,
Colour-Coded Check Sheets
Data Point Sheets

Quick60 Extra Lesson Plans,
Colour-Coded Check Sheets
and Data Point Sheets
provide you with
a comprehensive plan
for each book
as well as ongoing formative
and summative assessment.



Quick 60 Extra

Quick60 Extra is designed to provide extra support for those students who may need more than four books per level for them to gain sufficient automaticity with skills and high-frequency words together with fluent reading mileage. There are two books for each level. These books are numbered the same as the equivalent Quick60 book and have the same high-frequency word and the same phonic skill.

We have kept the same lesson format so the New High-Frequency Words and New Skills for each lesson will be in fact be revised high-frequency words and skills.

Snakes

Level: 6.2 Extra Word Count: 108

Quick Quiz	Reading: <i>some, of, these, they, do</i> Spelling: <i>some, of, these, they, do</i>
Revised New High-Frequency Word	what
Quick Read	Ships (4.3 Extra) Flowers (5.1 Extra)
Quick Check	Hummingbirds (5.3 Extra)
Quick Write	<i>Do these baby hummingbirds flap their wings when they fly?</i>
Revised New Skill	Long a
New Book	Snakes

Quick 60 and Quick60 Extra Equivalent Books

The Quick60 books and their equivalent Quick60 Extra books are listed below.

1.1	Living or Not	Is This a Crab?
1.3	Pip and Kip	Hiding
2.1	Jobs	My Socks
2.3	Cut it Up	Fun Run
3.1	Ten	Going to the Vet
3.4	Get Fit	Tan's Pet
4.2	Long	Fangs
4.3	A Fish, A Bug	Ships
5.1	Black, White, Blue	Flowers
5.3	Where Do Butterflies come From?	Hummingbirds
6.2	Shapes	Snakes
6.3	Fun Outside	Yum!
7.2	Mother Polar Bear	Fast and Steep
7.4	Luke and June	Music Class
8.2	Crabs	Craig and Crissy's Cafe
8.4	Trucks	From Place to Place
9.2	What Looks Little in Space?	Spaniels
9.4	New Zealand Swamps	Predators
10.2	Auckland	Wrinkles
10.3	Giant Giraffes	Gentle Gerbils
11.2	Animals Speak	Peas
11.3	Workers in My Street	Tails
12.1	Toads	Soap, Soak Foam
12.3	Look at the Land	Making Music
13.2	Why Does a Frog?	Grumpy or Happy
13.3	A Day on the Farm	Mark
14.1	The Very Big Storm	Storks and Other Bids
14.4	Mashed, Baked, Fried	Cooking
15.3	Breakfast	On the Weekend
15.4	Tandem Skydiving	Baskets



Is This a Crab?

Level: 1.1 Extra Word Count: 40

Quick Quiz	Reading: <i>will, he, go, and, for</i> Spelling: <i>will, he, go, and, for</i>
New High-Frequency Word	
Quick Read	
Quick Check	
Quick Write	<i>Go and look for my hat.</i>
New Skill	short a
New Book	Is This a Crab?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *will, he, go, and, for*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *will, he, go, and, for*. If students are having difficulty with any word, show them the card so that they can copy the word.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Can you see my fat cat?
- Remind the students to start their sentence with a capital letter and write *can, you, see,* and *my*. Remind the students that they know how to write these words. Remind them to leave a finger space between each word.
- Revise the hearing sounds in words task if necessary.
Say: *I'm going to show you how to hear the sounds in the word fat so that you will be able to spell it.*
- Say *fat* slowly breaking the word into its separate sounds or phonemes *f - a - t*.
- Say *f - a - t* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *f - a - t* with you as they clap.
- Ask the students how many sounds there are in *fat*.
- Draw a box on the board and divide it into three.
- Ask the students which sound they can hear at the beginning of *fat*.
- Ask them which letter has the / *f* / sound and where you should write it.
- Invite a volunteer to write *f* in the first box.

f		
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- Have the students say *f - a - t* again.
- Ask them the letter for the next sound and where you should write it.
- Invite a volunteer to write *a* in the next box.

f	a	
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- Have the students say *f - a - t* again. Ask them the sound at the end of *fat*.
- Ask them which letter has *a / t* / sound.
- Invite a volunteer to write *t* in the last box.

f	a	t
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- Remind the students to leave a finger space and write *fat* into their sentence.
- Tell the students that they should now be able to write *cat*.
- Tell the students to put a question mark at the end of their sentence because *Can you see my fat cat?* is a question.
- If the students have trouble with *can, you, see, my,* provide the correct spelling and have the students practise writing the word five times. Add them to the words to be written in the Quick Quiz the following day.

New Skill

New phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Cat** to introduce or revise this skill.

- Write the letter *a* on the board. Read the letter *a* to the students so they know the sound it makes. Have them read it again with you.
- Say *Pam* slowly. Ask the students to listen for the / *a* / sound as you say the word *Pam* slowly again.
- Write *Pam* on the board. Read what you have written to the students. Have them read the word *Pam* with you.
- Say *rat* slowly. Ask the students to listen for the / *a* / sound as you say the word *rat* slowly again.
- Write *rat* on the board. Read what you have written to the students. Have them read the word *rat* with you.
- Write *P a m* and *r a t* on the board.
Read the words slowly emphasizing the / *a* / sound
- Invite a volunteer to circle the letter that makes the / *a* / sound.
- Write *Pam*, *Sam*, and *ram*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *a* / sound.
- Write *sat*, *cat*, *hat* and *rat*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *a* / sound.
- Ask the students what is the same about all the words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Is This a Crab?*
- Read the title to the students.
- Set the purpose for reading by saying: *When you have read this book you will know about some things that are not crabs.*
- Discuss the cover photo. Tell the students that this is a crab. Explain what crabs are and invite the students to describe what they see.

- Have the students turn to the title page and look at the photo. Have them say if this is a crab. If not what is it?
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure and extend understanding say things such as –
The man is looking at a map. The map shows him where things are that he wants to go to. A ram is a male sheep. The things on its head are called horns.
 - Have the students read the glossary with you. Ensure that your ELL students say each word.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
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- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find *cat* and *crab*.
 - Have the students find and read *map* and *man* on pages 3 and 4.
 - Have them find and read *ram* and *rat* on pages 6 and 7.
 - Have them find and read all the words with *a* in them on pages 8, 9, 10, 11.
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- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Is This a Crab?* again.
- Read and re-read *Is This a Crab?* using the audio and/or e - version.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.



Hiding

Level: 1.3 Extra

Word Count: 29

Quick Quiz	Reading: <i>go, and, for, at, look</i> Spelling: <i>go, and, for, at, look</i>
New High-Frequency Word	
Quick Read	
Quick Check	Is This a Crab? (1.1 Extra)
Quick Write	<i>Here is my cat and look at my rat.</i>
New Skill	short i
New Book	Hiding

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *go, and, for, at, look*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *go, and, for, at, look*. If students are having difficulty with any word, show them the card so that they can copy the word.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Is This a Crab?*.
 - Work with one student while the others follow the text silently.
 - Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
 - Use the *Is This a Crab?* sheet to circle the words that the student reads incorrectly.
 - If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
 - If the student reads a word or words incorrectly, say nothing.
 - When the student has finished reading, ask the other students what the reader did that was good.
 - Look at the sheet to see what kind of mistakes the student made.
 - Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
 - Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
 - Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.
- Check comprehension by asking these questions:

Literal

What was mistaken for a crab?

What was mistaken for a fan?

What was mistaken for a rat?

What was mistaken for a map?

Inferential

Why was the man looking at a map?

Would you need a fan in a van? Why or why not?

What things do a ram and a rat have that are the same?

Could you keep a crab for a pet? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Here is my cat and look at my rat.
- Remind the students to start their sentence with a capital letter and write *Here is my* leaving finger spaces between the words. Remind the students that they know how to write these words.
- Remind the students that they can write *cat*.
- Revisit the sound boxes if necessary.
- Have the students write *cat* into their sentence and reread what they have read.
- Dictate the sentence again and tell the students that they can write *and look at my*.
- Write *cat* on the board and show the students how to change *cat* to *rat*.
- Have the students write *rat* into their sentences and finish with a full stop.
- If the students had trouble spelling *Here, is, my, and, look, at*, provide the correct spelling and have the students practise writing the word five times. Add them to the words to be written in the Quick Quiz the following day.

New Skill

New phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

Pig to introduce or reinforce this skill.

- Write the letter *i* on the board. Read the letter *i* to the students so they know the sound it makes. Have them read it again with you.
- Say *sip* slowly. Ask the students to listen for the /i/ sound as you say the word *sip* slowly again.
- Write *sip* on the board. Read what you have written to the students. Have them read the word *sip* with you.
- Say *pit* slowly. Ask the students to listen for the /i/ sound as you say the word *pit* slowly again.
- Say *pit* slowly. Ask the students to listen for the /i/ sound as you say the word *pit* slowly again.
- Write *lit* on the board. Read what you have written to the students. Have them read the word *lit* with you.
- Write *s i p* and *p i t* on the board. Read the words slowly emphasizing the /i/ sound.

- Invite a volunteer to circle the letter that makes the /i/ sound.
- Write *sip*, *tip* and *dip* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the /i/ sound.
- Write *bit*, *fit*, *pit* and *lit* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the /i/ sound

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Hiding*
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to find out who is hiding and where they are hiding.*
 - Discuss the cover photo. Discuss where this girl is hiding.
 - Have the students turn to the title page and look at the photo. Discuss what is happening in this photo. Who is hiding and where is he hiding? What is he doing in his hiding place?
 - Take a picture walk discussing each photo in the book.
 - To ensure understanding say things such as – *Tim is hiding in a drawer. Jim is behind a tree. Will is hiding in long grass. Jan is hiding in dried grass called hay.*
 - Tell the students that there are words in this book that have the short /i/ sound in them. They should look for words with *i* in them to help them as they read.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
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- Check comprehension by asking the students to retell the main points.
 - Have students turn to pages 2/3 and find *Tim* and *Jill*.
 - Have the students find and read *is* on pages 4/5.
 - Have them find and read *Milly* and *Billy* on page 6/7 Ask them what is the same about the words *Milly* and *Billy*.
 - Have them find and read all the words with *i* in them on pages 10/11.
 - Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Hiding* again.
- Read and re-read *Hiding* using the audio and/or e - version.
- Re-read *Is This a Crab?*
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Is This a Crab?
Intervention Level: 1.1 Extra
Word count: 40
New phonic skill: short a

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2/3

Is this a crab?

No It's a cat.

4/5

Is this a map?

No It's a man.

6/7

Is this a rat?

No It's a ram.

8/9

Is this a hat?

No It's a ham.

10/11

Is this a fan?

No It's a van.

8/9

Is this a hat?

No It's a ham.

10/11

Is this a fan?

No It's a van.

Comprehension Questions

Literal

What was mistaken for a crab?

What was mistaken for a fan?

What was mistaken for a rat?

What was mistaken for a map?

Inferential

Why was the man looking at a map?

Would you need a fan in a van? Why or why not?

What things do a ram and a rat have that are the same?

Could you keep a crab for a pet? Why or why not?

Data Point Sheet

Is This a Crab?

Name:

Date:

Word Count 40 Level 1.1 Extra

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>								
Type of Error		0 - 2 errors	text is easy 95% - 100%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 30px;" type="text"/>	3 - 5 errors	text is instructional 87% - 94%						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 30px;" type="text"/>	6+ errors	text is difficult 66% - 86%						
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 30px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct	Number correct	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct	Number partially correct									
Number incorrect	Number incorrect									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">February</td> <td style="width: 20%; text-align: center;">July</td> <td style="width: 20%; text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency																	
Reads slowly - word by word																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



My Socks

Level: 2.1 Extra Word Count: 36

Quick Quiz	Reading: <i>for, at, look, she, see</i> Spelling: <i>for, at, look, she, see</i>
New High-Frequency Word	
Quick Read	Is This a Crab? (1.1 Extra)
Quick Check	Hiding (1.3 Extra)
Quick Write	<i>Can you see Bill and Jill?</i>
New Skill	short o
New Book	My Socks

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *for, at, look, she, see*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *for, at, look, she, see*. If students are having difficulty with any word, show them the card so that they can copy the word.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Is This a Crab?*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Hiding*
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Hiding* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

Where was Jan hiding?

Who was hiding in the clothes?

Who was hiding under the umbrella?

Where were Milly and Billy hiding?

Inferential

Why do you think Jim was hiding behind a tree?

Why do you think Sam went under his bed to use his laptop?

Is Pat hiding under the umbrella or sheltering from the rain? What else in the photo tells you it might be raining?

What time of year is it when Pam is hiding?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Can you see Bill and Jill?
- Revise the hearing sounds in words task. Remind the students that they know how to listen for the sounds in short words and that they should be able to write *Bill* and *Jill* without using the boxes to help them.
- Tell the children that they know how to write *Can, you, see, and*.
- Remind them to start their sentence with a capital letter and to leave finger spaces between the words.
- Have the students start writing the sentence.
- Remind them again that when they come to *Bill* they should say the word slowly listening for the sounds and then write the letters.
- Praise the students who write *Bil* and explain the *Bill* has two *ll*'s on the end.
- Write *Bill, fill, hill, Jill, kill, mill, pill, will* on the board and have the student read each word with you.
- Have the students finish writing their sentence and remind them to end it with a question mark.
- If the students had trouble with *can, you, see, and* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

New phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Dog** to introduce or reinforce this skill.

- Write the letter *o* on the board. Read the letter *o* to the students so they know the sound it makes. Have them read it again with you.
- Say *hog* slowly. Ask the students to listen for the / *o* / sound as you say the word *hog* slowly again.
- Write *hog* on the board. Read what you have written to the students. Have them read the word *hog* with you.
- Say *cot* slowly. Ask the students to listen for the / *o* / sound as you say the word *cot* slowly again.
- Write *cot* on the board. Read what you have written to the students. Have them read the word *cot* with you.

- Write *h o g* and *c o t* on the board. Read the words slowly emphasizing the / o / sound.
- Invite a volunteer to circle the letter that makes the / o / sound.
- Write *log*, *bog*, and *hog*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Write *rot*, *cot*, *hot* and *dot*, under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / o / sound.
- Invite volunteers to circle the letter in each word that makes the / o / sound.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *My Socks*.
 - Read the title to the students.
 - Set the purpose for reading by saying: *You are going to read this book to learn about different patterns that can be on socks and a special thing you can do with socks.*
 - Discuss the cover photo. Tell the students that these are sock puppets. You make the puppets using your socks and then you put your hand inside them to make them move.
 - Have the students turn to the title page and look at the photo. What is the pattern on these socks? Have any of the students got socks with spots on them like these?
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *Dots are small spots. The author says that her socks rock because that means she really likes them.*
 - Have the students read the picture glossary with you to reinforce the vocabulary.
 - Tell the students that there are some words in this book that have short vowel sounds in them like *socks*, *hot*, *spots*, *dots*, *top* and *rock*. They should look for these words when they read.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently. Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find *socks* and *hot*.
 - Have the students find and read *spots* on page 4/5.
 - Have them find and read *dots* on page 6/7.
 - Have them reread page 8 and identify the words with the short o sound.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *My Socks* again.
- Read and re-read *My Socks* using the audio and/or e - version.
- Re-read *Pip and Kip, Is This a Crab?* and *Hiding*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Hiding
Intervention Level: 1.3 Extra
Word count: 40
New phonic skill: short i

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Tim is hiding.

3

Jill is hiding.

4

Kim is hiding.

5

Jim is hiding.

6

Milly

7

Billy.

8

Will is hiding.

9

Pat is hiding.

10

Sam is hiding.

11

Jan is hiding.

Comprehension Questions

Literal

Where was Jan hiding?

Who was hiding in the clothes?

Who was hiding under the umbrella?

Where were Milly and Billy hiding?

Inferential

Why do you think Jim was hiding behind a tree?

Why do you think Sam went under his bed to use his laptop?

Is Pat hiding under the umbrella or sheltering from the rain? What else in the photo tells you it might be raining?

What time of year is it when Pam is hiding?

Data Point Sheet

Hiding

Name:

Date:

Word Count 29 Level 1.3 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>								
Type of Error		0 -1 errors	text is easy 95% - 100%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	2 - 4 errors	text is instructional 87% - 94%						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	5 + errors	text is difficult 66% - 86%						
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential	
Number correct	Number correct	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct	Number partially correct	
Number incorrect	Number incorrect	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>			
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2	February	July
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 3	66 - 89	90 - 108
		Year 4	97 - 109	110 - 128
				December
				65 +
				109 +
				129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Fun Run

Level: 2.3 Extra Word Count: 50

Quick Quiz	Reading: <i>look, she, see, can, in</i> Spelling: <i>look, she, see, can, in</i>
New High-Frequency Word	
Quick Read	Is This a Crab? (1.1 Extra) Hiding (1.2 Extra)
Quick Check	My Socks (2.1 Extra)
Quick Write	<i>Look at my socks. They have dots.</i>
New Skill	Short u
New Book	Fun Run

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *look, she, see, can, in*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *look, she, see, can, in*. If students are having difficulty with any word, show them the card so that they can copy the word.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Is This a Crab? Hiding*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *My Socks*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *My Socks* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

Literal

Where are the hot socks?

Which socks are the roller bladers wearing?

Which socks rock?

Which socks are resting on shoes?

Inferential

Why are the hot socks hot?

Why do you think the roller bladers socks have the same coloured stripes?

Do you think it is easy to make sock puppets? Why or why not?

Which socks do you like the best? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Look at my socks. They have dots.
- Remind the students that they know how to spell *Look, at, my*. Remind them to start their sentence with a capital letter.
- Revise the hearing sounds in words task.
Say: *Now I'm going to show you how to hear the sounds in the word socks so that you will be able to spell it.*
- Say *socks* slowly breaking the word into its separate sounds or phonemes *s - o - k - s*.
- Say *s - o - k - s* again clapping once for each sound.
- Invite the students to clap with you as you say the word again.
- Invite the students to say *s - o - k - s* with you as they clap.
- Ask the students how many sounds there are in *socks*.
- Draw a box on the board and divide it into four.
- Ask the students which sound they can hear at the beginning of *socks*.
- Ask the students which letter has an / *s* / sound. Invite a volunteer to write *s* in the first box.

s			
---	--	--	--
- Have the students say *s - o - k - s* again.
- Ask them the second sound they can hear and which letter they should write. Invite a volunteer to write *o* in the next box.

s	o		
---	---	--	--
- Have the students *s - o - k - s* again.
- Ask them the next sound they can hear and which letter they should write. Accept either *c* or *k* and explain that in *socks* the *c* and the *k* make the / *k* / sound.

s	o	ck	
---	---	----	--
- Ask the students the last sound they can hear and which letter they should write.
- Write *s* in the last box.
- Have the students write *socks* in their sentence and finish with a full stop.
- Dictate the second sentence again. Write *They* on the board for the students to copy.
- Remind the students that they know how to listen for the sounds in short words and ask them to say *have* slowly and write the first letter.
- Repeat this with *a* and *v* and then tell the students that *have* has a silent *e* on the end.
- Have them complete writing *have*.
- Follow the same process with *dots*.
- Remind the students to end the second sentence with a full stop and then have them read their sentences again.

- If the students have trouble with *Look, at, my*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

New phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Bug** to introduce or reinforce this skill.

- Write the letter *u* on the board. Read the letter *u* to the students so they know the sound it makes. Have them read it again with you.
- Say *hut* slowly. Ask the students to listen for the / *u* / sound as you say the word *hut* slowly again.
- Write *hut* on the board. Read what you have written to the students. Have them read the word *hut* with you.
- Say *fun* slowly. Ask the students to listen for the / *u* / sound as you say the word *fun* slowly again.
- Write *fun* on the board. Read what you have written to the students. Have them read the word *fun* with you.
- Write *h u t* and *f u n* on the board.
Read the words slowly emphasizing the / *u* / sound
- Invite a volunteer to circle the letter that makes the / *u* / sound.
- Write *nut*, *cut*, and *hut* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *u* / sound.
- Write *run*, *fun*, *gun* and *sun* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *u* / sound.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Fun Run*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out where some people go on fun runs.*
- Discuss the cover photo. Tell the students that this person is wearing snowshoes. Snowshoes help you run in the snow. He has poles in each hand to help him keep his balance.
- Have the students turn to the title page and look at the photo. Where do they think that these people may be?
- Take a picture walk discussing each photo in the book.
- To ensure understanding say things such as: *These children are running on a sandy beach. A forest is a place where there are lots of trees. It can get muddy in places. Lots of people run in the city.*

- Read the glossary with the students. Ensure your ELL students repeat the words.
 - Tell the students that there are some words in this book that have short *u* vowel sound. They should look for words with *u* in them to help them read.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the words with the short /u / sound. Ask them what is the same between *run* and *fun*?
 - Have the students find and read *run*, *fun* and *mud* on page 4.
 - Have them find and read *fun* and *run* on page 8
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Fun Run* again.
- Read and re-read *Fun Run* using the audio and/or e - version.
- Re-read *Is This a Crab? Hiding* and *My Socks*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: My Socks
Intervention Level: 2.1 Extra
Word count: 36
New phonic skill: short o

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

I like my socks.

They are hot.

4

I like my socks.

They have spots.

6

I like my socks.

They have dots.

8

I like my socks.

They have stripes on top.

10

I like my socks.

They rock.

Comprehension Questions

Literal

Where are the hot socks?

Which socks are the roller bladers wearing?

Which socks rock?

Which socks are resting on shoes?

Inferential

Why are the hot socks hot?

Why do you think the roller bladers socks have the same coloured stripes?

Do you think it is easy to make sock puppets? Why or why not?

Which socks do you like the best? Why?

Data Point Sheet

My Socks

Name:

Date:

Word Count 36 Level 2.1 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 1 errors	text is easy 95% - 100%						
Type of Error		2 - 4 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	5 + errors	text is difficult 66% - 86%						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
7-8 correct/partially correct	very good									
5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>									
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Going to the Vet



Level: 3.1 Extra Word Count: 59

Quick Quiz	Reading: <i>see, can, in, are, you</i> Spelling: <i>see, can, in, are, you</i>
New High-Frequency Word	to
Quick Read	Hiding (1.3 Extra) My Socks (2.1 Extra)
Quick Check	Fun Run (2.3 Extra)
Quick Write	<i>We are on a fun run.</i>
New Skill	short e
New Book	Going to the Vet

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *see, can, in, are, you*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *see, can, in, are, you*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *to*.
- Hold up the *to* word card for the students to see.
- Have them read the word together.
- Have them write *to* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Hiding*, *My Socks*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Fun Run*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Fun Run* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking the following questions:

Literal

What are the children at the beach running on?

Which fun run is muddy?

Where are the people crossing the bridge?

What are the people on the park fun run running on?

Inferential

Which fun run do you think is the easiest? Why?

Where do you think the man running on the snow is?

Who do you think will win the fun run in the forest?

Which fun run would you most like to do? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
We are on a fun run.
- Remind the students that they know how to spell *we*, *are*, *a* and *on*. Remind them to start their sentence with a capital letter.
- Revise the *hearing sounds in words* task. Remind the students that they know how to listen for the sounds in short words and that they should be able to write *fun* and *run* without using the boxes to help them.
- Tell them to say *fun* slowly and write down the first sound they can hear.
- Have the students say *fun* again and write down the next sound they can hear. Revisit the short / u / sound if necessary.
- Invite the students to say *fun* again and write the last letter.
- Repeat the process with *run*.
- Have the students check for the capital letter and the full stop.
- If the students have trouble with *we*, *are*, *on* or *a*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

Hen to introduce or reinforce this skill.

- Write the letter *e* on the board. Read the letter *e* to the students so they know the sound it makes. Have them read it again with you.
- Say *get* slowly. Ask the students to listen for the / *e* / sound as you say the word *get* slowly again.
- Write *get* on the board. Read what you have written to the students. Have them read the word *get* with you.
- Say *bed* slowly. Ask the students to listen for the / *e* / sound as you say the word *bed* slowly again.
- Write *bed* on the board. Read what you have written to the students. Have them read the word *bed* with you.
- Write *g e t* and *b e d* on the board. Read the words slowly emphasizing the / *e* / sound.
- Invite a volunteer to circle the letter that makes the / *e* / sound.
- Write *get*, *pet* and *set* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *e* / sound.
- Write *bed*, *led*, *fed* and *Jed* under one another on the board.
- Read the words to the students and then have them read them with you.
- Invite volunteers to circle the letter in each word that makes the / *e* / sound.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Going to the Vet*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some people who take their sick animals to the vet.*
- Discuss the cover photo. Tell the students that a vet is an animal doctor. This vet has a stethoscope around her neck. Doctors and vets use stethoscopes to hear people and animals' heartbeat.
- Have the students turn to the title page and look at the photo. What animal is with the vet now?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as:
Pam's bird is a parrot. Parrots like to sit on their owner's shoulders.
- Have the students discuss the glossary on page 12. Ensure they know the vocabulary.

- Tell the students that there are some words in this book with the short / e / sound. They should look for these words to help them read.
 - Tell them also that the new word *to* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *to* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find *Ben's*, *pet* and *vet*.
 - Have the students find and read *vet* and *pet* on page 4.
 - Have them find and read the words with the short / e / sound on the end on page 6.
 - Have the students go through the book looking for *to* and rereading the sentences with *to* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Going to the Vet* again.
- Read and re-read *Going to the Vet* using the audio and/or e - version.
- Re-read *Hiding*, *My Socks* and *Fun Run*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Fun Run

Intervention Level: 2.3 Extra

Word count: 50

New phonic skill: short u

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

We run on the sand.

It is a fun run.

4

We run in the mud.

It is a fun run.

6

We run on the grass.

It is a fun run.

8

We run in the city.

It is a fun run.

10

I run in the snow.

It is a fun run.

Comprehension Questions

Literal

What are the children at the beach running on?

Which fun run is muddy?

Where are the people crossing the bridge?

What are the people on the park fun run running on?

Inferential

Which fun run do you think is the easiest? Why?

Where do you think the man running on the snow is?

Who do you think will win the fun run in the forest?

Which fun run would you most like to do? Why?

Data Point Sheet

Fun Run

Name: _____

Date: _____

Word Count 50 Level 2.3 Extra

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>								
Type of Error		0 - 2 errors	text is easy 95% - 100%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 30px;" type="text"/>	3 - 6 errors	text is instructional 87% - 94%						
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Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 – 1:6	good								
1:7 +	needs help								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 30px;" type="text"/>								

Comprehension Literal	Comprehension Inferential	
Number correct	Number correct	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct	Number partially correct	
Number incorrect	Number incorrect	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
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<i>Reads with moderate fluency</i>																	
<i>Reads slowly - word by word</i>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Tan's Pet

Level: 3.4 Extra

Word Count: 67

Quick Quiz	Reading: <i>are, you, to, which, who</i> Spelling: <i>are, you, to, which, who</i>
New High-Frequency Word	said
Quick Read	My Socks (2.1 Extra) Fun Run (2.3 Extra)
Quick Check	Going to the Vet (3.1 Extra)
Quick Write	<i>Who is Jan's dog, Pip, going to see?</i>
New Skill	short a, e, i, o, u
New Book	Tan's Pet

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *are, you, to, which, who*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *are, you, to, which, who*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *said*.
- Hold up the *said* word card for the students to see.
- Have them read the word together.
- Have them write *said* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *My Socks*, *Fun Run*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Going to the Vet*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Going to the Vet* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking the following questions:

Literal

- Who has a dog for a pet?*
- What did the vet say to Pam and Tim?*
- Who does the turtle belong to?*
- Who has a horse for a pet?*

Inferential

- Who has the biggest pet?*
- What is another word for ill?*
- What is the problem with the horse? How do you know?*
- Which animal would you most like for a pet? Why?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Who is Jan's dog, Pip, going to see?
- Remind the students that they know how to spell *who*, *is*, *see* and *to*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *Jan's*, *dog* and *Pip* without using the boxes to help them.
- Have them write *who* and *is* starting *who* with a capital letter.
- Encourage them to say the *Jan's* slowly as they listen for the sounds and write the letters. Tell them that the / z / sound on the end of *Jan* is an *s*.
- Explain the apostrophe and show them where to put it.
- Have the students write *dog* and *Pip* into their sentence.
- Explain that they need to put a comma either side of *Pip*.
- Invite the students to reread their sentence and write *go*.
- On the board, show them how to make *go* into *going*.
- Invite the students to complete the sentence by writing *to* and *see*.
- Ensure that they end their sentence with a question mark.
- If the students have trouble with *who*, *is*, *see* and *to*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Write *pat, pet, pit, pot* and *put* on the board.
- Invite the students to read the words with you.
- Ask the students what is the same and what is different about the words.
- Invite volunteers to circle the letter in each word that is different. Have them read the word as they circle the letter.
- Tell the students that you are going to change the first letter in *pat* to an *s*. Have them read the new word *sat*.
- Now tell them that you are going to change the middle letter to make another word.
- Change the *a* in *sat* to an *i*. Have the students read the new word *sit*.
- Tell the students that you are going to change the last letter to make another word.
- Change *t* to *p*. Have the students read the new word *sip*.
- Change the first letter to *t* telling the students what you are doing and having them read the word *tip*.
- Change the middle letter to *o* to make *top* and then the first letter to *m* to make *mop*. Have the students read along as you make the changes.
- Explain to the students that they can change the all the letters in short words this way to make many new words that they can then read and write.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Tan's Pet*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about which animals Tan could have for a pet and which one she chooses*
- Discuss the cover photo. Tell the students that this animal are foxes. Do they think a fox would make a good pet? Why or why not?
- Have the students turn to the title page and look at the photo. Can they name these animals?
- Take a picture walk discussing each photo in the book. Have your ELL students repeat the animal names.
- To ensure understanding say things such as: *Alligators look like crocodiles. They are reptiles. Reptiles are cold blooded - this means that they need to be in the sun to warm up and in the shade to cool down. Hippos are very big animals. They spend a lot of their time in the water.*

Belly is another name for stomach or tummy.

- Point out the words *pot bellied*. Read them to the students and have them repeat them after you.
 - Tell them also that the new word *said* is in this book. Knowing this word will help them with their reading. Hold up the *said* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find *dad* and *pet*.
 - Have them find and read the words with *dad*, *fox* and *pet* on page 6.
 - Have the students go through the book looking for *said* and rereading the sentences with *said* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Tan's Pet* again.
- Read and re-read *Tan's Pet* using the audio and/or e - version.
- Re-read *My Socks*, *Fun Run* and *Going to the Vet*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Write further sentences to add to the Quick Write sentence.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Going to the Vet
Intervention Level: 3.1 Extra
Word Count: 59
New phonic skill: short e
New high frequency word: to

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Ben's pet is ill.

He went to see the vet.

4

Pam went to see the vet.

The vet said, "Your pet is ill."

6

Jen's pet is ill.

She went to see the vet.

8

Tim went to see the vet.

The vet said,

"Your pet is ill."

10

Pat's pet is ill.

The vet said,

“Your pet needs a pill.”

Comprehension Questions

Literal

Who has a dog for a pet?

What did the vet say to Pam and Tim?

Who does the turtle belong to?

Who has a horse for a pet?

Inferential

Who has the biggest pet?

What is another word for ill?

What is the problem with the horse? How do you know?

Which animal would you most like for a pet? Why?

Data Point Sheet

Going to the Vet

Name:

Date:

Word Count 59 Level 3.1 Extra

<p>Number of Errors <input style="width: 50px; height: 25px;" type="text"/></p> <p>Type of Error</p> <p><i>Red</i> <i>new decodable skills</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Green</i> <i>previously taught skills or word families</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Blue</i> <i>new high-frequency words</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Pink</i> <i>previously taught high-frequency words</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Brown</i> <i>words accessible from content or context</i> <input style="width: 50px; height: 25px;" type="text"/></p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 30%;">0 - 3 errors</td> <td>text is easy 95% - 100%</td> </tr> <tr> <td>4 - 7 errors</td> <td>text is instructional 87% - 94%</td> </tr> <tr> <td>8 + errors</td> <td>text is difficult 66% - 86%</td> </tr> </table> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>	0 - 3 errors	text is easy 95% - 100%	4 - 7 errors	text is instructional 87% - 94%	8 + errors	text is difficult 66% - 86%	Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
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<p>Comprehension Literal</p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p>	<p>Comprehension Inferential</p> <p>Number correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number partially correct <input style="width: 50px; height: 25px;" type="text"/></p> <p>Number incorrect <input style="width: 50px; height: 25px;" type="text"/></p>	<p>Comprehension Score</p> <p>7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help</p>
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<p>Fluency</p> <p><i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/></p> <p><i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/></p>	<p>Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
	February	July	December														
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Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Fangs

Level: 4.2 Extra Word Count: 68

Quick Quiz	Reading: <i>to, which, who, said, put</i> Spelling: <i>to, which, who, said, put</i>
New High-Frequency Word	have
Quick Read	Fun Run (2.3 Extra) Going to the Vet (3.1 Extra)
Quick Check	Tan's Pet (3.4 Extra)
Quick Write	"Where would you put a pet pig?" said Dad.
New Skill	ng
New Book	Fangs

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *to, which, who, said, put*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *to, which, who, said, put*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *have*.
- Hold up the *have* word card for the students to see.
- Have them read the word together.
- Have them write *have* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Fun Run*, *Going to the Vet*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Tan's Pet*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Tan's Pet* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which animals need water to live in?
Which animals look the fiercest?
Which animals have the biggest ears?
Which animals have claws?

Inferential

Why do you think the pig is called a pot-bellied pig?
Where would you keep a bear if you had a pet one?
Where do you think Dad has taken the children?
Which pet would you most like to have? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
"Where would you put a pet pig?" said Dad.
- Remind the students that they know how to spell *a*, *you*, *put* and *said*.
- Remind them that they need to think about the punctuation because dad is asking a question. Tell them that they need to think about where to put the speech marks, the full stop and the question mark. They also need to start their sentence with a capital letter.
- Write *Where* and *would* on the board for the students to copy and then have them write *you*, *put* and *a*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *pet*, *pig* and *Dad* without using the boxes to help them. Encourage them to say the words slowly as they listen for the sounds and write the letters.
- Have the students finish their sentence and check with them that they have all their punctuation correct.
- If the students have trouble with *a*, *you*, *put* and *said*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Write *long* on the board.
- Read the word asking the students to listen for the end sound.
- Tell the students that there are many words that have *ng* on the end and the end sounds the same as the end of *long*.
- Write the following words, reading them as you write; *tang, king, song, and lung*.
- Have the students read the words with you.
- Invite volunteers to circle the letters that make the / *ng* / sound.
- Write *ki* on the board. Ask the students what letters you will need to add to make the word *king*. Complete the word.
- Write *fa* on the board. Invite a volunteer to complete the word *fang*.
Write *ba, ki, do, and ru* on the board. Invite volunteers to write the letters that make the / *ng* / sound on the end of each and then read the word.
- Write *ping* on the board. Say: *I'm going to change the first letter to make another word.*
- Write *ding* and invite a volunteer to read what you have written.
- Invite volunteers to write new *-ing* words on the board changing the first letter and reading what they have written. If necessary prompt them to use the following letters: *k, r, s, w* and *z*.
- Tell the students that if they come to an unknown word when they are reading they should look to see if *ang, ing, ong* or *ung* are at the end. That will help them with their reading.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Fangs*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out which animals have fangs.* Explain that fangs are like very big pointy teeth.
- Discuss the cover photo. Tell the students that this animal is a spider. Most spiders don't have teeth they just have fangs. Some spiders use their fangs to help them digest their food.
- Have the students turn to the title page and look at the photo. Tell the students that this is an alligator. Its fangs are its long pointy teeth.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *lions use their fangs when they are hunting prey. Snakes use their fangs to inject poison into their prey. This animal is a bat. You don't often see bats because they come out at night.*

- Have the students read the picture glossary on page 12 to reinforce vocabulary.
 - Tell the students that there are some words in this book that start and end with *ng*. They should look for the words with *ng* in them to help them read.
 - Tell them also that the new word *has* that they learned earlier is in this book. Knowing this word will help them with their reading. Hold up the *have* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- After reading, check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find *long* and *fangs*.
 - Have the students find and read *long* and *fangs* on page 6.
 - Have them find and read *long* and *fangs* on page 8.
 - Have them find and read the words with *ng* in them on page 10.
 - Have the students go through the book looking for *have* and rereading the sentences with *have* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Fangs* again.
- Read and re-read *Fangs* using the audio and/or e - version.
- Re-read *Fun Run*, *Going to the Vet* and *Tan's Pet*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Tan's Pet

Intervention Level: 3.4 Extra

Word count: 67

New phonic skill: revision short vowels

New high-frequency word: said

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

“Can you see the alligators?”

said Dad.

“Would you like an alligator

for a pet?”

4

“Can you see the elephants?”

said Dad.

“Would you like an elephant

for a pet?”

6

“Who would like a fox

for a pet?”

said Dad.

8

“Who would like a hippo
for a pet?”
said Dad

10

“Who would like a bear?”
said Dad.

12

Can I get a pot-bellied pig
for a pet? said Tan.

Comprehension Questions

Literal

Which animals need water to live in?

Which animals look the fiercest?

Which animals have the biggest ears?

Which animals have claws?

Inferential

Why do you think the pig is called a pot-bellied pig?

Where would you keep a bear if you had a pet one?

Where do you think Dad has taken the children?

Which pet would you most like to have? Why?

Data Point Sheet

Tan's Pet

Name:

Date:

Word Count 67 Level 3.4 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>		0 - 4 errors	text is easy 95% - 100%
Type of Error			5 - 9 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>		10 + errors	text is difficult 86% or less
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>			
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>			
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>			
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>			
			Self Correction Rate	$\frac{E + SC}{SC}$
			Ratio	good
			1:3 - 1:6	
			1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 20%;">February</td> <td style="width: 20%;">July</td> <td style="width: 20%;">December</td> </tr> <tr> <td>Year 2</td> <td>N/A</td> <td>34 - 64</td> <td>65 +</td> </tr> <tr> <td>Year 3</td> <td>66 - 89</td> <td>90 - 108</td> <td>109 +</td> </tr> <tr> <td>Year 4</td> <td>97 - 109</td> <td>110 - 128</td> <td>129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
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Year 2		N/A	34 - 64	65 +													
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<i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>																	
<i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Ships

Level: 4.3 Extra Word Count: 75

Quick Quiz	Reading: <i>which, who, said, put, have</i> Spelling: <i>which, who, said, put, have</i>
New High-Frequency Word	has
Quick Read	Going to the Vet (3.1 Extra) Tan's Pet (3.4 Extra)
Quick Check	Fangs (4.2 Extra)
Quick Write	<i>Which animals have long fangs?</i>
New Skill	sh
New Book	Ships

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *which, who, said, put, have*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *which, who, said, put, have*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *has*.
- Hold up the *has* word card for the students to see.
- Have them read the word together.
- Have them write *has* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Going to the Vet*, *Tan's Pet*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Fangs*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Fangs* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which animal has long fur?

Which animal has long legs?

Which animal has wings?

Which animal has a long body?

Inferential

What are fangs?

What do animals use fangs for?

Which is the smallest animal with fangs?

What are the closest things you have to fangs?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Which animals have long fangs?
- Remind the students that they know how to spell *which* and *have*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *long* and *fangs* without using the boxes to help them.
- Remind them of the two letters that make the / *ng* / sound and have them say *long* and *fang* slowly when they come to write them.
- Write *animals* on the board for the students to copy.
- Remind the students to check that they started their sentence with capital letter and ended with a question mark.
- If the students have trouble with *which* and *have*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

Fish, Sheep, or Shark to introduce or reinforce this skill

- Write the letters *sh* on the board. Explain to the students that when they see these letters at the beginning or end of a word they make the / *sh* / sound.
- Say *shut*. Ask the students to listen for the / *sh* / sound as you say the word *shut* again.
- Write *shut* on the board.
- Invite a volunteer to circle the letters that makes the / *sh* / sound.
- Say *rash*. Ask the students to listen for the / *sh* / sound as you say the word *rash* again.
- Write *rash* on the board.

- Invite a volunteer to circle the letters that makes the / sh / sound.
- Write *wi* on the board and invite a volunteer to add the letters to make the word *wish*. Have the students read the word.
- Write *ha*_, *fi*_ and *mu*_ on the board. Invite volunteers to write in the letters that make the / sh / sound and read the word they have made.
- Write __*ell*, __*ip* and __*ot* on the board. Invite volunteers to write in the letters that make the / sh / sound and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Ships*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about different ships. Some people call ships, boats.*
- Discuss the cover photo. Tell the students that this ship is a container ship. Point out the containers and explain that the ship has cranes so that it can unload the containers.
- Have the students turn to the title page and look at the photo. Tell them that this ship is a type of fishing boat. It is called a trawler. It has big nets to catch the fish.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Sailing ships like this one were used before ships had motors. Ice breakers have to be very strong to cut through thick ice.*
- Read the glossary with the students to ensure understanding and pronunciation.
- Tell the students that there are some words in this book that start or end with *sh*. They should look for the words with *sh* in them to help them read.
- Tell them also that the new word *has* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *has* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find *ship*.
- Have the students find and read *ship*, *fish* and *shrimp* on page 4.
- Have them find and read the word starting with *sh* on page 8.
- Have them find and read the words starting with *sh* in them on page 12.
- Have the students go through the book looking for *has* and rereading the sentences with *has* in them

- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Ships* again.
- Read and re-read *Ships* using the audio and/or e - version.
- Re-read *Going to the Vet*, *Tan's Pet* and *Fangs*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Fangs

Intervention Level: 4.2 Extra

Word count: 68

New phonic skill: ng

New high-frequency word: have

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

This animal is a lion.

Lions have long fur.

Lions have teeth.

The lion's long teeth are fangs.

4

This animal is an alligator.

Alligators have a long nose.

Alligators have fangs.

6

This animal is a snake.

Snakes have a long body.

Look at the snake's fangs.

8

This animal is a spider.

Spiders have long legs.

Spiders have fangs.

10

This animal is a bat.

Bats have fangs.

Bats have wings.

Comprehension Questions

Literal

Which animal has long fur?

Which animal has long legs?

Which animal has wings?

Which animal has a long body?

Inferential

What are fangs?

What do animals use fangs for?

Which is the smallest animal with fangs?

What are the closest things you have to fangs?

Data Point Sheet

Fangs

Name:

Date:

Word Count 68

Level 4.2 Extra

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>								
Type of Error		0 - 4 errors	text is easy 95% - 100%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 30px;" type="text"/>	5 - 9 errors	text is instructional 87% - 94%						
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Comprehension Literal	Comprehension Inferential									
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Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
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Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Flowers

Level: 5.1 Extra Word Count: 84

Quick Quiz	Reading: <i>said, put, have, has, out</i> Spelling: <i>said, put, have, has, out</i>
New High-Frequency Word	some
Quick Read	Tan's Pet (3.4 Extra) Fangs (4.2 Extra)
Quick Check	Ships (4.3 Extra)
Quick Write	<i>Check out the little chips of ice.</i>
New Skill	bl
New Book	Flowers

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *said, put, have, has, out*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *said, put, have, has, out*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *some*.
- Hold up the *some* word card for the students to see.
- Have them read the word together.
- Have them write *some* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Tan's Pet*, *Fangs*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Ships*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Ships* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which ship has sails?

What is the name of the ship that breaks up ice?

What does a trawler do?

Which ship carries oil?

Inferential

How do people lift the containers off a container ship?

Which ships would move slowly? Why?

What makes a sailing ship move?

How do you think people get the oil off the oil tanker?

- Record the number of correct or partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Check out the big chips of ice.
- Remind the students that they know how to spell *out* and *the*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *big*, *check* and *chips* without using the boxes to help them. Encourage them to say all the words slowly when they come to write them and listen for the sounds and write the letters. Remind them that they need two letters to make the / *ch* / sound and two letters to make the / *ck* / sound.
- Have the students write *Check out the big chips*.
- Explain that the / *v* / sound in *of* is an *f*.
- Write *ice* on the board. Explain that the / *s* / sound is a *c* and that there is a silent *e* on the end of *ice*.
- Remind the students to check their capital letter and punctuation.
- If the students have trouble with *the* or *out*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *check* or *chip*, help them and then revise the phonic element.

New Skill

Teaches new phonic skills explicitly and systematically

- Write the letters *b* and *l* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *b* and *l* together to make a / *bl* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *bl* / sound.
- Say *blot*. Ask the students to listen for the / *bl* / sound as you say the word *blot* again.
- Write *blot* on the board.
- Invite a volunteer to circle the letters that makes the / *bl* / sound.
- Say *black*. Ask the students to listen for the / *bl* / sound as you say the word *black* again.
- Write *black* on the board.
- Invite a volunteer to circle the letters that makes the / *bl* / sound.
- Write *_ank* on the board and invite a volunteer to add the letters to make the word *blank*. Have the students read the word.
- Write *_ip*, *_uff*, and *_iss* on the board. Invite volunteers to write in the letters that make the / *bl* / sound. Have them read the word they made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Flowers*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about flowers that can be black, white or blue.*
- Discuss the cover photo. Have the students say what colours they can see.
- Have the students turn to the title page and look at the photo. Are there more colours on this page?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Flowers on fruit trees are called blossoms. You can eat blueberries. You can get blueberry muffins and blueberry ice cream.*
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Tell the students that there are some words in this book that start with *bl*. They should look for the words with *bl* in them to help them as they read.
- Tell them also that the new word *some* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *some* word card to remind them if necessary.

- Move around the group listening and helping individual students.
 - Check comprehension by asking the students to retell the main points.
 - Have students turn to page 3 and find *blue*.
 - Have the students find and read *black* on page 7. Make sure they read the label as well as the text.
 - Have them find and read the word starting with *bl* on page 9.
 - Have them find and read the words starting with *bl* on page 10 and 11.
 - Have the students go through the book looking for *some* and rereading the sentences with *some* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Flowers* again.
- Read and re-read *Flowers* using the audio and/or e - version.
- Re-read *Tan's Pet*, *Fangs* and *Ships*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Ships
Intervention Level: 4.3 Extra
Word count: 75
New phonic skill: sh
New high-frequency word: has

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Look at this ship.

It has sails.

It is a sailing ship.

4

Look at this ship.

It is a trawler.

Trawlers catch fish in nets.

This trawler catches shrimp

in its big nets.

6

Look at this ship.

It has cranes.

It has containers.

It is a container ship.

8

Look at this ship.

It is in the ice.

It breaks up the ice.

It is an icebreaker.

10

Look at this ship.

It is an oil tanker.

Comprehension Questions

Literal

Which ship has sails?

What is the name of the ship that breaks up ice?

What does a trawler do?

Which ship carries oil?

Inferential

How do people lift the containers off a container ship?

Which ships would move slowly? Why?

What makes a sailing ship move?

How do you think people get the oil off the oil tanker?

Data Point Sheet

Ships

Name:

Date:

Word Count 75 Level 4.3 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 4 errors	text is easy 95% - 100%						
Type of Error		5 - 9 errors	text is instructional 87% - 94%						
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Comprehension Literal	Comprehension Inferential									
<i>Number correct</i>	<i>Number correct</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
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<input style="width: 50px; height: 25px;" type="text"/>	<input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 35%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<input style="width: 50px; height: 25px;" type="text"/>																	
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>																
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>																

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Hummingbirds

Level: 5.3 Extra Word Count: 93

Quick Quiz	Reading: <i>have, has, out, some, of</i> Spelling: <i>have, has, out, some, of</i>
New High-Frequency Word	these
Quick Read	Fangs (4.2 Extra) Ships (4.1 Extra)
Quick Check	Flowers (5.1 Extra)
Quick Write	<i>Some of the flowers you can see are black, but some are blue.</i>
New Skill	fl
New Book	Hummingbirds

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *have, has, out, some, of*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *have, has, out, some, of*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *these*.
- Hold up the *these* word card for the students to see.
- Have them read the word together.
- Have them write *these* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Fangs, Ships*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Flowers*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Flowers* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What colours can flowers be?*
- What colour are blueberry flowers?*
- What do some people like to blow?*
- What colour are blossoms?*

Inferential

- What are blossoms?*
 - Why do you think people like to blow dandelion seeds?*
 - When would people blow blossoms?*
 - Which flowers do you like the most? Why?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Some of the flowers you can see are black, but some are blue.
- Remind the students that they know how to spell *some, of, the, are, you, can,* and *see*.
- Have them start writing the sentence.
- Write *flowers* on the board for the students to copy.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *but* and *black* without using the boxes to help them. Encourage them to say *black* slowly when they come to write it and listen for the sounds and write the letters.
- Ask the students to say *blue* slowly and say what the first two letters are.
- Write *blue* on the board for them to copy the last two letters.
- Encourage the students to reread their sentence and check for punctuation. Show them that they need a comma after *black*.
- Work individually with any student who requires help.
- If the students had trouble with *some, of, the, are, you, can* and *see* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Flea**, and/or **Fly** to introduce or reinforce this skill.

- Write the letters *f* and *l* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *f* and *l* together to make a / *fl* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *fl* / sound.
- Say *flat*. Ask the students to listen for the / *fl* / sound as you say the word *flat* again.
- Write *flat* on the board.
- Invite a volunteer to circle the letters that makes the / *fl* / sound.
- Say *flower*. Ask the students to listen for the / *fl* / sound as you say the word *flower* again.
- Write *flower* on the board.
- Invite a volunteer to circle the letters that makes the / *fl* / sound.
- Write *_ing* on the board and invite a volunteer to add the letters to make the word *fling*. Have the students read the word.
- Write *_ap*, *_ash*, *_ick* and *_ock* on the board. Invite volunteers to write in the letters that make the / *fl* / sound. Have them read the word they made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Hummingbirds*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about little birds called hummingbirds. They're called hummingbirds because they flap their wings so fast they make a humming noise. Demonstrate humming, if necessary.*
- Discuss the cover photo. Tell the students that this is a hummingbird. Have them notice its long beak. Tell them it has a long beak so that it can get nectar from the flowers.
- Have the students turn to the title page and look at the photo. Have them describe what they see.
- Take a picture walk discussing each photo in the book.
- Point out the *s* ending on plural words – *bird birds, hummingbird hummingbirds, egg eggs, flap flaps, baby babies, wing wings*.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *flap their wings means to move them up and down very fast. Demonstrate with your hands, if necessary.*

- Tell the students that there are some words in this book that start with *fl*. They should look for the words with *fl* in them to help them as they read.
 - Tell them also that the new word *these* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *these* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 8, 9 and 10 and find and read the words starting with *fl*.
 - Have the students go through the book looking for *these* and rereading the sentences with *these* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Hummingbirds* again.
- Read and re-read *Hummingbirds* using the audio and/or e - version.
- Re-read *Fangs, Ships and Flowers*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Flowers

Intervention Level: 5.1 Extra

Word count: 84

New phonic skill: bl

New high-frequency word: some

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Look at the flowers.

Flowers can be pink.

Flowers can be purple.

Flowers can be white.

3

But some flowers are blue.

4

Look at the blueberries.

Some berries

have purple flowers.

5

But blueberries have white flowers.

6

Look at the petunias.

Some are purple.

Some are red.

Some are pink.

7

But some petunias are black.

8

Look at the dandelions.

They are yellow.

9

Some people like to blow dandelion seeds.

10

Look at these trees.

The blossoms on these trees are pink.

11

But some blossoms are white.

12

Some people like to blow blossoms.

Comprehension Questions

Literal

What colours can flowers be?

What colour are blueberry flowers?

What do some people like to blow?

What colour are blossoms?

Inferential

What are blossoms?

Why do you think people like to blow dandelion seeds?

When would people blow blossoms?

Which flowers do you like the most? Why?

Data Point Sheet

Flowers

Name:

Date:

Word Count 84 Level 5.1 Extra

Number of Errors	<input type="text"/>	1 - 4 errors	text is easy 95% - 100%
Type of Error		5 - 11 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	12 + errors	text is difficult 66% - 86%
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate	$\frac{E + SC}{SC}$
		Ratio	good
		1:3 - 1:6	
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Snakes

Level: 6.2 Extra Word Count: 108

Quick Quiz	Reading: <i>some, of, these, they, do</i> Spelling: <i>some, of, these, they, do</i>
New High-Frequency Word	what
Quick Read	Ships (4.3 Extra) Flowers (5.1 Extra)
Quick Check	Hummingbirds (5.3 Extra)
Quick Write	<i>Do these baby hummingbirds flap their wings when they fly?</i>
New Skill	Long a
New Book	Snakes

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *some, of, these, they, do*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *some, of, these, they, do*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *what*.
- Hold up the *what* word card for the students to see.
- Have them read the word together.
- Have them write *what* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Ships, Flowers*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Hummingbirds*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Hummingbirds* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Where are the eggs?

What hatches out of the eggs?

Can baby hummingbirds fly?

Where does Mother Hummingbird go to get food for her babies?

Inferential

What helps Mother Hummingbird get food from the flowers?

How can you tell the babies are hungry?

What does flap her wings, mean?

Why do you think these little birds are called humming birds?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Do these baby hummingbirds flap their wings when they fly?
- Tell them that they know how to spell *do*, *these* and *they*.
- Remind them that they know how to listen for the sounds in short words like *flap*, *wings*, *baby* and *fly*.
- Revise the letters for the /ng / if necessary. Explain that the e sound on the end of *baby* is made by the letter y.
- Have the students start writing their sentence.
- Write *hummingbirds* and *when* on the board for the students to copy.
- Have the students complete their sentence.
- Remind the students to end their sentence with the appropriate punctuation given that it is a question.
- Work individually with any student who requires help.
- If the students have trouble with *do*, *these* and *they*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Ape**, **Snake**, or **Whale** to introduce or reinforce this skill.

- Write *make* on the board. Have the students read the word *make*. Tell the students they are going to learn to read and write some more words that sound like and look like *make*.
- Write *bake, cake, fake, lake take, wake, Jake, Blake* and *shake* on the board under *make*. Make sure the *ake* part of each word is directly underneath the one above so the students can see that each word contains *ake*.
- Read the words to the students and then have them read the words with you.
- Tell the students what is the same about each word, that is *ake*.
- Invite a volunteer to circle the letters which make the / *ake* / sound in each word.
- Write *ate, date, fate, gate, hate, Kate, late, mate* and *plate* on the board.
- Tell the students what is the same about each word, that is *ate*.
- Have the students read the words.
- Invite volunteers to circle the letters which make the / *ate* / sound in a word and read the word as they circle the letters.
- Tell students that when they can recognize these word families, they will be able to read and write lots of words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Snakes*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about snakes.*
- Discuss the cover photo. Ask the students to point out the snake's fangs. Tell them that this snake's skin is covered with green scales.
- Have the students turn to the title page and look at the photo. Have them say what colour this snake's scales are. Discuss what other body parts they can see.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Snakes swallow their food whole. Some snakes poison their prey by sticking their fangs into it.*
- Have the students read the index on page 12. Which pages would they turn to, to read about what snakes eat?

- Tell the students that there are some words in this book that have a silent e which makes the vowel have the long / a / sound. They should look for the words with a and the silent e to help them as they read.
 - Tell them also that the new word *what* is in this book. Knowing this word will help them with their reading. Hold up the *what* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the words with the silent e.
 - Have students turn to page 4 and find and read the words *snake* and *snake's*.
 - Have the students go through the book looking for *what* and rereading the sentences with *what* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Snakes* again.
- Read and re-read *Snakes* using the audio and/or e - version.
- Re-read *Ships, Flowers and Hummingbirds*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Hummingbirds
Intervention Level: 5.3 Extra
Word count: 93
New phonic skill: fl
New high-frequency word: these

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

These small birds are hummingbirds.

They are so small

they can fit onto your hand.

4

Look at these eggs.

They are hummingbird eggs.

They are in the nest.

Baby hummingbirds

will come out of these eggs.

6

Look at these baby hummingbirds.

They are in the nest.

They are too small

to flap their wings.

They are too small to fly.

8

The mother hummingbird

flies to a flower.

She flaps her wings.

She gets food

for the baby hummingbirds.

10

She flaps her wings.

She flits to another flower.

12

She feeds her babies.

Comprehension Questions

Literal

Where are the eggs?

What hatches out of the eggs?

Can baby hummingbirds fly?

Where does Mother Hummingbird go to get food for her babies?

Inferential

What helps Mother Hummingbird get food from the flowers?

How can you tell the babies are hungry?

What does flap her wings, mean?

Why do you think these little birds are called humming birds?

Data Point Sheet

Hummingbirds

Name:

Date:

Word Count 93 Level 5.3 Extra

Number of Errors	<input type="text"/>	0 - 5 errors	text is easy 95% - 100%
Type of Error		6 - 12 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	13 + errors	text is difficult 86% or less
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Yum

Level: 6.3 Extra Word Count: 92

Quick Quiz	Reading: <i>of, these, they, do, what</i> Spelling: <i>of, these, they, do, what</i>
New High-Frequency Word	with
Quick Read	Flowers (5.1 Extra) Hummingbirds (5.3 Extra)
Quick Check	Snakes (6.2 extra)
Quick Write	<i>What can Jane and Dave bake? A cake?</i>
New Skill	Long i
New Book	Yum

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *of, these, they, do, what*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *of, these, they, do, what*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *with*.
- Hold up the *with* word card for the students to see.
- Have them read the word together.
- Have them write *with* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Flowers, Hummingbirds*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Snakes*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Snakes* stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What can you see in a snake's mouth?

Where is the snake that is eating the fish?

What did the constrictor crush?

What colour is the snake's tongue?

Inferential

How do constrictors kill their prey?

What colours can snakes scales be besides red and yellow?

What else do you think snakes might eat?

What do snakes use their fangs for?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
What do snakes look like? Do they have scales?
- Tell the students that they are going to write two sentences and both of them are questions so they need to think about their capital letters and punctuation.
- Remind the students that they know how to spell *what, do, look, they, have* and *like*.
- Remind them that they know how to listen for the sounds in short words like *snakes* and *scales*, but they need to remember that some short words have more letters than sounds.
- Invite the students to write the first sentence. Remind them to use what they know about the silent *e* on the end of words to make the vowel make the long sound.
- Remind them of their punctuation and then have them write the second sentence.
- If the students have trouble with *what, do, look, they, have* and *like*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

Mice, or **Swine** to introduce or reinforce this skill.

- Write the *sit* on the board. Have the students read *sit*.
- Tell the students that you are going to add an *e* on to the end of *sit*.
- Add the *e* to make *site*.
- Explain to the students that you do not say the *e* when you read the word. The *e* is silent, but it changes the way you say the *i*.
- Read *sit* and *site* having the students listen for the difference.

- Write *slim* and *slime* on the board.
- Invite the students to read both words listening for the different sound the *i* makes. Write *hid*, *rid*, *din*, *fin*, *pin*, *shin*, *win*, *pip*, and *rip* on the board
- Invite volunteers to read a word, add an *e* to the end of the word, and read the new word they made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Yum*.
 - Read the title to the students and ask them what they think *Yum* means.
 - Set the purpose for reading by saying: *You are going to read this book to find out about some food that some people think is yum or yummy.*
 - Discuss the cover photo. Ask the students what they see. Do they think this food is yum? Why or why not?
 - Have the students turn to the title page and look at the photo. What is this food? Do they like it?
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *The pizza slice is a triangular shape. Grapes grow on vines. You can buy rice cakes at the supermarket. You can spread the top with anything you like.*
 - Encourage the students to read the glossary with you.
 - Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *i* / sound. They should look for the words with *i* and the silent *e* to help them as they read.
 - Tell them also that the new word *with* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *with* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to pages 2 and 3 and find and read *like*, *slice*, *nice*, and *sliced*.
 - Have students turn to page 6 and 7 and find and read *rice*, *nice*, *side*, and *sliced*.
 - Have students turn to page 8 and find and read the words with the silent *e*.
 - Have the students go through the book looking for *with* and rereading the sentences with *with* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Yum* again.
- Read and re-read *Yum* using the audio and/or e - version.
- Re-read *Flowers, Hummingbirds* and *Snakes*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Snakes

Intervention Level: 6.2 Extra

Word count: 108

New phonic skill: long a

New high-frequency word: what

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Look at this snake.

Look at its skin.

A snake's skin has scales.

These scales are red and yellow.

What else has scales?

4

Look at this snake.

Look at its mouth.

Can you see the snake's fangs?

What else has fangs?

6

Look at this snake.

What is it eating?

It is eating a fish.

What else eats fish?

8

Look at this snake.

It is a constrictor.

What is it doing?

It is crushing a mouse.

It will eat the mouse
when it has crushed it.

10

Look at this snake.

Look at its tongue.

What else has a tongue like this?

Comprehension Questions

Literal

What can you see in a snake's mouth?

Where is the snake that is eating the fish?

What did the constrictor crush?

What colour is the snake's tongue?

Inferential

How do constrictors kill their prey?

What colours can snakes scales be besides red and yellow?

What else do you think snakes might eat?

What do snakes use their fangs for?

Data Point Sheet

Snakes

Name:

Date:

Word Count 108 Level 6.2 Extra

Number of Errors	<input style="width: 100%;" type="text"/>	0 - 5 errors	text is easy 95% - 100%
Type of Error		6 - 14 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input style="width: 100%;" type="text"/>	15 + errors	text is difficult 86% or less
<i>Green</i> previously taught skills or word families	<input style="width: 100%;" type="text"/>		
<i>Blue</i> new high-frequency words	<input style="width: 100%;" type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input style="width: 100%;" type="text"/>		
<i>Brown</i> words accessible from content or context	<input style="width: 100%;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 100%;" type="text"/>	Number correct <input style="width: 100%;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 100%;" type="text"/>	Number partially correct <input style="width: 100%;" type="text"/>	
Number incorrect <input style="width: 100%;" type="text"/>	Number incorrect <input style="width: 100%;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i> <input style="width: 100%;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>February</th> <th>July</th> <th>December</th> </tr> </thead> <tbody> <tr> <td>Year 2</td> <td>N/A</td> <td>34 - 64</td> <td>65 +</td> </tr> <tr> <td>Year 3</td> <td>66 - 89</td> <td>90 - 108</td> <td>109 +</td> </tr> <tr> <td>Year 4</td> <td>97 - 109</td> <td>110 - 128</td> <td>129 +</td> </tr> </tbody> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i> <input style="width: 100%;" type="text"/>																	
<i>Reads slowly - word by word</i> <input style="width: 100%;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Fast and Steep

Level: 7.2 Extra Word Count: 111

Quick Quiz	Reading: <i>do, what, with, know, their</i> Spelling: <i>do, what, with, know, their</i>
New High-Frequency Word	her
Quick Read	Hummingbirds (5.3 Extra) Snakes (6.2 Extra)
Quick Check	Yum (6.3 Extra)
Quick Write	<i>Do you know what people like to eat with their slice of cake?</i>
New Skill	Long o
New Book	Fast and Steep

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *do, what, with, know, their*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *do, what, with, know, their*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *her*.
- Hold up the *her* word card for the students to see.
- Have them read the word together.
- Have them write *her* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Hummingbirds*, *Snakes*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Yum*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Yum* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What does the author like on pizza?*
- What does the author like to eat with rice cakes?*
- How many ways does the author like ice cream?*
- What has chocolate on top?*

Inferential

- What are differences between a slice of pizza and an ice cream slice?*
- What is the difference between cheese with grapes and cheese on a pizza?*
- Which food do you like best? Why?*
- Why do you think there is only one candle on the birthday cake?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Do you know what people like to eat with their slice of cake?
- Remind the students that they know how to spell *do, you, know, what, like, to, with* and *their*.
- Remind them that they know how to listen for the sounds in short words and that they should be able to write *cake* and *slice* without using the boxes to help them.
- Tell them that the / s / sound in *slice* is made by the letter *c*.
- Remind the students that some words have more letters than sounds. They should think about the words with the long vowel sound and remember that they need a silent *e* on the end.
- Dictate the sentence again and invite the students to start writing.
- Write *people* on the board for them to copy.
- Work individually with any student who requires help.
- If the students have trouble with *do, you, know, what, like, to, with* and *their* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

Mole to introduce or reinforce this skill.

- Write *pole* on the board. Have the students read the word *pole*. Tell the students you are going to change the *o* to make another word.
- Write *pile* on the board. Have the students read the word *pile*. Tell the students you are going to change the *i* to make another word.

- Write *pale* on the board. Have the students read the word *pale*.
- Write *rope* on the board. Have the students read the word *rope*.
- Invite a volunteer to change the *o* to *i* and read the new word.
- Write *rose* on the board. Invite volunteers to read a word and then change the *o* to *i* and read the new word.
- Write *coke* on the board. Invite a volunteer to read the word, then change the *o* to *a* and read the new word.
- Write *dome*, *joke*, and *woke* on the board. Invite volunteers to read a word and then change the *o* to *a* and read the new word.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Fast and Steep*.
 - Read the title to the students and ask if they know what the words *fast* and *steep* mean. Explain if they do not.
 - Set the purpose for reading by saying: *You are going to read this book to find out some things that people do in places where it is either steep or fast or both.*
 - Discuss the cover photo. Tell the students that this photo shows a skier going fast down a steep snowy slope. Explain the concept of snow to those children who have never experienced it.
 - Have the students turn to the title page and look at the photo. What can they say about the girl in this photo? Is she going fast?
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *You can see that the climber has hooked her rope into the rock face. If she slips the rope and the hooks will hold her. There are lots of events at a rodeo. Some people rope cattle. Others try and ride bulls or wild horses. This event at the track meet is called the pole vault. The competitors run up to the bar with the pole. They dig the pole into the ground and hold it to help them up over the bar. The poles help the skier balance.*
 - Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *o* / sound. They should look for the words with *o* and the silent *e* to help them as they read.
 - Tell them also that the new word *her* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *her* word card to remind students.
-
- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the words with the silent *e*.

- Have students turn to page 4 and find and read the words with the silent e.
- Have students turn to page 6 and find and read *drove*.
- Have students turn to page 10 and find and read *poles* and *slope*.
- Have the students go through the book looking for *her* and rereading the sentences with *her* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Fast and Steep* again.
- Read and re-read *Fast and Steep* using the audio and/or e - version.
- Re-read *Hummingbirds, Snakes and Yum*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Yum

Intervention Level: 6.3 Extra

Word count:92

New phonic skill: long i

New high-frequency word: with

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

I like pizza.

A slice of pizza is very nice.

3

But I like to eat pizza

with cheese and tomato on top.

Yum!

4

I like grapes.

5

I like to eat grapes with cheese.

Yum!

6

I like to eat rice cakes.

They are very nice.

7

I like to eat rice cakes
with peanut butter on top.
I like sliced strawberries on the side.
Yum!

8

I like ice cream slices.

9

And I like ice cream
with chocolate on top.
Yum! Yum!

10

And I like my ice cream birthday cake
with a candle on top.
Yum! Yum! Yum!

Comprehension Questions

Literal

*What does the author like on pizza?
What does the author like to eat with rice cakes?
How many ways does the author like ice cream?
What has chocolate on top?*

Inferential

*What are differences between a slice of pizza and
an ice cream slice?
What is the difference between cheese with grapes
and cheese on a pizza?
Which food do you like best? Why?
Why do you think there is only one candle on the
birthday cake?*

Data Point Sheet

Yum

Name:

Date:

Word Count 107 Level 7

Number of Errors	<input type="text"/>	0 - 5 errors	text is easy 95% - 100%
Type of Error		6 - 14 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	15 + errors	text is difficult 86% or less
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>		
<i>Brown</i> words accessible from content or context	<input type="text"/>		
		Self Correction Rate	$\frac{E + SC}{SC}$
		Ratio	good
		1:3 - 1:6	
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Music Class

Level: 7.4 Extra Word Count: 113

Quick Quiz	Reading: <i>with, know, their, her, all</i> Spelling: <i>with, know, their, her, all</i>
New High-Frequency Word	going
Quick Read	Snakes (6.2 Extra) Yum (6.3 Extra)
Quick Check	Fast and Steep (7.2 Extra)
Quick Write	<i>Look at her. She went around all the poles.</i>
New Skill	Long u
New Book	Music Class

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *with, know, their, her, all*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *with, know, their, her, all*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *going*.
- Hold up the *going* word card for the students to see.
- Have them read the word together.
- Have them write *going* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Snakes, Yum*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Fast and Steep*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Fast and Steep* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What kept the girl climbing the cliff safe?

What did the girl at the rodeo do?

What did the girl skier do?

Who went fast?

Inferential

What do you call an athlete who used a pole to get over a bar?

What else do people do at rodeos?

Would you like to climb up a cliff? Why or why not?

Which activity do you think is the most fun? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Look at her. She went around all the poles.
- Remind the students that they know how to spell *look, at, her, all, the* and *she*.
- Remind them that they know how to listen for the sounds in short word like *went* and *poles* and that some words have more letters than sounds. They should think about the words with the long vowel sound and remember that they need a silent e on the end.
- Remind them also to add s to make the plural.
- Remind the students to check their capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Write *around* on the board for the students to copy.
- Work with individual students as required.
- If the students have trouble *look, at, her, all, the* and *she*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

Mule to introduce or reinforce this skill.

- Write *muze* on the board. Have the students read the word *muze*. Tell the students you are going to change the *u* to make another word.
- Write *maze* on the board. Have the students read the word *maze*.
- Write *mule* on the board. Have the students read the word *mule*.
- Invite a volunteer to change the *u* to *i* and read the new word.
- Invite another volunteer to change the *i* to *a* and read the new word.
- Invite another volunteer to change the *a* to *o* and read the new word.

- Write *lute*, *flume* and *mute* on the board. Invite volunteers to read a word and then change the *u* to *a* and read the new word.
- Write *mute* on the board. Invite a volunteer to read the word, then change the *u* to *a* and read the new word, then change the *a* to *i* and read the new word.
- Tell the students that when they can do this with many words it will help them with their reading and spelling.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Music Class*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some of the children in Miss Plume's music class.*
- Discuss the cover photo. Tell the students that this photo shows a boy playing an instrument called a flute.
- Have the students turn to the title page and look at the photo. What can they say about what this may be. What are the children doing?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *You have to tune all instruments that have strings. Tuning means adjusting the strings. If you don't adjust the strings, when you play the instrument it will be out of tune. You blow into a flute to make the sound. Your fingers make the different notes.*
- Discuss the index on page 12. Which page will they turn to to find out who is singing with a microphone?
- Tell the students that there are some words in this book that have a silent *e* which makes the vowel have the long / *u* / sound. They should look for the words with *u* and the silent *e* to help them as they read.
- Tell them also that the new word *going* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *going* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- Check comprehension by asking the students to retell the main points.
- Have students turn to page 2 and find and read the words with the silent *e*. They should find *plume* and *tune*.
- Have students turn to page 4 and find and read the words with the silent *e*. They should find *Plume*, *Plume's* and *cute*.

- Have students turn to page 6 and find and read the word with the silent e. They should find *make*.
- Have the students go through the book looking for *going* and rereading the sentences with *going* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Music Class* again.
- Read and re-read *Music Class* using the audio and/or e - version.
- Re-read *Snakes, Yum* and *Fast and Steep*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Fast and Steep
Intervention Level: 7.2 Extra
Word count: 111
New phonic skill: long o
New high-frequency word: her

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

This girl climbed up a cliff.

It was a steep cliff.

She had a rope to keep her safe.

Can you see her rope?

4

This girl went to a rodeo.

She rode her horse at the rodeo.

She rode her horse around a pole.

She went fast.

6

This girl went to the kart race.

She drove her kart fast.

8

This girl went to a track meet.

She had a pole to get her

over the bar.

Can you see her pole?

10

This girl went skiing.

She had poles to help her ski.

She skied fast down the steep slope.

12

But this girl went too fast

down the steep slope.

Ooops!

Comprehension Questions

Literal

What kept the girl climbing the cliff safe?

What did the girl at the rodeo do?

What did the girl skier do?

Who went fast?

Inferential

What do you call an athlete who used a pole to get over a bar?

What else do people do at rodeos?

Would you like to climb up a cliff? Why or why not?

Which activity do you think is the most fun? Why?

Data Point Sheet

Fast and Steep

Name:

Date:

Word Count 111 **Level** 7.2 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>								
Type of Error		0 - 6 errors	text is easy 95% - 100%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	7 - 14 errors	text is instructional 87% - 94%						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>	15 + errors	text is difficult 86% or less						
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 – 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 – 1:6	good	1:7 +	needs help
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1:3 – 1:6	good								
1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential					
<i>Number correct</i>	<i>Number correct</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 100%;">Comprehension Score</td> </tr> <tr> <td>7-8 correct/partially correct very good</td> </tr> <tr> <td>5-6 correct/partially correct good</td> </tr> <tr> <td>0-4 correct/partially correct needs help</td> </tr> </table>	Comprehension Score	7-8 correct/partially correct very good	5-6 correct/partially correct good	0-4 correct/partially correct needs help
Comprehension Score						
7-8 correct/partially correct very good						
5-6 correct/partially correct good						
0-4 correct/partially correct needs help						
<i>Number partially correct</i>	<i>Number partially correct</i>					
<i>Number incorrect</i>	<i>Number incorrect</i>					

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i>	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 35%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i>																	
<i>Reads slowly - word by word</i>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Craig and Crissy's Cafe

Level: 8.2 Extra Word Count: 116

Quick Quiz	Reading: <i>their, her, all, going, when</i> Spelling: <i>their, her, all, going, when</i>
New High-Frequency Word	them
Quick Read	Yum (6.3 Extra) Fast and Steep (7.2 Extra)
Quick Check	Music Class (7.4 Extra)
Quick Write	"When are you going to play us a tune?" said Luke.
New Skill	cr
New Book	Craig and Crissy's Cafe

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *their, her, all, going, when*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *their, her, all, going, when*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *them*.
- Hold up the *them* word card for the students to see.
- Have them read the word together.
- Have them write *them* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Yum, Fast and Steep*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Music Class*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Music Class* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Who runs the music class?

What is the boy with the ukulele learning to do?

What are the children with the microphone doing?

When was the music show?

Inferential

Why do you think you need to tune a ukulele?

Do you think it is hard to play the flute? Why or why not?

Who did the music class put on the show for?

Which instrument would you like to play? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
"When are you going to play us a tune?" said Luke.
- Remind the students that they know how to spell *when, you, going, to, a* and *said*.
- Remind them that they know how to listen for the sounds in short words and that some words have more letters than sounds. They should think about this when they come to write *us, tune* and *Luke*. Remind them that they need to add the silent e on the end of words with long vowels.
- Ask the students what sounds they can hear and what letters they would expect to see in *play*.
- Explain that the / a / sound in *play* is made by the letters *a* and *y*.
- Remind the students that someone is saying something so that they need to remember to put speech marks.
- Remind them also that the person is asking a question so they will need a question mark.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *when, you, going, to, a* and *said*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If they have trouble with *tune* or *Luke*, revise the appropriate long *u* phonic rule, by listing some long *u* words on the board. For example – *June, Luke, dune, tune, flute cute, mute, lute, tube, rude, cube*.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Crab** to introduce or reinforce this skill.

- Write the letters *c* and *r* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *c* and *r* together to make a / *cr* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *cr* / sound. Remind them that they previously learned how to blend *b* and *r* together. Tell them that this is the same strategy using different letters.
- Say *cross*. Ask the students to listen for the / *cr* / sound as you say the word *cross* again.
- Write *cross* on the board.
- Invite a volunteer to circle the letters that makes the / *cr* / sound.
- Say *crane*. Ask the students to listen for the / *cr* / sound as you say the word *crane* again.
- Write *crane* on the board.
- Invite a volunteer to circle the letters that makes the / *cr* / sound and read the new word.
- Write *_ack* on the board and invite a volunteer to add the letters to make the word *crack*. Have the students read the word.
- Write *_ib, _est, _oss, _ab, _ane, _ave, _aze, _ess, _op, _ush,* on the board.
- Invite volunteers to write *cr* in front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Craig and Crissy's Cafe*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things that Craig and Crissy cook and serve at their cafe.*
- Discuss the cover photo. Tell the students what a menu is. Explain that this menu is written on a board outside Craig and Crissy's cafe. Read the menu to the students.
- Have the students turn to the title page and look at the photo. What food that was on the menu do they think this is?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.

- To ensure understanding say things such as: *Craig and Crissy's cafe is more like a restaurant because it sells whole meals. Some cafes just sell coffee, cakes and sandwiches. Cress is a vegetable with small green leaves. Crackling is made by cooking the fat on top of the pork under a very high heat until it is crackly. Crepes are like pancakes.*
 - Discuss the index with the students. Invite them to say which pages they would turn to, to read about salad.
 - Tell the students that there are some words in this book that start with *cr*. They should look for the words with *cr* to help them as they read.
 - Tell them also that the new word *them* is in this book. Knowing this word will help them with their reading. Hold up the *them* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 4 and find and read the words starting with *cr*. They should find *Craig, crab, cream* and *cress*.
 - Have students turn to page 8 and find and read the words starting with *cr*. They should find *cranberries, crispy* and *crackling*.
 - Have students turn to page 10 and find and read the words starting with *cr*. They should find *Crissy crepes, cream* and *crumble*.
 - Have the students go through the book looking for *them* and rereading the sentences with *them* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Craig and Crissy's Cafe* again.
- Read and re-read *Craig and Crissy's Cafe* using the audio and/or e - version.
- Re-read *Yum, Fast and Steep* and *Music Class*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Music Class
Intervention Level: 7.4 Extra
Word count: 113
New phonic skill: long u
New high-frequency word: going

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

I am going to Miss Plume's
music class.

I am learning how to tune
my ukulele.

I am going to sing a song
in the show.

4

We are going to Miss Plume's
music class.

We are learning a new song
to sing in the show.

Miss Plume says we are cute.

6

I am going to Miss Plume's
music class.

I am learning how to play
the flute.

I am going to play my flute
in the show.

8

We are going to Miss Plume's
music class.

We are learning a new song
for the show.

10

On Friday, Miss Plume's music class
put on the show.

Comprehension Questions

Literal

Who runs the music class?

What is the boy with the ukulele learning to do?

What are the children with the microphone doing?

When was the music show?

Inferential

Why do you think you need to tune a ukulele?

Do you think it is hard to play the flute? Why or why not?

Who did the music class put on the show for?

Which instrument would you like to play? Why?

Data Point Sheet

Music Class

Name:

Date:

Word Count 118 Level 7.4 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 6 errors	text is easy 95% - 100%						
Type of Error		7 - 16 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	17 + errors	text is difficult 86% or less						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
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1:3 - 1:6	good								
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<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
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Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
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Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile				
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



From Place to Place

Level: 8.4 Extra Word Count: 125

Quick Quiz	Reading: <i>all, going, when, them, was</i> Spelling: <i>all, going, when, them, was</i>
New High-Frequency Word	from
Quick Read	Fast and Steep (7.2 Extra) Music Class (7.4 Extra)
Quick Check	Craig and Crissy's Cafe (8.2 Extra)
Quick Write	<i>When Crissy put cress on the crabs, Craig was happy. He liked them.</i>
New Skill	tr
New Book	From Place to Place

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *all, going, when, them, was*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *all, going, when, them, was*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *from*.
- Hold up the *from* word card for the students to see.
- Have them read the word together.
- Have them write *from* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Fast and Steep*, *Music Class*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Craig and Crissy's Cafe*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Craig and Crissy's Cafe* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

Who owned the cafe?

What kind of soup did Craig make?

What did Crissy serve with her crepes?

What did Craig put on his carrot soup?

Inferential

What is a menu?

What is crispy crackling?

Which foods are the desserts?

What would you most like to eat at Craig and Crissy's cafe? Why?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
When Crissy put cress on the crabs, Craig was happy. He liked them.
- Remind the students that they know how to spell *was, when, put, he, liked, them* and *the*.
- Help the students write the word *Crissy*. Say *Crissy* slowly.
- Invite a volunteer to say which two letters make the /cr / sound. Write *Cr* on the board. Explain that you have used a capital letter because it is someone's name.
- Say *Crissy* slowly again. Invite a student to say which letter you should write next. Write *Cri* on the board.
- Explain that the / s / sound in *Crissy* is made by two s's. Write the *ss* into *Criss*.
- Tell the students that the / e / sound at the end of *Crissy* is made by the letter *y*.
- Repeat the process with *happy* pointing out the double letters *ss* and *pp*.
- Remind the students that they know how to listen for the sounds and write the letters for words like *cress* and *crabs*. Point out that *cress* has a double *ss* like *Crissy*.
- Ask the students what two letters start *Craig*. Write *Craig* on the board for them to copy.
- Tell the students that there are two sentences for them to write.
- Dictate the first sentence again and have the students start writing. Explain that they need a comma after *crabs*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *was, when, put, he, liked, them* and *the* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Write the letters *t* and *r* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *t* and *r* together to make a / *tr* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *tr* / sound. Remind them that they previously learned how to blend *b* and *r*, *c* and *r* and *g* and *r* together. Tell them that this is the same strategy using different letters.
- Say *trick*. Ask the students to listen for the / *tr* / sound as you say the word *trick* again.
- Write *trick* on the board.
- Invite a volunteer to circle the letters that makes the / *tr* / sound.
- Say *tripe*. Ask the students to listen for the / *tr* / sound as you say the word *tripe* again.
- Write *tripe* on the board.
- Invite a volunteer to circle the letters that makes the / *tr* / sound and read the new word.
- Write *_ot* on the board and invite a volunteer to add the letters to make the word *trot*. Have the students read the word.
- Write *_ash*, *_,ip* *_ace*, *_ek*, *_ench*, *_ess*, *_ibe*, *_ick*, *_im*, *_ipe*, *_ot*, *_uck*, on the board.
- Invite volunteers to write *tr* in front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *From Place to Place*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some different ways you can travel from place to place.*
- Discuss the cover photo. Tell the students that this photo shows a slow train not a really fast one. It will take longer to travel somewhere on a train like this one.
- Have the students turn to the title page and look at the photo. What can they see? Explain that this is a cruise ship?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some people who live in dry sandy deserts use camels to get around. They do this because camels can go up to a week in summer and a few months in winter without needing to drink water. Cruise ships are like floating hotels.*
- Review the glossary to ensure understanding. Ensure your ELL students read the words.

- Tell the students that there are some words in this book that start with *tr*. They should look for the words with *tr* to help them as they read.
 - Tell them also that the new word *from* is in this book. Knowing this word will help them with their reading. Hold up the *from* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the sentences with *travel* in them.
 - Have students turn to page 4 and find and read the words starting with *tr*. They should find *train, travel, trains* and *tracks*.
 - Have students turn to page 8 and find and read the words starting with *tr*. They should find *travel, trapped* and *traffic*.
 - Have the students go through the book looking for *from* and rereading the sentences with *from* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *From Place to Place* again.
- Read and re-read *From Place to Place* using the audio and/or e - version.
- Re-read *Fast and Steep, Music Class* and *Craig and Crissy's Cafe*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Craig and Crissy's Cafe
Intervention Level: 7.4 Extra
Word count: 116
New phonic skill: cr
New high-frequency word: them

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Craig and Crissy had a cafe.

They cooked the best food.

They had the best menu.

People loved Craig and Crissy's cafe.

4

Craig liked to cook soup.

He cooked crab soup.

He cooked carrot soup

with cream and cress on top.

He put them on the menu.

People loved them.

6

Crissy liked to make salads.

She made Greek salad.

Craig made crab salad.

They put them on the menu.

People loved them.

8

Craig put chicken
and pork on the menu.
He cooked the chicken with cranberries.
He cooked the pork with crispy crackling.
People loved them.

10

Crissy made crepes for the cafe.
She made them with ice cream.
She made apple crumble.
People loved Crissy's crepes
and crumble.

Comprehension Questions

Literal

*Who owned the cafe?
What kind of soup did Craig make?
What did Crissy serve with her crepes?
What did Craig put on his carrot soup?*

Inferential

*What is a menu?
What is crispy crackling?
Which foods are the desserts?
What would you most like to eat at Craig and
Crissy's cafe? Why?*

Data Point Sheet

Craig and Crissy's Cafe

Name:

Date:

Word Count 116 Level 8.2 Extra

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>	0 - 6 errors	text is easy 95% - 100%						
Type of Error		7 - 16 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 30px;" type="text"/>	17 + errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
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Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 30px;" type="text"/>	Number correct <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/ partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
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Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression <input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
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Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency <input style="width: 50px; height: 30px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 30px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Spaniels

Level: 9.2 Extra Word Count: 126

Quick Quiz	Reading: <i>when, them, was, from, stay</i> Spelling: <i>when, them, was, from, stay</i>
New High-Frequency Word	little
Quick Read	Music Class (7.4 Extra) Craig and Crissy's Cafe (8.2 Extra)
Quick Check	From Place to Place (8.4 Extra)
Quick Write	<i>You can stay on a train all day when you take a long trip from home.</i>
New Skill	sp
New Book	Spaniels

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *when, them, was, from, stay*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *when, them, was, from, stay*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *little*.
- Hold up the *little* word card for the students to see.
- Have them read the word together.
- Have them write *little* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Music Class*, *Craig and Crissy's Cafe*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *From Place to Place*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *From Place to Place* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are three different ways to get from place to place?

What do you travel on if you need to cross the ocean?

What do trains run on?

Which is the fastest way to get from place to place?

Inferential

What does travel mean?

What does trapped in traffic mean?

Which of the ways to travel in the book could you use to go into the mountains?

What sorts of things could you do on a cruise ship?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
You can stay on a train all day when you take a long trip from home.
- Remind the students that they know how to spell *you, can, stay, on, all, when* and *from*.
- Remind them that they know how to listen for the sounds in short words like *long* and *trip*, and that some words have more letters than sounds. They should think about this when they come to write *take* and *home*. Remind them of the *vc+e* rule to help them spell these words.
- Ask the students how they can use the word *stay* to help them write *day*.
- Ask the students the first two letters in *train* and then write *train* on the board for them to copy.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as required.
- If the students have trouble with *you, can, stay, on, all, when* and *from*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- Write the letters *s* and *p* on the board. Pronounce the letters separately. Have the students pronounce them, with you.
- Tell the students that you are going to blend *s* and *p* together to make a / *sp* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *sp* / sound. Remind them that they previously learned how to blend *s* and *l*, together. Tell them that this is the same strategy using different letters.
- Say *speck*. Ask the students to listen for the / *sp* / sound as you say the word *speck* again.

- Write *speck* on the board.
- Invite a volunteer to circle the letters that makes the / *sp* / sound.
- Say *spike*. Ask the students to listen for the / *sp* / sound as you say the word *spoke* again.
- Write *spike* on the board.
- Invite a volunteer to circle the letters that makes the / *sp* / sound and read the new word.
- Write *_ade* on the board and invite a volunteer to add the letters to make the word *spade*. Have the students read the word.
- Write *_in, _eck, _ike, _ace, _an, _ice, _ill, _ite, _ine, _it*, on the board.
- Invite volunteers to write *sp* in front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Spaniels*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about some things about dogs called spaniels.*
- Discuss the cover photo. Tell the students that this a photo of a spaniel. Have them describe what they see.
- Have the students turn to the title page and look at the photo. What more can they tell about spaniels from this photo?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *There are different kinds of spaniels. Some are bigger than others. Spaniels can be different colours.*
- Tell the students that there are some words in this book that start with *sp*. They should look for the words with *sp* to help them as they read.
- Tell them also that the new word *little* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *little* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.

- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 6 and find and read the sentences with words in them starting with *sp*.
 - Have students turn to page 8 and find and read the sentences with *speedy* in them.
 - Have the students go through the book looking for *little* and rereading the sentences with *little* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Spaniels* again.
- Read and re-read *Spaniels* using the audio and/or e - version.
- Re-read *Music Class*, *Craig and Crissy's Cafe* and *From Place to Place*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: From Place to Place
Intervention Level: 8.4 Extra
Word count: 125
New skill: tr
New high-frequency word: from

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

When you go from place to place, you travel.

There are lots of ways to travel.

You can go on planes.

You can go on ships.

You can go on camels.

4

You can take a train

to travel from place to place.

You can travel on fast and slow trains.

Fast and slow trains run on tracks.

6

You can take a trip on a ship

to get from place to place.

You can travel on this very, very,

big cruise ship.

8

You can travel in a car
to get from place to place.
You can get trapped in traffic
when travel in a car.

10

You can trek in the mountains
to get to places where cars
and trains can't go.

Comprehension Questions

Literal

What are three different ways to get from place to place?

What do you travel on if you need to cross the ocean?

What do trains run on?

Which is the fastest way to get from place to place?

Inferential

What does travel mean?

What does trapped in traffic mean?

Which of the ways to travel in the book could you use to go into the mountains?

What sorts of things could you do on a cruise ship?

Data Point Sheet

From Place to Place

Name: _____

Date: _____

Word Count 125 **Level** 8.4 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 6 errors	text is easy 95% - 100%
Type of Error		7 - 16 errors	text is instructional 87% - 94%
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	17 + errors	text is difficult 86% or lower
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
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<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
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		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
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Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Predators

Level: 9.4 Extra Word Count: 125

Quick Quiz	Reading: <i>was, from, stay, little, your</i> Spelling: <i>was, from, stay, little, your</i>
New High-Frequency Word	one
Quick Read	Craig and Crissy's Cafe (8.2 Extra) From Place to Place (8.4 Extra)
Quick Check	Spaniels (9.2 Extra)
Quick Write	<i>How old is your speedy little spaniel? The one with spots on its nose.</i>
New Skill	Consonant blend sw
New Book	Predators

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *was, from, stay, little, your*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *was, from, stay, little, your*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *one*.
- Hold up the *one* word card for the students to see.
- Have them read the word together.
- Have them write *one* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Craig and Crissy's Cafe*, *From Place to Place*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Spaniels*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Spaniels* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What do spaniels have that is long?*
- Which spaniel can sit on your lap?*
- Where do spaniels have spots?*
- What do spaniels like to fetch?*

Inferential

- What other games could you play with spaniels?*
- Why do you think the spaniel with the black spots on its skin is called a Springer Spaniel?*
- What other word could the author have used instead of speedy?*
- Which spaniel would you most like to have for a pet? Why?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
How old is your speedy little spaniel? The one with spots on its nose.
- Remind the students that they know how to spell *your, is, little, the, with, on* and *its*.
- Remind them that they know how to listen for the sounds in short words like *old, spots* and *nose* and to remember that some words have more letters than sounds.
- Say *speedy* and *spaniel* slowly and ask the students to say what letters they expect to see at the beginning of the words.
- Ask the students what other sounds they can hear in *speedy* and what letters they expect to see.
- Write *speedy* on the board and point out the double e and the y ending.
- List some other words with the y ending, for example – *daddy, baby, happy*.
- Write *spaniel, how* and *one* on the board for the students to copy.
- Dictate the first sentence again and invite the students to start writing.
- Remind the students to think about capital letters and punctuation.
- Dictate the second sentence again and have the students complete their writing
- Work with individual students as necessary.
- If the students have trouble with *your, is, little, the, with, on* and *its*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

Swine to introduce or reinforce this skill.

- Write the letters *s* and *w* on the board. Pronounce the letters separately. Have the students pronounce them with you.
- Tell the students that you are going to blend *s* and *w* together to make a / *sw* / sound. Explain to the students that when they see these letters at the beginning of a word they make the / *sw* / sound. Remind them that they previously learned how to blend *s* and *p*, *s* and *t* and *s* and *l*, together. Tell them that this is the same strategy using different letters.
- Say *swan*. Ask the students to listen for the / *sw* / sound as you say the word *swot* again.
- Write *swan* on the board.
- Invite a volunteer to circle the letters that makes the / *sw* / sound.
- Say *swim*. Ask the students to listen for the / *sw* / sound as you say the word *swim* again.
- Write *swim* on the board.
- Invite a volunteer to circle the letters that makes the / *sw* / sound and read the new word.
- Write *_ish* on the board and invite a volunteer to add the letters to make the word *swish*. Have the students read the word.
- Write *__ine*, *__am*, *__ot*, *__ing*, *__ipe*, *__itch*, *__ish*, on the board.
- Invite volunteers to write *sw* in front of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Predators*.
- Read the title to the students. Explain that predators are animals who hunt and kill other animals for food. The animals they hunt and kill are called their prey.
- Set the purpose for reading by saying: *In this book you will find out some things about different predators.*
- Discuss the cover photo. Tell the students that this little predator is a chameleon. Chameleons are a type of lizard. Have the students say what they see the chameleon doing.
- Have the students turn to the title page and look at the photo. Tell them that this bird is an eagle. The eagle is the predator, the fish is its prey.

- Take a picture walk discussing each photo in the book.
 - To ensure understanding say things such as: *Wolves are carnivores. Carnivores eat meat. The lion's prey is a buffalo. The crocodile is eating a bird. Swat means to hit something with your hand.*
 - Read the chart on page 12 with the students. Ask them which prey they can name.
 - Tell the students that there are some words in this book that start with *sw*. They should look for the words with *sw* to help them as they read.
 - Tell them also that the new word *one* is in this book. Knowing this word will help them with their reading. Hold up the *one* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to pages 4 and 5 and find and read the words starting with *sw*. They should find *swish* and *swims*.
 - Have the students turn to page 6 and find and read the word starting with *sw*. They should find *swat*.
 - Have the students turn to page 10 and find and read the word starting with *sw*. They should find *swoop*.
 - Have the students go through the book looking for *one* and rereading the sentences with *one* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Predators* again.
- Read and re-read *Predators* using the audio and/or e - version.
- Re-read *Craig and Crissy's Cafe, From Place to Place* and *Spaniels*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Spaniels
Intervention Level: 9.2 Extra
Word count: 125
New phonic skill: sp
New high-frequency word: little

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Look at this dog.

What can you see?

Can you see its long ears?

Can you see its long hair?

This dog is a spaniel.

4

This little dog is a spaniel, too.

Its little ears are long.

It has long hair on its little body.

It is so little it can sit on your lap.

6

You can see a spaniel's skin

if you cut its hair.

Look at all the black spots

on this spaniel's skin.

8

Spaniels are speedy dogs.
They can run fast.
Can you see the little spots
on this speedy spaniel's nose?

10

Spaniels like to play.
They like to chase balls.
They like to fetch sticks.
They will play with you all day long.

12

Spaniels like to play
in the water, too.

Comprehension Questions

Literal

*What do spaniels have that is long?
Which spaniel can sit on your lap?
Where do spaniels have spots?
What do spaniels like to fetch?*

Inferential

*What other games could you play with spaniels?
Why do you think the spaniel with the black spots
on its skin is called a Springer Spaniel?
What other word could the author have used
instead of speedy?
Which spaniel would you most like to have for a
pet? Why?*

Data Point Sheet

Spaniels

Name:

Date:

Word Count 125 Level 9.2 Extra

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<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct	Number correct	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
Comprehension Score										
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0-4 correct/partially correct	needs help									
Number partially correct	Number partially correct									
Number incorrect	Number incorrect									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 66 - 89 97 - 109	34 - 64 90 - 108 110 - 128
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>		65 + 109 + 129 +	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Wrinkles

Level: 10.2 Extra Word Count: 137

Quick Quiz	Reading: <i>stay, little, your, one, find</i> Spelling: <i>stay, little, your, one, find</i>
New High-Frequency Word	very
Quick Read	From Place to Place (8.4 Extra) Spaniels (9.2 Extra)
Quick Check	Predators (9.4 Extra)
Quick Write	<i>You can find one little fish swimming in this swamp.</i>
New Skill	Y as a vowel – long e sound
New Book	Wrinkles

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *stay, little, your, one, find*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *stay, little, your, one, find*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *very*.
- Hold up the *very* word card for the students to see.
- Have them read the word together.
- Have them write *very* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *From Place to Place*, *Spaniels*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary, and comprehension strategies

- Give each student a copy of the book *Predators*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Predators* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are predators?

What are prey?

Where do crocodiles catch their prey?

What is a bear's prey?

Inferential

What does swoop mean?

Which predators use their feet to help them catch their prey?

What is another word the author could have used instead of swat?

Why do you think spiders spin webs to catch their prey?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
You can find one little fish swimming in this swamp.
- Remind the students that they know how to spell *you, can, find, one, little, in* and *this*.
- Remind them that they know how to listen for the sounds in short words like *fish* and *swamp* and that they know the letter combinations to write.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *swimming* slowly clapping the two syllables *swim - ming*.
- Tell the students that there are two syllables in *swimming*.
- Say the first syllable *swim* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *swimming* again listening for the sounds in the second syllable. Emphasize *ming* as you say it with them.
- Invite a volunteer to tell you what letters to write for the *ming* syllable. Complete writing *swimming* on the board.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *you, can, find, one, little, in* and *this* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Pony** and **Bunny** to introduce or reinforce this skill.

- Tell the students that in the last lesson they learned that *y* can make the same sound as the long *i* as in *my* and *fly* when it is on the end of a short word. Today they are going to learn that sometimes *y* makes the long / e / sound on the end of a word.
- Say *daddy*. Ask the students to listen for the / e / sound as you say the word *daddy* again.
- Write *daddy* on the board.
- Invite a volunteer to circle the letter that makes the / e / sound. Point out that the vowel *a* makes the long sound.
- Tell the students that some words like *daddy* have two letters that are the same before the *y*. When they read these words they use the short vowel sound. Say *baby* and *daddy* and have the students listen for the difference.
- Write *lady* on the board. Say *lady* and *daddy* and have the students listen for the difference.
- Invite a volunteer to circle the letter that makes the / e / sound in *lady* and read the new word.
- Write *pon_* on the board. Invite a volunteer to add the final letter to make *pony*.
- Write *bunn_* on the board. Invite a volunteer to add the final letter to make *bunny*.
- Write *Ton_*, *Kat_*, *shad_*, *bad_*, *laz_*, *craz_*, *tin_*, *tid_*, on the board.
- Invite volunteers to write *y* on the end of a group of letters and read the word they have made.
- Write *funn_*, *Sall_*, *happ_*, *kitt_*, *joll_*, *popp_*, *chopp_*, on the board.
- Invite volunteers to write *y* on the end of a group of letters and read the word they have made.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Wrinkles*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you learn about some animals that have wrinkles and how some people think wrinkles are pretty and other think they are ugly.*
- Discuss the cover photo. Ask the students to describe what they see. ensure that they know what wrinkles are.
- Have the students turn to the title page and look at the photo. Have them say what these animals are and where they can see the wrinkles.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.

- To ensure understanding say things such as: *Other names for big wrinkles are creases and folds. Another word for chubby is fat. You could say loose fitting instead of baggy.*
 - Have the students read the glossary on page 12.
 - Tell the students that there are some short words in this book that end with y and make the long / e / sound. They should look for the words ending with y to help them as they read.
 - Tell them also that the new word *very* is in this book. Knowing this word will help them with their reading. Hold up the *very* word card to remind students. Point out that *very* has the y ending that makes the long / e / sound.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the word ending with y. They should find *wrinkly, ugly* and *pretty*.
 - Have the students turn to page 6 and find and read the words ending with y. They should find *very, saggy, chubby, ugly* and *pretty*.
 - Have the students turn to page 10 and find and read the words ending with y. They should find *wrinkly, pretty* and *baby*.
 - Have the students go through the book looking for *very* and rereading the sentences with *very* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Wrinkles* again.
- Read and re-read *Wrinkles* using the audio and/or e - version.
- Re-read *From Place to Place, Spaniels* and *Predators*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Predators
Intervention Level: 9.4 Extra
Word count: 126
New phonic skill: sw
New high-frequency word: one

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Predators eat other animals for food.

The animal they eat is called its prey.

These animals are wolves.

They are predators.

4

Some predators are big.

This one is a lion.

Swish!

He jumps on his prey.

5

This one is a crocodile.

It swims in the water.

It catches its prey in the water.

6

Bears are big predators.

This one tries to swat a fish.

7

This one has a fish.

It is eating the fish.

8

Some predators are little.

This one is a chameleon.

Swish!

It's got its prey.

9

This little predator is a spider.

It has a fly in its web.

The fly is its prey.

10

Some birds are predators.

This one is an eagle.

Eagles swoop down

and catch their prey with their feet.

Comprehension Questions

Literal

What are predators?

What are prey?

Where do crocodiles catch their prey?

What is a bear's prey?

Inferential

What does swoop mean?

Which predators use their feet to help them catch their prey?

What is another word the author could have used instead of swat?

Why do you think spiders spin webs to catch their prey?

Data Point Sheet

Predators

Name:

Date:

Word Count 125 Level 9.4 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 6 errors	text is easy 95% - 100%						
Type of Error		7 - 16 errors	text is instructional 87% - 94%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	17 + errors	text is difficult 86% or lower						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
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1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
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		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i>																	
<i>Reads slowly - word by word</i>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Gentle Gerbils

Level: 10.3 Extra Word Count: 146

Quick Quiz	Reading: <i>little, your, one, find, very</i> Spelling: <i>little, your, one, find, very</i>
New High-Frequency Word	use
Quick Read	Spaniels (9.2 Extra) Predators (9.4 Extra)
Quick Check	Wrinkles (10.2 Extra)
Quick Write	<i>This very ugly dog has saggy, baggy skin.</i>
New Skill	Soft g
New Book	Gentle Gerbils

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *little, your, one, find, very*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *little, your, one, find, very*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *use*.
- Hold up the *use* word card for the students to see.
- Have them read the word together.
- Have them write *use* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Spaniels, Predators*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Wrinkles*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Wrinkles* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which animals are chubby?

How is the Sphynx cat different from most cats?

Which animal has a pretty baby?

Which words describe the rhinoceros?

Inferential

Why do you think some people say wrinkly faces are ugly?

What other animals do you know that have saggy or wrinkly skin?

Do you think the old woman with the wrinkly skin is pretty or ugly? Why?

What is another word for chubby?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
This very ugly dog has saggy, baggy skin.
- Remind the students that they know how to spell *this*, *very* and *has*.
- Remind them that they know how to listen for the sounds in short words like *dog*, and *skin*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *saggy* slowly clapping the two syllables *sag – gy*.
- Tell the students that there are two syllables in *saggy*.
- Say the first syllable *sag* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *saggy* again listening for the sounds in the second syllable.
- Invite volunteers to tell you what letters to write for the *gy* syllable. Remind the students that they know the letter that makes the / e / sound at the end of *saggy*. Complete *saggy* on the board.
- Ask the students how they will change *saggy* into *baggy*.
- Remind the students to think about capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students have trouble with *this*, *very* and *has* provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *ugly*, *saggy* or *baggy*, revise the appropriate skills.

New Skill

Teaches new phonic skills explicitly and systematically

- Write *g* on the board. Tell the students that they already learned the sound that *g* usually makes like in *gate* and *garden*. Today they are going to learn that sometimes *g* has a /j/ sound. *G* sometimes, but not all the time, has the /j/ sound when it is followed by *e*, *i* or *y*.
- Say *ginger*. Ask the students to listen for the /j/ sound as you say the word *ginger* again.
- Write *ginger* on the board.
- Invite a volunteer to circle the letters that makes the /j/ sound. Point out that the first *g* is followed by *i* and the second *g* is followed by *e*.
- Say *general*. Ask the students to listen for the /j/ sound as you say the word *general*. again.
- Write *general*. on the board.
- Invite a volunteer to circle the letter that makes the /j/ sound. Point out that *g* is followed by *e*.
- Say *gymnast*. Ask the students to listen for the /j/ sound as you say the word *gymnast* again.
- Write *gymnast* on the board.
- Invite a volunteer to circle the letter that makes the /j/ sound. Point out that *g* is followed by *y*.
- Write *_erm*, *_ene*, *_erman* *_ibe*, *_iraffe*, *_ist*, *_iant*, *_erbil*, on the board.
- Invite volunteers to write *g* at the beginning of a group of letters and read the word they have made. Help the students with the longer words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Gentle Gerbils*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out some things about gerbils.*
- Discuss the cover photo. Tell the students that these animals are not rats or mice, they are gerbils. You can tell how small they are because three of them are in someone's hand.
- Have the students turn to the title page and look at the photo. Can they see what the gerbil is doing? What do they think it is getting?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Gentle means kind and soft. The same sex means you have to get all boys or all girls.*
- Discuss the index. Which page would the students turn to, to find out about a gerbil's cage?

- Tell the students that there are some words in this book that start with *g*. They should look for the words with *g* to help them as they read. The *g* sounds like a *j*.
 - Tell them also that the new word *use* is in this book. Knowing this word will help them with their reading. Hold up the *use* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 4 and find and read the sentences with *gerbils* and *gentle* in them.
 - Have the students turn to page 10 and find and read the words starting with *g*. They should find *gerbils* and *gym*.
 - Have the students go through the book looking for *use* and rereading the sentences with *use* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates, and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Gentle Gerbils* again.
- Read and re-read *Gentle Gerbils* using the audio and/or e - version.
- Re-read *Spaniels*, *Predators* and *Wrinkles*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Wrinkles

Intervention Level: 10.2 Extra

Word count: 137

New phonic skill: y – long e sound

New high-frequency word: very

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

People get wrinkles when they get old.

Some people think wrinkly skin is ugly

but some say it is pretty.

What do you think? Pretty or ugly?

4

Some animals have a very wrinkly skin.

Look at this cat.

It is a Sphinx cat.

Sphinx cats are very wrinkly.

They do not have furry coats

like most cats.

Is this Sphinx cat pretty or ugly?

What do you think?

6

Some animals have a skin that is saggy.

Look at this chubby bulldog.

His very big wrinkles are saggy.

Is this bulldog ugly or pretty?

What do you think?

8

Very big animals can have skin

that is wrinkly and saggy.

Look at this chubby rhinoceros.

Its skin is wrinkly and saggy.

Is this rhinoceros pretty or ugly?

What do you think?

10

And look at these elephants.

Wrinkly legs.

Pretty baby.

Comprehension Questions

Literal

Which animals are chubby?

How is the Sphynx cat different from most cats?

Which animal has a pretty baby?

Which words describe the rhinoceros?

Inferential

Why do you think some people say wrinkly faces are ugly?

What other animals do you know that have saggy or wrinkly skin?

Do you think the old woman with the wrinkly skin is pretty or ugly? Why?

What is another word for chubby?

Data Point Sheet

Wrinkles

Name:

Date:

Word Count 137 Level 10.2 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 7 errors	text is easy 95% - 100%						
Type of Error		8 - 18 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	19+ errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
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Comprehension Score										
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Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
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Reads with moderate fluency <input style="width: 50px; height: 25px;" type="text"/>																	
Reads slowly - word by word <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Peas

Level: 11.2 Extra Word Count: 148

Quick Quiz	Reading: <i>find, very, use, where, then</i> Spelling: <i>find, very, use, where, then</i>
New High-Frequency Word	how
Quick Read	Predators (9.4 Extra) Wrinkles (10.2 Extra)
Quick Check	Gentle Gerbils (10.3 Extra)
Quick Write	<i>My gerbil used its feet to dig and then it ran away. Where is it?</i>
New Skill	ea vowel digraph
New Book	Peas

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *find, very, use, where, then*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *find, very, use, where, then*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *how*.
- Hold up the *how* word card for the students to see.
- Have them read the word together.
- Have them write *how* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Predators*, *Wrinkles*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Gentle Gerbils*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along, not to call out if the reader makes a mistake.
- Use the *Gentle Gerbils* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What animal do gerbils look like?*
- Why do you have to be sure that your gerbils are the same sex?*
- What do gerbils like to dig in?*
- What are good places for gerbils to sleep?*

Inferential

- Why do you think you need to shred the paper for your gerbils to dig in?*
- Why do you think gerbils need to play?*
- What do you think gerbils eat?*
- What are some important things you've learned from reading this book?*
- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
My gerbil used its feet to dig and then it ran away. Where is it?
- Remind the students that they know how to spell *my, its, to, and, then it, where, is* and *used*.
- Remind them that they know how to listen for the sounds and write short words like *dig and ran*.
- Remind them that they should be able to write *feet* by remembering that some words with the long / e / sound have two e's in them.
- Ask the students to say *away* and tell you the first letter.
- Remind them that they know how to spell *stay* and that they now need to change *stay* into *way* to complete writing *away*. Do this on the board if necessary.
- Invite a volunteer to say what the first letter in *gerbil* is and then write *gerbil* on the board for the students to copy.
- Dictate the first sentence again and invite the students to start writing.
- Dictate the second sentence again and remind the students to use the correct punctuation given the sentence is a question.
- Work with individual students as necessary.
- If the students had trouble with *my, its, to, and, then it, where, is* and *used*. provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards

Flea and **Seal** to introduce or reinforce this skill.

- Write the letters *ea* on the board. Explain to the students that these letters also make the long / e / sound like the *ee* spelling pattern that they learned before. Write *free* and *freak* on the board. Say: *Some words with the long / e / sound like free are spelled with two ees, but other words like freak are spelled with ea. Some words like creek can be spelled with ee and ea and mean different things.*
- Write *creek* and *creak* on the board and discuss the different meanings with the students.
- Tell the students that today they are going to learn about words with the *ea* spelling.
- Say *eat*. Ask the students to listen for the long / e / sound as you say the word again.
- Write *eat* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say *peak*. Ask the students to listen for the long / e / sound as you say the word *peak* again.
- Write *peak* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say: *I'm going to change the first letter in beak to make a new word.*
- Write the following words on the board and have the students read them as you write: *weak, speak, sneak, beak, leak, freak, creak, bleak, squeak, tweak.*
- Write *b__ch, pr__ch, b__d, pl__d, d__l, z__l, t__m, dr__m, m__n, cl__n, h__p, ch__p, m__t, ch__t* on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Explain to the students that there are lots more words with *ea* in them like the ones they have just made and read. When they can recognize word families like these they will be able to read and write lots of words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Peas*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about peas.*

- Discuss the cover photo. Tell the students that these vegetables are called peas. Their family probably buys them frozen from the supermarket.
 - Have the students turn to the title page and look at the photo. Explain that these are pea pods. The pea pods have peas inside.
 - Take a picture walk discussing each photo in the book.
 - Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
 - To ensure understanding say things such as: *The little white worm-like things on the pea seeds are shoots. The shoots will grow into pea plants. Some people put herbs such as mint on their pea soup. They also put black pepper.*
 - Have the students read the index on page 12 to find out which pages they would go to, to find out about pea pods.
 - Tell the students that there are some words in this book that have *ea* in them. They should look for the words with *ea* to help them as they read.
 - Tell them also that the new word *how* is in this book. Knowing this word will help them with their reading.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students find *peas*, *heat*, *eat* and *meat* on page 8 and reread the sentences.
 - Have the students go through the book looking for *how* and rereading the sentences with *how* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Peas* again.
- Read and re-read *Peas* using the audio and/or e - version.
- Re-read *Predators*, *Wrinkles* and *Gentle Gerbils*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Gentle Gerbils
Intervention Level: 10.3 Extra
Word count: 146
New phonic skill: soft g
New high-frequency word: use

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Gerbils are like rats
but a gerbil's tail is fatter
and has hair on the end.

4

Gerbils make gentle pets
but you have to have more than one.
Gerbils don't like to be alone.
Be sure your gerbils are the same sex
or you will soon have lots of baby gerbils.

6

You will need a place to keep your gerbils.
You can use a cage
or a glass tank.
Have a place for your gerbil to dig.
You can use lots of paper for this.
Have a place for your gerbils to sleep.
You can use a log or a coconut for this.

8

You need somewhere for your gerbils to play.

You can give them a tube or a gym wheel.

10

You need to feed your gerbils.

They use their paws to hold their food and get their water.

Comprehension Questions

Literal

What animal do gerbils look like?

Why do you have to be sure that your gerbils are the same sex?

What do gerbils like to dig in?

What are good places for gerbils to sleep?

Inferential

Why do you think you need to shred the paper for your gerbils to dig in?

Why do you think gerbils need to play?

What do you think gerbils eat?

What are some important things you've learned from reading this book?

Data Point Sheet

Gentle Gerbils

Name:

Date:

Word Count 146 Level 10.3 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 7 errors	text is easy 95% - 100%						
Type of Error		8 - 19 errors	text is instructional 87% - 94%						
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Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile			
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<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 66 - 89 90 - 108 97 - 109	65 + 109 + 129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Tails

Level: 11.3 Extra Word Count: 142

Quick Quiz	Reading: <i>very, use, where, then, how</i> Spelling: <i>very, use, where, then, how</i>
New High-Frequency Word	there
Quick Read	Wrinkles (10.2 Extra) Gentil Gerbils (10.3 Extra)
Quick Check	Peas (11.2 Extra)
Quick Write	<i>How does this man eat peas? He pops the peas out of the pod.</i>
New Skill	ai vowel digraph
New Book	Tails

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *very, use, where, then, how*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *very, use, where, then, how*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *there*.
- Hold up the *there* word card for the students to see.
- Have them read the word together.
- Have them write *there* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Wrinkles*, *Gentle Gerbils*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Peas*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Peas* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do peas grow from?

What is a pea pod?

How do you make pea soup?

What does the boy like to eat?

Inferential

If you wanted to grow peas what would you have to do?

Do you like peas? Why or why not?

What other vegetables do you know that are the same size as peas?

What else could you serve with peas besides meat and carrots?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
How does this man eat peas? He pops the peas out of the pod.
- Remind the students that they know how to spell *how, he, the, out, this* and *of*.
- Remind them that they know how to listen for the sound and write the letters in short words like *man, pops, pod, eat* and *peas*. Remind them that some words with the long /e/ sound have an *a* in the spelling.
- Write *does* on the board for the students to copy.
- Remind the students to think about capital letters and punctuation especially as there are two sentences for them to write.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *how, he, the, out, this* and *of*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *eat* or *peas*, Provide other words with the long /e/ sound with this spelling, for example – *tea, bead, read, beak, speak, bean, mean, meat, heat*.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Snail** to introduce or reinforce this skill.

- Write the letters *ai* on the board. Explain to the students that these letters make the long / a / sound like the spelling pattern that they learned before that had an *a*, then a consonant and then a silent *e*, for example *mate* and *tame*. Write these words on the board to remind students of the spelling pattern.
- Write *pale* and *pail* on the board. Read the words to the students. Explain that some words can be spelled both ways. They sound the same but the different spelling leads to a different meaning. Discuss the different meanings.
- Say *pain*. Ask the students to listen for the long / a / sound as you say the word again.
- Write *pain* on the board.
- Invite a volunteer to circle the letters that make the long / a / sound.
- Say *sail*. Ask the students to listen for the long / a / sound as you say the word *sail* again.
- Write *sail* on the board.
- Invite a volunteer to circle the letters that make the long / a / sound.
- Say: *I'm going to change the first letter in sail to make a new word.*
- Write the following words on the board and have the students read them as you write: *fail, hail, jail, mail, nail, pail, rail, bail, quail, tail, wail, snail, trail.*
- Write *f__nt, s__nt, r__n, dr__n, st__n, b__t, tr__t*, on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Explain to the students that there are lots more words with *ai* in them like the ones they have just made and read. When they can recognize word families like these they will be able to read and write lots of words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Tails*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out about different tails on animals and birds.*
- Discuss the cover photo. Can the students see the kangaroo's tail? Invite them to describe it.
- Have the students turn to the title page and look at the photo. Do they know which animal this tail belongs to? Tell them if they don't know.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Male peacocks spread their tails. Female peacocks don't have pretty tails. Quail are little birds. They can fly but they prefer to run. Because kangaroos can be quite tall, their tail helps them balance when they stand up.*

Antarctica is a continent at the South Pole.

- Have the students read the index on page 12 to find out which page they would go to, to find out about penguins.
 - Tell the students that there are some words in this book that have *ai* in them. They should look for the words with *ai* to help them as they read.
 - Tell them also that the new word *there* is in this book. Knowing this word will help them with their reading. Hold up the *there* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by the asking students to retell the main points
 - Have students turn to page 4 and find and read the sentences with *quail* and *tail* in them.
 - Have the students find *tail* and *trail* on page 6 and reread the sentences.
 - Have the students go through the book looking for *there* and rereading the sentences with *there* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Tails* again.
- Read and re-read *Tails* using the audio and/or e - version.
- Re-read *Wrinkles*, *Gentle Gerbils* and *Peas*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Peas

Intervention Level: 11.2 Extra

Word count: 148

New phonic skill: vowel digraph – ea

New high-frequency word: how

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Do you know what these are?

They are peas.

Most of you will get your peas

frozen in a plastic bag.

But do you know how peas grow?

4

Peas grow from seeds.

The seeds grow into plants.

The plants have pods.

The peas grow inside the pods.

That's how peas grow.

6

Do you know how this boy

gets the peas out of the pods?

He picks the pods from the plants.

Then he snaps the pods open.

That's how he gets the peas out.

He likes to eat raw peas.

8

Some people like to cook their peas.

Do you know how they do it?

They heat them up in a pot.

Then they eat them

with carrots and meat.

10

Some people mash their peas

and make them into pea soup.

Then they add a blob of cream on top..

Then they eat the soup.

How neat is that?

Comprehension Questions

Literal

What do peas grow from?

What is a pea pod?

How do you make pea soup?

What does the boy like to eat?

Inferential

If you wanted to grow peas what would you have to do?

Do you like peas? Why or why not?

What other vegetables do you know that are the same size as peas?

What else could you serve with peas besides meat and carrots?

Data Point Sheet

Peas

Name:

Date:

Word Count 148 Level 11.2 Extra

Number of Errors	<input type="text"/>	0 - 7 errors	text is easy 95% - 100%						
Type of Error		8 - 19 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input type="text"/>	20 + errors	text is difficult 86% or lower						
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<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
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Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct / partially correct very good 5-6 correct / partially correct good 0-4 correct / partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Soap, Soak, Foam

Level: 12.1 Extra Word Count: 152

Quick Quiz	Reading: <i>where, then, how, there, down</i> Spelling: <i>where, then, how, there, down</i>
New High-Frequency Word	water
Quick Read	Gentle Gerbils (10.3 Extra) Peas (11.2 Extra)
Quick Check	Tails (11.3 Extra)
Quick Write	<i>Look over there. Can you see the tails on the quails?</i>
New Skill	oa vowel digraph
New Book	Soap, Soak, Foam

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *where, then, how, there, down*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *where, then, how, there, down*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *water*.
- Hold up the *water* word card for the students to see.
- Have them read the word together.
- Have them write *water* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Gentle Gerbils*, *Peas*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Tails*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Tails* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

- What kind of tail do quails have?*
- Which animal uses its tail to balance when it sits?*
- Where do kangaroos live?*
- Which big animal has a little tail?*

Inferential

- Why do you think peacocks spread their tails?*
- Why do kangaroos need to use their tail to balance?*
- What do kangaroos and penguins have in common?*
- What other animal do you know that is big and has a little tail?*

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Look over there. Can you see the tails on the quails?
- Remind the students that they know how to spell *look, there, the, can, you, see* and *on*.
- Remind them that they know how to listen for the sounds in short words like *tails* and *quails* and they know the letter combination to write.
- Write *over* on the board for the students to copy.
- Remind the students to think about capital letters and punctuation because there are two sentences and one is a question.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *look, there, the, can, you, see* and *on*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Cards **Toad**, **Foal**, and **Goat** to introduce or reinforce this skill.

- Write the letters *oa* on the board. Explain to the students that these letters make the long / *o* / sound like the *o* consonant and *silent e* pattern that they learned before.
- Write *lone* and *loan* on the board. Invite the students to read the words. Discuss the fact that the words sound the same, are spelled differently and have different meanings. Explain the different meanings.

- Say *poach*. Ask the students to listen for the long / o / sound as you say the word again.
- Write *poach* on the board.
- Invite a volunteer to circle the letters that make the long / o / sound.
- Say *coat*. Ask the students to listen for the long / o / sound as you say the word *coat* again.
- Write *coat* on the board.
- Invite a volunteer to circle the letters that make the long / o / sound.
- Say: *I'm going to change the first letter in coat to make a new word.*
- Write the following words on the board and have the students read them as you write: *boat, goat, moat, gloat, float.*
- Write *c__ch, l__d, r__d, s__k, cl__k, c__l, sh__l, r__m, m__n, gr__n,* on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Explain to the students that there are lots more words with *oa* in them like the ones they have just made and read. When they can recognize word families like these they will be able to read and write lots of words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Soap, Soak, Foam*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some things about soap and foam.*
- Discuss the cover photo. Tell the students that this boy is in a bath tub. He has used soap to make lots of bubbles called foam. Now he's soaking in it.
- Have the students turn to the title page and look at the photo. Can they see the foam on the sand? This is sea foam. It's not made with soap. It's made by the waves crashing onto the sand.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The soap you use to wash dishes is called detergent. Froth mean lots of tiny bubbles. You make froth on hot drinks by whisking the milk very quickly.*
- Discuss the glossary with the students. Tell them that a glossary explains the meaning of some of the words in the book. Read the glossary with the students.
- Tell the students that there are some words in this book that have *oa* in them. They should look for the words with *oa* to help them as they read.
- Tell them also that the new word *water* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *water* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
 - Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the sentences with *oa* in them. They should find *soap*, *soak*, *soapy* and *foam*.
 - Have the students find the words with *oa* in them on page 8. They should find *soap* and *foam*.
 - Have the students go through the book looking for *water* and rereading the sentences with *water* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Soap*, *Soak*, *Foam* again.
- Read and re-read *Soap*, *Soak*, *Foam* using the audio and/or e - version.
- Re-read *Gentle Gerbils*, *Peas* and *Tails*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Tails

Intervention Level: 11.3 Extra

Word count: 142

New phonic skill: vowel digraph – ai

New high-frequency word: there

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

All birds have feathers.

But there are not a lot of birds

that have tail feathers like a peacock.

Most peacocks have blue

on their tail feathers.

But some peacocks are white.

4

This bird is a quail.

There are lots of birds like this quail.

They have a very small tail.

But there are some quail

that have longer tails.

6

There are lots of kangaroos in Australia.

This is a red kangaroo.

Look at how its tail trails on the grass
when it stands up.

The tail helps the kangaroo to balance
when it stands up.

8

There are lots of penguins in Antarctica.

These are Adelie penguins.

They have small tails like quail.

The tail helps them balance
when they sit.

10

There are some very big animals
with very big tails.

And there are some very big animals
with very small tails.

Comprehension Questions

Literal

What kind of tail do quails have?

Which animal uses its tail to balance when it sits?

Where do kangaroos live?

Which big animal has a little tail?

Inferential

Why do you think peacocks spread their tails?

*Why do kangaroos need to use their tail to
balance?*

*What do kangaroos and penguins have in
common?*

*What other animal do you know that is big
and has a little tail?*

Data Point Sheet

Tails

Name:

Date:

Word Count 142 **Level** 11.3 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 7 errors	text is easy 95% - 100%						
Type of Error		8 - 19 errors	text is instructional 87% - 94%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	20 + errors	text is difficult 86% or lower						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td>1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
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1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
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Comprehension Literal	Comprehension Inferential									
Number correct	Number correct	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
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Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i>																	
<i>Reads slowly - word by word</i>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Making Music

Level: 12.3 Extra Word Count: 155

Quick Quiz	Reading: <i>how, there, down, water, long</i> Spelling: <i>how, there, down, water, long</i>
New High-Frequency Word	that
Quick Read	Peas (11.2 Extra) Tails (11.3 Extra)
Quick Check	Soap, Soak, Foam (12.1 Extra)
Quick Write	<i>You can soak in soapy water for a long time.</i>
New Skill	nd word ending
New Book	Making Music

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *how, there, down, water, long*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *how, there, down, water, long*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *that*.
- Hold up the *that* word card for the students to see.
- Have them read the word together.
- Have them write *that* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Peas, Tails*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Soap, Soak, Foam*.
- Check comprehension by asking students to recall the main facts in *Snowy Weather*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Soap, Soak, Foam* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are three things you can use soap for?

Do you need soap to make foam?

What do you need to make bubbles?

Where can you see foam?

Inferential

Why do you need soap to wash clothes and dishes?

How do you think sea foam is made?

How do you think you froth up milk to make foam?

What else could you use to make bubbles?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
You can soak in soapy water for a long time.
- Remind the students that they know how to spell *you, can, in, long, for* and *water*.
- Remind them that they know how to listen for the sounds and write the letters for *time, soak* and *soapy*. Remind them that these words have more letters than sounds and that they know the letter combinations that they need to write.
- Revise the *y* ending on *soapy* if necessary.
- Remind the students to remember their capital letter and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *you, can, in, long, for* and *water*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *time, soak, or soapy*, revise the appropriate spelling pattern.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Hound** to introduce or reinforce this skill.

- Write the letters *nd* on the board. Explain to the students that many words end in these two letters and looking for these letters in words that they don't know can help them with their reading.
- Say *kind*. Ask the students to listen for the / *nd* / sound as you say the word again.
- Write *kind* on the board.
- Invite a volunteer to circle the letters that make the / *nd* / sound.
- Say *hand*. Ask the students to listen for the / *nd* / sound as you say the word *hand* again.
- Write *hand* on the board.
- Invite a volunteer to circle the letters that make the / *nd* / sound.
- Write *ble*_, *po*_, *blo*_, *fro*_, *gra*_, *gri*_, *bli*_, *spe*_, *me*_, *ha*_, *sta*_ on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Write *bl_nd*, *bl_nd*, *bl_nd*, *bl_nd*. Invite a volunteer to complete the words with a, e, i and o and read the words they have made.
- Explain to the students that when they can recognize end letter combinations like *nd* they will be able to read and write lots more words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Making Music*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some different ways of making music.*
- Discuss the cover photo. Tell the students that this man is playing a violin. He pulls a bow across the strings to make the music.
- Have the students turn to the title page and look at the photo. Tell them that this is a school band. Have them identify any instruments they can. Tell them the names of the others.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *The music stand holds the music that the musicians follow. The keys on a grand piano are made of ivory.*
- Discuss the glossary with the students. Read the glossary definitions with the students to assist with understanding.

- Tell the students that there are some words in this book that have *nd* on end. They should look for the words with *nd* to help them as they read.
 - Tell them also that the new word *that* is in this book. Knowing this word will help them with their reading. Hold up the *that* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the sentence with *band* in it.
 - Have the students find the words ending in *nd* on page 6. They should find *hands* and *grand*.
 - Have the students find the words ending in *nd* on page 8. They should find *wind*.
 - Have the students go through the book looking for *that* and rereading the sentences with *that* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Making Music* again.
- Read and re-read *Making Music* using the audio and/or e - version.
- Re-read *Peas, Tails* and *Soap, Soak, Foam*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Soap, Soak, Foam

Intervention Level: 12.1 Extra

Word count: 152

New phonic skill: vowel digraph – oa

New high-frequency word: water

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

You can use soap for lots of things.

You can use soap and water

to wash dishes.

You can soak your clothes

in soapy water.

Can you see the foam bubbles

on top of the soapy water?

4

You wash yourself using soap and water.

You fill the tub with water.

You rub on the soap.

You can use lots of soap to make a foam.

Then you can soak in the bath tub.

You can wash the dog using soap and water, too.

6

Animals like to soak in water.

Some soak in warm water to warm up.

Some soak in cold water to cool down.

8

You don't need soap to make foam.

You can see sea foam on the beach.

You can see foam

when waves crash on rocks.

Can you see the sea foam on the sand?

10

You can use soap and water

to make bubbles.

You can froth milk to make foam.

Comprehension Questions

Literal

What are three things you can use soap for?

Do you need soap to make foam?

What do you need to make bubbles?

Where can you see foam?

Inferential

Why do you need soap to wash clothes and dishes?

How do you think sea foam is made?

How do you think you froth up milk to make foam?

What else could you use to make bubbles?

Data Point Sheet

Soap, Soak, Foam

Name:

Date:

Word Count 152 Level 12.1 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 8 errors	text is easy 95% - 100%						
Type of Error		9 - 20 errors	text is instructional 87% - 94%						
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Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct / partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct / partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct / partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct / partially correct	very good	5-6 correct / partially correct	good	0-4 correct / partially correct	needs help
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Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i> <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
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<i>Reads with moderate fluency</i> <input style="width: 50px; height: 25px;" type="text"/>																	
<i>Reads slowly - word by word</i> <input style="width: 50px; height: 25px;" type="text"/>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Grumpy or Happy?

Level: 13.2 Extra Word Count: 167

Quick Quiz	Reading: <i>water, long, that, need, most</i> Spelling: <i>water, long, that, need, most</i>
New High-Frequency Word	why
Quick Read	Tails (11.3 Extra) Soap, Soak, Foam (12.1 Extra)
Quick Check	Making Music (12.3 Extra)
Quick Write	<i>What is the one thing that you most need to play in a band?</i>
New Skill	mp word ending
New Book	Grumpy or Happy?

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *water, long, that, need, most*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *water, long, that, need, most*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *why*.
- Hold up the *why* word card for the students to see.
- Have them read the word together.
- Have them write *why* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Tails, Soak, Soap, Foam*.
- Have the students read the books independently.
- Move around each student, listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Making Music*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Making Music* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do you use to play a violin?

What is a very big piano called?

Which instruments do you blow into?

What sort of instrument is a tambourine?

Inferential

What does pluck the strings mean?

Why do you think a very big piano is called a grand piano?

Look at the photo on page 11. Can you name all the instruments and say what type of instruments they are?

Would you like to play in a band? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
What is the one thing that you most need to play in a band?
- Remind the students that they know how to spell *what, is, the, one, most, that, you, to,* and *in*.
- Remind them that they know how to listen for the sounds in short words like *thing, need,* and *band,* and that they know the letter combinations to write.
- Revise changing the initial letters of known words to help with spelling of new words.
- Write *stay* on the board.
- Tell the students that they know this word and they should use it to help them spell *play*.
- Erase the *st* from the beginning of *stay*.
- Invite a volunteer add the letters need to make the word *play*.
- Remind the students to remember their capital letters and punctuation.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.

- If the students had trouble *what, is, the, one, most, that, you, to* and *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *thing, need,* or *band,* revise the appropriate spelling pattern.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

Chimp to introduce or reinforce this skill.

- Write the letters *mp* on the board. Explain to the students that these letters like *nd*, *nk* and *st* end many words. Looking for these letters in words that they don't know can help them with their reading.
- Say *damp*. Ask the students to listen for the / *mp* / sound as you say the word again.
- Write *damp* on the board.
- Invite a volunteer to circle the letters that make the / *mp* / sound.
- Say *blimp*. Ask the students to listen for the / *mp* / sound as you say the word *blimp* again.
- Write *blimp* on the board.
- Say *grump*. Ask the students to listen for the / *mp* / sound as you say the word *grump* again.
- Write *grump* on the board.
- Invite a volunteer to circle the letters that make the / *mp* / sound.
- Write *limp*, *vamp*, *blimp*, *cramp*, *primp*, *stamp*, *chomp*, *tramp*, *hump*, *jump*, *clump*, *slump* on the board and invite the students to read the words as you write them.
- Write *chi_*, *ski_*, *ra_*, *cla_*, *ro_*, *sto_*, *pu_*, *gru_*, on the board.
- Invite volunteers to fill in a group of letters and read the word they have made.
- Write *l_mp*, *l_mp*, *l_mp*, *ch_mp*, *ch_mp*, *ch_mp*, *ch_mp*, on the board. Invite volunteers to complete the words with a, i, o, or u and read the words they have made.
- Explain to the students that when they can recognize end letter combinations like *amp*, *imp*, *omp*, and *ump* they will be able to read and write lots more words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Grumpy or Happy?*
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out some reasons some people and animals get grumpy.*
- Discuss the cover photo. Tell the students that this bear has gone to a camp site looking for food.
- Have the students turn to the title page and look at the photo. Have them discuss why this lady could be feeling grumpy.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Damp is another word for wet. People who lose arms and legs can get artificial ones fitted to the stump. The stump is the part left on the body. Some artificial limbs look like real arms and legs.*

- Read the glossary with the students to reinforce vocabulary.
 - Tell the students that there are some words in this book that have *mp* on end. They should look for the words with *mp* to help them as they read. Point out that if the word ending with *mp* is plural there will be an *s* after the *mp*.
 - Tell them also that the new word *why* is in this book. Knowing this word will help them with their reading. Hold up the *why* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- After reading, check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the sentences with *camp* and *grumpy* in them.
 - Have the students find the words with *mp* on page 4 and reread the sentences. They should find *jumped*, *jump*, *grumpy* and *damp*.
 - Have the students find the words with *mp* on page. They should find *grumpy*, *lump* and *bumped*.
 - Have the students go through the book looking for *why* and rereading the sentences with *why* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Grumpy or Happy?* again.
- Read and re-read *Grumpy or Happy?* using the audio and/or e - version.
- Re-read *Tails*, *Soak*, *Foam*, and *Making Music*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Making Music
Intervention Level: 12.3 Extra
Word count: 165
New phonic skill: ending – nd
New high-frequency word: that

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Lots of people play instruments.

Some people play in a band.

Some people play by themselves.

People who play instruments like

to make music.

4

People who play guitars and violins

play instruments that have strings.

They hold the guitar and the strings
with one hand.

They pluck the strings with the other hand.

They use a bow to play the violin.

6

People who play pianos

play instruments that have keyboards.

They use both hands to make the music.

A very big piano is called a grand piano.

But you can play electronic pianos, too.

8

People who play recorders and saxophones play instruments that have holes for them to blow into. These instruments are called wind instruments. Flutes are wind instruments, too.

10

People who play drums and tambourines play instruments that are called percussion instruments. You can see people playing percussion instruments in a band. Which instrument do you like best? Which instrument can you play?

Comprehension Questions

Literal

What do you use to play a violin?

What is a very big piano called?

Which instruments do you blow into?

What sort of instrument is a tambourine?

Inferential

What does pluck the strings mean?

Why do you think a very big piano is called a grand piano?

Look at the photo on page 11. Can you name all the instruments and say what type of instruments they are?

Would you like to play in a band? Why or why not?

Data Point Sheet

Making Music

Name:

Date:

Word Count 165 Level 12.3 Extra

Number of Errors	<input type="text"/>	0 - 9 errors	text is easy 95% - 100%						
Type of Error		10 - 22 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input type="text"/>	23 + errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
<i>Brown</i> words accessible from content or context	<input type="text"/>								

Comprehension Literal	Comprehension Inferential	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
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5-6 correct/partially correct	good									
0-4 correct/partially correct	needs help									
Number correct <input type="text"/>	Number correct <input type="text"/>									
Number partially correct <input type="text"/>	Number partially correct <input type="text"/>									
Number incorrect <input type="text"/>	Number incorrect <input type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile		
<i>Reads fluently with expression</i>	<input type="text"/>		
<i>Reads with moderate fluency</i>	<input type="text"/>	February	July
<i>Reads slowly - word by word</i>	<input type="text"/>	December	
	Year 2	N/A	34 - 64
	Year 3	66 - 89	90 - 108
	Year 4	97 - 109	110 - 128
		65 +	109 +
		129 +	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Mark

Level: 13.3 Extra Word Count: 163

Quick Quiz	Reading: <i>long, that, need, most, why</i> Spelling: <i>long, that, need, most, why</i>
New High-Frequency Word	today
Quick Read	Soap, Soak, Foam (12.1 Extra) Making Music (12.3 Extra)
Quick Check	Grumpy or Happy? (13.2 Extra)
Quick Write	<i>Why do most cats hump up their back when they see a grumpy dog?</i>
New Skill	r-controlled vowel sound ar
New Book	Mark

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *long, that, need, most, why*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *long, that, need, most, why*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *today*.
- Hold up the *today* word card for the students to see.
- Have them read the word together.
- Have them write *today* five times, quickly and legibly.

Quick Read

Builds reading fluency vocabulary, and comprehension on connected text

- Give each student a copy of the following books: *Soak, Soap, Foam, Making Music*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Grumpy or Happy?*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Grumpy or Happy?* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

What is the bear looking for?

Why is the rider happy?

Why was the lady grumpy?

How do you know the cat is grumpy?

Inferential

How could you ensure that bears don't come to your camp site?

How might the rider get too damp?

Do you think it hurts to have a metal leg? Why or why not?

What does skidded mean?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Why do most cats hump up their back when they see a grumpy dog?
- Remind the students that they know how to spell *why, do, most, their, when, they* and *see*.
- Remind them that they know how to listen for the sounds in short words like *cats, hump, back, up, grumpy* and *dog*, and that they know the letter combinations to write. .
- Remind the students to remember their capital letters and punctuation especially as the sentence is a question.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *why, do, most, their, when, they* and *see*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *hump*, or *grumpy*, revise the appropriate spelling pattern.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

Shark to introduce or reinforce this skill.

- Write the letters *ar* on the board.
- Explain to the students that when they see these letters together the *r* changes the pronunciation of the *a*. The *a* no longer makes the same sound as it does in *hat* or *gate*. It make an / *ar* / sound like in *far*.
- Say *farm*. Ask the students to listen for the / *ar* / sound as you say the word *farm* again.

- Write *farm* on the board.
- Invite a volunteer to circle the letters that makes the / ar / sound.
- Say *chart*. Ask the students to listen for the / ar / sound as you say the word again.
- Write *chart* on the board.
- Invite a volunteer to circle the letters that makes the / ar / sound.
- Write the following words on the board and have the students read them: *barn, hard, March, start, large*. Invite a volunteer to circle what is the same in each word.
- Write *bark* on the board and explain to the students that you are going to change the first letter to make new words.
- Write the following words on the board and have the students read them as you write: *bark, Clark, dark, hark, lark, Mark, park, stark, shark, spark*.
- Explain to the students that you are now going to change the last letters to make a new word.
- Write the following words on the board and have the students read them as you write: *charm, chart, charge*.
- Explain to the students that when they learn these skill they will be able to read and spell many more words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Mark*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out what Mark does during the week.*
- Discuss the cover photo. Tell the students that this boy is called Mark. Mark has cerebral palsy. This means that there are lots of things that Mark can't do by himself because some of his muscle don't work properly.
- Have the students turn to the title page and look at the photo. Tell them that this is Mark with one of his brothers, Marty.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Mark wears braces on his arms to protect him in case he falls. He doesn't have to wear them all the time.*
- Tell the students that there are some words in this book that have / ar / in them. They should look for the words with *ar* in them to help them as they read.
- Tell them also that the new word *today* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *today* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 2 and find and read the words with *ar* in them.
 - Have the students find *Mark, park, Margie, smart, and hard* page 6
 - Have the students go through the book looking for *today* and rereading the sentences with *today* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Mark* again.
- Read and re-read *Mark* using the audio and/or e - version.
- Re-read *Soap, Soak, Foam, Making Music, and Grumpy or Happy?*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Grumpy or Happy?
Intervention Level: 13.2 Extra
Word count: 167
New phonic skill: ending – mp
New high-frequency word: why

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Why has this bear come to the camp site?

It has come to look for some food.

It will be happy if it finds some food.

It will be grumpy if it doesn't.

4

Why is this rider happy?

He is happy because his horse

has jumped over the jump.

But he will be grumpy if he gets too damp.

6

Why is this lady grumpy?

Her car hit a lump of snow.

She skidded and bumped into the bank.

Now her car has a dent in the back.

She is not happy.

She is grumpy.

8

Why can this man run a race?

This man can run a race

because he has a metal leg

fixed to his stump.

He will not limp.

He will run fast.

Is he grumpy? No. He is happy.

10

Why is this cat grumpy?

This cat is grumpy because the dog

is yapping at it.

You can tell the cat is grumpy

because it has humped up its back.

It is not happy.

Comprehension Questions

Literal

What is the bear looking for?

Why is the rider happy?

Why was the lady grumpy?

How do you know the cat is grumpy?

Inferential

How could you ensure that bears don't come to your camp site?

How might the rider get too damp?

Do you think it hurts to have a metal leg? Why or why not?

What does skidded mean?

Data Point Sheet

Grumpy or Happy?

Name:

Date:

Word Count 167 Level 13.2 Extra

Number of Errors	<input type="text"/>	0 - 9 errors	text is easy 95% - 100%
Type of Error		10 - 22 errors	text is instructional 87% - 94%
<i>Red</i> new decodable skills	<input type="text"/>	23 + errors	text is difficult 86% or lower
<i>Green</i> previously taught skills or word families	<input type="text"/>		
<i>Blue</i> new high-frequency words	<input type="text"/>		
<i>Pink</i> previously taught high-frequency words	<input type="text"/>	Self Correction Rate	$\frac{E + SC}{SC}$
<i>Brown</i> words accessible from content or context	<input type="text"/>	Ratio 1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Storks and Other Birds²

Level: 14.1 Extra Word Count: 174

Quick Quiz	Reading: <i>need, most, why, today, now</i> Spelling: <i>need, most, why, today, now</i>
New High-Frequency Word	more
Quick Read	Making Music (12.3 Extra) Grumpy or Happy? (13.2 Extra)
Quick Check	Mark (13.3 Extra)
Quick Write	<i>Mark is in the park today, so now he can go down the slide.</i>
New Skill	r-controlled vowel sound or
New Book	Storks and Other Birds

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *need, most, why, today, now*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *need, most, why, today, now*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *more*.
- Hold up the *more* word card for the students to see.
- Have them read the word together.
- Have them write *more* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Making Music*, *Grumpy or Happy?*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Mark*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Mark* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What are Mark's sisters' names?

Who is in the park with Mark on Monday?

What does Mark do on Friday?

What makes Mark happy?

Inferential

Why do you think Mark's family take him to the park?

Why is it hard for Mark to go down the slide?

Who do you think is throwing the ball for Mark to hit? What makes you think that?

Why do Mark's dad and Marty both tell Mark he's a star?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Mark is in the park today, so now he can go down the slide.
- Remind the students that they know how to spell *in, is, the, today, he, can, go, down* and *now*.
- Remind them that they know how to listen for the sounds in short words like *Mark, park, so* and *slide*, and that they know the letter combinations to write. Remind them that *slice* has more letters than sounds.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *in, is, the, today, he, can, go, down* and *now*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card

Stork to introduce or reinforce this skill.

- Write the letters *or* on the board.
- Explain to the students that when they see these letters together the *r* changes the pronunciation of the *o* like it does with *ar* and *er*. The *o* no longer makes the same sound as it does in *on* or *poke*. It make an / *or* / sound like in *for*.

- Say *corn*. Ask the students to listen for the / or / sound as you say the word *corn* again.
- Write *corn* on the board.
- Invite a volunteer to circle the letters that make the / or / sound.
- Say *fork*. Ask the students to listen for the / or / sound as you say the word again.
- Write *fork* on the board.
- Invite a volunteer to circle the letters that makes the / or / sound.
- Write the following words on the board and have the students read them: *core, more, sore, tore, wore, shore, score, chore, snore* and *store*. Invite a volunteer to circle what is the same in each word.
- Write *f__d, f__k, st__k, st__m, c__n, t__n, sh__n, f__t, sh__t, sp__t* on the board. Invite volunteers to complete a word and read what they have written.
- Explain to the students that when they learn to look for and use *or* they will be able to read and spell many more words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Storks and Other Birds*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about storks and some other birds that are smaller than storks.*
- Discuss the cover photo. Tell the students that this bird is a stork. Storks have very long legs and a wide wing span.
- Have the students turn to the title page and look at the photo. Have them say what the stork in this photo is doing.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Even though storks live where it gets cold in winter they prefer to live in warmer places and many migrate in the winter. That means they fly to warmer places. Duck hunters use their dogs to fetch the ducks they have shot. Falcons are birds like eagles. They hunt for prey when they are hungry. Some people keep falcons as pets and train them to hunt. It takes at least two hours a day to train a falcon.*

- Tell the students that there are some words in this book that have / or / in them. They should look for the words with *or* in them to help them as they read.
 - Tell them also that the new word *more* is in this book. Knowing this word will help them with their reading. Hold up the *more* word card to remind students.
 - Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 4 and find and read *storks*, *stork*, *more* and *storm*.
 - Have students turn to page 8 and find and read the words with *or* in them. They should find *more*, *porch* and *stork*.
 - Have students turn to page 10 and find and read the words with *or* in them. They should find *more* and *sport*.
 - Have the students go through the book looking for *more* and rereading the sentences with *more* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Storks and Other Birds* again.
- Read and re-read *Storks and Other Birds* using the audio and/or e - version.
- Re-read *Grumpy or Happy?*, *Making Music* and *Mark*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Mark

Intervention Level: 13.3 Extra

Word count: 163

New phonic skill: r-controlled – ar

New high-frequency word: today

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Monday

Mark is in the park today.

He is there with his dad, Clark

and his sister, Martha.

His brother Bart,

has come to the park, too.

4

Tuesday

Today, Mark and Clark are in the park.

Mark is on the swing.

His dad pushes the swing.

Mark likes that.

It makes him happy.

“You are a star, Mark,”

his dad says.

6

Wednesday

Today, Mark is in the park

with his sister, Margie.

Margie has helped Mark go down the slide.

6

"You are so smart, Mark," Margie says.

"It's hard for you to go down the slide."

Mark likes the slide.

It makes him happy.

8

Thursday

Today, Mark's brother Marty, and their dad are helping Mark to walk.

It's hard for Mark to walk, but he tries.

"You are so smart, Mark," Marty says.

"You are a star!"

10

Friday

Today, Mark is playing with a bat and ball.

He uses his arms to swing the bat.

He has to try very hard to hit the ball.

12

Mark and Marty.

Comprehension Questions

Literal

What are Mark's sisters' names?

Who is in the park with Mark on Monday?

What does Mark do on Friday?

What makes Mark happy?

Inferential

Why do you think Mark's family take him to the park?

Why is it hard for Mark to go down the slide?

Who do you think is throwing the ball for Mark to hit? What makes you think that?

Why do Mark's dad and Marty both tell Mark he's a star?

Data Point Sheet

Mark

Name:

Date:

Word Count 163 Level 13.3 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>								
Type of Error		0 - 9 errors	text is easy 95% - 100%						
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	10 - 22 errors	text is instructional 87% - 94%						
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>	23+ errors	text is difficult 86% or lower						
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1:3 - 1:6	good								
1:7 +	needs help								
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
<i>Number correct</i>	<i>Number correct</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td colspan="2">7-8 correct/partially correct very good</td> </tr> <tr> <td colspan="2">5-6 correct/partially correct good</td> </tr> <tr> <td colspan="2">0-4 correct/partially correct needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct very good		5-6 correct/partially correct good		0-4 correct/partially correct needs help	
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<i>Number incorrect</i>	<i>Number incorrect</i>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
<i>Reads fluently with expression</i>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%;"></td> <td style="width: 25%;">February</td> <td style="width: 25%;">July</td> <td style="width: 35%;">December</td> </tr> <tr> <td>Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td>Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td>Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
<i>Reads with moderate fluency</i>																	
<i>Reads slowly - word by word</i>																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Cooking

Level: 14.4 Extra Word Count: 171

Quick Quiz	Reading: <i>today, now, more, than, were</i> Spelling: <i>today, now, more, than, were</i>
New High-Frequency Word	people
Quick Read	Grumpy or Happy? (13.2 Extra) Mark (13.3 Extra)
Quick Check	Storks and Other Birds (14.1 Extra)
Quick Write	<i>More storks than blackbirds were eating goldfish in the pond by my porch today.</i>
New Skill	Vowel diphthong - oi
New Book	Cooking

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *today, now, more, than, were*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *today, now, more, than, were*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *people*.
- Hold up the *people* word card for the students to see.
- Have them read the word together.
- Have them write *people* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Grumpy or Happy?*, *Mark*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Storks and Other Birds*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Storks and Other Birds* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do storks do to keep warm?

Where do storks nest?

What do storks eat?

What birds can you see from the porch?

Inferential

Why is the dog more likely to fetch the duck than the duck hunter?

Why do you think the falcon trainer has a leather glove on his hand?

Where would you need to live to see a stork from your porch?

Have you ever watched birds? Where? When?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
More storks than blackbirds were eating goldfish in the pond by my porch today.
- Remind the students that they know how to spell *were, than, were, in, the, my* and *today*.
- Remind them that they know how to listen for the sounds in words like *storks, eating, pond* and *porch*, and that they know the letter combinations to write.
- Revise breaking compound words into two shorter words to help with spelling.
- Say *blackbird*.
- Ask the students which two words they can hear in *blackbird*.
- Say *goldfish* and ask the students which two words they can hear.
- Tell the students that they know how to spell *gold* and *fish*. They also know how to spell *black*. Write *bird* on the board for them to copy.
- Invite the students to say what they need to do to change *my* into *by*.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble *were, than, were, in, the, my* and *today*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with *storks*, or *porch*, revise the appropriate spelling pattern.

New Skill

Teaches new phonic skills explicitly and systematically

- Write the letters *oi* on the board.
- Explain to the students that when they see these letters together they make the same sound as the *oy* in *toy*.

- Say *toil* and ask the students to listen for the /oi/ sound.
- Write *toil* on the board.
- Invite a volunteer to circle the letters that make the /oi/ sound.
- Say *coin*. Ask the students to listen for the /oi/ sound as you say the word again.
- Write *coin* on the board.
- Invite a volunteer to circle the letters that makes the /oi/ sound.
- Write the following words on the board and have the students read them: *coil, spoil, join, hoist*. Invite a volunteer to circle what is the same in each word. Write *f__l, br__l, l__n, gr__n, m__st* on the board. Invite volunteers to complete a word and read the word they completed.
- Explain to the students that when they learn to look for and use *oi* as well as *oy* they will be able to read and spell many more words.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Cooking*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about some methods of cooking.*
- Discuss the cover photo. Tell the students that this is fish that someone has cooked with vegetables. It was wrapped in foil before it was cooked. Ask them to name as many of the vegetables as they can. Tell them the ones they don't know.
- Have the students turn to the title page and look at the photo. What appliance is this man using for cooking?
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *This man is letting his daughter help with cooking a chicken. You boil vegetables like broccoli, potatoes and carrots to soften them before you eat them. There are different types of pasta. Spaghetti, vermicelli, linguine and angel hair are all pasta noodles that you twist or coil around your fork to make it easier eat them.*
- Discuss the menu on page 12. Tell the students that they can see menus at restaurants. Menus list the food so that you can choose the meal you want. Read the menu with the students.
- Tell the students that there are some words in this book that have /oi/ in them. They should look for the words with *oi* in them to help them as they read.
- Tell them also that the new word *people* that they learned earlier in the lesson is in this book. Knowing this word will help them with their reading. Hold up the *people* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have students turn to page 6 and find and read *boil*, *boiling*, *spoil* and *coil*.
 - Have students turn to page 8 and find and read the words with *oi* in them. They should find *oil* and *coils*.
 - Have students turn to page 10 and find and read the word with *oi* in it. They should find *foil*, *moist*, *spoil* and *foil*.
 - Have the students go through the book looking for *people* and rereading the sentences with *people* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Cooking* again.
- Read and re-read *Cooking* using the audio and/or e - version.
- Re-read *Grumpy or Happy*, *Mark*, and *Storks and Other Birds*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Storks and Other Birds
Intervention Level: 14.1 Extra
Word count: 174
New phonic skill: r-controlled – or
New high-frequency word: more

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Storks are large birds.

They have long legs and a long neck.

They have a wide wing span.

They make their nests in the top of trees.

They make nests on top of roofs
and power poles.

4

Storks live in lots of places.

In winter, they fluff up their feathers
to keep warm.

But you are more likely to see
an eagle than a stork hunting for food
in a snow storm.

6

Storks eat frogs and worms.

You can see storks in ponds looking for frogs.

Storks eat fish, too.

But you are more likely to see seagulls
than storks hunting for fish
on the sea shore.

8

Have you ever sat on your porch
and watched the birds?
You may see a blackbird or a sparrow.
But you are more likely to see
a canary than a stork.

10

Duck hunting is a sport.
Duck hunters have dogs
to help them hunt the ducks.
You are more likely to see a dog getting
the duck than a duck hunter.

12

Training falcons is a sport, too.

Comprehension Questions

Literal

*What do storks do to keep warm?
Where do storks nest?
What do storks eat?
What birds can you see from the porch?*

Inferential

*Why is the dog more likely to fetch the duck than
the duck hunter?
Why do you think the falcon trainer has a leather
glove on his hand?
Where would you need to live to see a stork from
your porch?
Have you ever watched birds? Where? When?*

Data Point Sheet

Storks and Other Birds

Name:

Date:

Word Count 174 Level 13.3 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 24 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 25px;" type="text"/>	25 + errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 25px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 25px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2" style="text-align: center;">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/partially correct	very good	5-6 correct/partially correct	good	0-4 correct/partially correct	needs help
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Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



On the Weekend

Level: 15.3 Extra Word Count: 191

Quick Quiz	Reading: <i>than, were, people, keep, other</i> Spelling: <i>than, were, people, keep, other</i>
New High-Frequency Word	sometimes
Quick Read	Mark (13.3 Extra) Storks and Other Birds (14.1 Extra)
Quick Check	Cooking (14.4 Extra)
Quick Write	<i>Some people keep their food moist in foil. Other people boil their food.</i>
New Skill	Compound words
New Book	On the Weekend

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *than, were, people, keep, other*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *than, were, people, keep, other*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *sometimes*.
- Hold up the *sometimes* word card for the students to see.
- Have them read the word together.
- Have them write *sometimes* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary and comprehension on connected text

- Give each student a copy of the following books: *Mark, Storks and Other Birds*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *Cooking*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *Cooking* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Check the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the previous appropriate lesson.

- Check comprehension by asking these questions:

Literal

Which vegetables do people boil?

What happens if you cook pasta for too long?

What are two ways to cook fish?

What do you have to put in boiling water to cook it?

Inferential

Why do you think some pasta is hard to eat?

What vegetables do you think go into vegetable soup?

What are the advantages of cooking in foil?

Do you like cooking? Why or why not?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentences for the students to write.
Some people keep their food moist in foil.
Other people boil their food.
- Remind the students that they know how to spell *some, people, keep, their, in* and *other*.
- Remind them that they know the letters that make the /oi/ sound in *moist, foil* and *boil*.
- Remind them that they know the letters that make the /oo/ sound in *food*.
- Dictate the sentences again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *some, people, keep, their, in* and *other*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with the *oi* or *oo* spelling, revise the appropriate spelling pattern.

New Skill

Teaches new phonic skills explicitly and systematically

- Write *grandfather* on the board. Explain to the students that *grandfather* is a compound word, that is, two shorter words make up *grandfather*. The words are *grand* and *father*.
- Remind the students that they have been breaking compound words into two little words in writing to help them with their spelling.

Now they are going to look for compound words to help them with new words when they are reading.

- Say *myself* and write it on the board.
- Invite a volunteer to say which two little words are in *myself*, and come and circle them on the board.
- Say *inside* and write it on the board. Invite a volunteer to circle the two little words in *inside*.
- Write the following words on the board and invite volunteers to read them and say which two words make up the compound words: *afternoon, airport, backbone, bedroom, cannot, checkout, cleanup, daytime, football, goldfish, haircut, himself, homework, lipstick, maybe, myself, network, popcorn, seagull, softball, today, upset, windmill*.
- Invite the students to give you a sentence with one of the compound words in it to show its meaning.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *On the Weekend*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out some things that different people do on the weekend.*
- Discuss the cover photo. Tell the students that these people are shopping on line using their computer.
- Have the students turn to the title page and look at the photo. Have them say what this man is doing on his weekend.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Some people just use the word coat for overcoat. Some people call a bedspread a quilt or duvet cover. A highway is a busy road. You need to drink plenty of water if you are going on a long run.*
- Read the glossary on page 12 with the students.
- Tell the students that there are some compound words in this book. They should look for the little words in the compound words to help them as they read.
- Tell them also that the new word *sometimes* that they learned earlier in the lesson is in this book. *Sometimes* is a compound word. Knowing this word will help them with their reading. Hold up the *sometimes* word card to remind students.

- Invite the students to read the title again and open their books to page 2.
 - Have the students read the book aloud independently.
 - Move around the group listening and helping individual students as necessary.
-
- Check comprehension by asking the students to retell the main points.
 - Have the students turn to page 2 and find and read the compound words. They should find *weekend, overcoat, wheelchair* and *sometimes*.
 - Have them turn to page 4 and find and read the compound words. They should find *weekend, online, laptop, bedspread, bedroom, daydream* and *sometimes*.
 - Have students turn to page 6 and find and read the compound words. They should find *sometimes, weekend, highway, firefighters* and *hilltops*.
 - Have the students go through the book looking for *sometimes* and rereading the sentences with *sometimes* in them.
-
- Invite the students to read the book again with a partner.
 - Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *On the Weekend* again.
- Read and re-read *On the Weekend* using the audio and/or e - version.
- Re-read *Mark, Storks and Other Birds*, and *Cooking*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: Cooking

Intervention Level: 14.2 Extra

Word count: 171

New phonic skill: vowel diphthong – oi

New high-frequency word: people

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

Lots of people like to cook.

People cook meat and fish.

They cook rice and pasta.

They cook vegetables.

Are you one of the people

who likes to cook?

4

People boil some of the food

they eat.

Boiling means cooking food in water.

People boil vegetables like peas and beans.

They boil cauliflower and broccoli.

They may make vegetable soup.

6

People boil pasta and rice.

Put the pasta or rice in boiling water.

Boil it until it is just soft.

If you boil pasta and rice for too long

you will spoil it.

6

Some pasta can be hard to eat.

The best way is to coil it around your fork.

8

Some people fry their food.

You can fry fish in a frypan
with a little oil.

You can fry sausage coils.

You can deep fry potatoes.

10

Some people cook their food in foil.

Cooking food in foil keeps it moist
and makes sure it doesn't spoil.

You can cook meat and fish in foil.

You can cook vegetables in foil, too.

Comprehension Questions

Literal

Which vegetables do people boil?

What happens if you cook pasta for too long?

What are two ways to cook fish?

What do you have to put in boiling water to cook it?

Inferential

Why do you think some pasta is hard to eat?

*What vegetables do you think go into vegetable
soup?*

What are the advantages of cooking in foil?

Do you like cooking? Why or why not?

Data Point Sheet

Cooking

Name:

Date:

Word Count 171 Level 14.4 Extra

Number of Errors	<input style="width: 50px; height: 25px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%
Type of Error		11 - 24 errors	text is instructional 87% - 94%
<i>Red</i> <i>new decodable skills</i>	<input style="width: 50px; height: 25px;" type="text"/>	25 + errors	text is difficult 86% or lower
<i>Green</i> <i>previously taught skills or word families</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Blue</i> <i>new high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Pink</i> <i>previously taught high-frequency words</i>	<input style="width: 50px; height: 25px;" type="text"/>		
<i>Brown</i> <i>words accessible from content or context</i>	<input style="width: 50px; height: 25px;" type="text"/>		
		Self Correction Rate Ratio	$\frac{E + SC}{SC}$
		1:3 - 1:6	good
		1:7 +	needs help

Comprehension Literal	Comprehension Inferential	
Number correct <input style="width: 50px; height: 25px;" type="text"/>	Number correct <input style="width: 50px; height: 25px;" type="text"/>	Comprehension Score 7-8 correct/partially correct very good 5-6 correct/partially correct good 0-4 correct/partially correct needs help
Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	Number partially correct <input style="width: 50px; height: 25px;" type="text"/>	
Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	Number incorrect <input style="width: 50px; height: 25px;" type="text"/>	

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input style="width: 50px; height: 25px;" type="text"/>	February	July	December
<i>Reads with moderate fluency</i>	<input style="width: 50px; height: 25px;" type="text"/>	Year 2 Year 3 Year 4	N/A 34 - 64 90 - 108 110 - 128	65 + 109 + 129 +
<i>Reads slowly - word by word</i>	<input style="width: 50px; height: 25px;" type="text"/>			

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level



Baskets

Level: 15.4 Extra Word Count: 188

Quick Quiz	Reading: <i>were, people, keep, other, sometimes</i> Spelling: <i>were, people, keep, other, sometimes</i>
New High-Frequency Word	many
Quick Read	Storks and Other Birds (14.1 Extra) Cooking (14.4 Extra)
Quick Check	On the Weekend (15.3 Extra)
Quick Write	<i>Sometimes I go to the park in my wheelchair on the weekend.</i>
New Skill	Syllables – closed syllables
New Book	Baskets

Quick Quiz

Builds fluency in reading and spelling words in isolation

- Use the following word cards: *were, people, keep, other, sometimes*.
- Hold the cards up one at a time in quick succession. The student who says the word right first holds it. Tell the students the word if no one recognizes it quickly. Go through the unknown words again until you have none left. The student with the most cards takes a turn at being the teacher and holds the cards up again.
- Dictate the following words for the students to write: *were, people, keep, other, sometimes*. If students are having difficulty with any word, show them the card so that they can copy the word.

New High-Frequency Word

Teaches a new high-frequency word

- Tell the students that now they are going to learn the word – *many*.
- Hold up the *many* word card for the students to see.
- Have them read the word together.
- Have them write *many* five times, quickly and legibly.

Quick Read

Builds reading fluency, vocabulary' and comprehension on connected text

- Give each student a copy of the following books: *Storks and Other Birds*, *Cooking*.
- Have the students read the books independently.
- Move around each student listening for fluent reading.
- Demonstrate and assist as required.
- Have students who finish first reread the books to different partners.

Quick Check

Monitors oral reading and checks on vocabulary and comprehension strategies

- Give each student a copy of the book *On the Weekend*.
- Work with one student while the others follow the text silently.
- Remind the students before reading that you are not going to help as you want to see what they can do by themselves. Remind the students following along not to call out if the reader makes a mistake.
- Use the *On the Weekend* sheet to circle the words that the student reads incorrectly.
- If the student stops at an unknown word, say: *You try it*. If the student still cannot read the word, ask a volunteer to tell him/her the word.
- If the student reads a word or words incorrectly, say nothing.
- When the student has finished reading, ask the other students what the reader did that was good.
- Look at the sheet to see what kind of mistakes the student made.
- Content word mistakes – brown. Choose one, go back to that page, discuss the photo and have all the students read the page together.
- Previously taught high-frequency word mistakes – pink. Add them to the words to be read in the Quick Quiz the following day.
- Decodable word mistakes – green. Choose one and quickly review the phonic element. Follow the new-skill sequence from the appropriate lesson.

- Check comprehension by asking these questions:

Literal

What do the men in the wheelchairs do in the park?
What does the girl dream about after online shopping?
What is the Smoke Jumpers book about?
What does the girl do during her run?

Inferential

Why is it important to stretch before you start and after you finish running?
What sort of things would you eat at a picnic?
Do you think it is hard for the man with one leg to walk on crutches? Why or why not?
Have you ever shopped on line? What did you buy?

- Record the number of correct and partially correct answers on the Data Point Sheet.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
Sometimes I go to the park in my wheelchair on the weekend..
- Remind the students that they know how to spell *sometimes, go, to, the* and *in*.
- Say *wheelchair*. Invite a volunteer to say what the two words are in *wheelchair*. Remind the students that they know how to listen for the sounds in short words like *wheel* and *chair*. Tell them that they know the letter combinations but point out that *wheel* has an *h* after the *w*.
- Say *weekend*. Invite a volunteer to say what the two words are in *weekend*. Remind the students that they know how to listen for the sounds in short words like *week* and *end*. Tell them that they know the letter combinations. Tell them that *week* does not have an *h* after the *w* like *wheel* does.
- Dictate the sentence again and invite the students to start writing.
- Work with individual students as necessary.
- If the students had trouble with *sometimes, go, to, the* and *in*, provide the correct spelling and have the students practise writing the word five times. Add them to the Quick Quiz words for the next lesson.
- If the students have trouble with the compound words, revise the appropriate spelling patterns in the small words.

New Skill

Teaches new phonic skills explicitly and systematically

You may wish to use the Vocabulary and Spelling Card **Kitten** to introduce or reinforce this skill.

- Write *puppet* on the board. Explain to the students that *puppet* has two syllables *pup* and *pet*. The way to break words like *puppet* into syllables is to split the word between

- the middle two consonants. Draw a line to show the students what you mean, *pup/pet*.
- Remind the students that they have been breaking words into syllables in writing to help them with their spelling. Now they are going to look for where to break the syllables to help them with new words when they are reading.
 - Tell the students that the words will not necessarily have the same letters in the middle.
 - Write *magnet* on the board and read what you have written. Draw a line to show the students where to break the syllable, *mag/net*.
 - Write the following words on the board and invite volunteers to come and draw the line to show the syllables. Read the words with the students as they mark the syllable break: *sandwich, happen, tennis, blanket, magnet, lesson, dentist, picnic, kitten, cotton, problem, pumpkin*. They should do the following: *sand/wich, hap/pen, ten/nis, blan/ket, mag/net, les/son, den/tist, pic/nic, kit/ten, cot/ton, prob/lem*.
 - Invite the students to give you a sentence with one of the words in it to show its meaning.

New Book

Provides for comprehension strategies, vocabulary instruction and practice for new phonic skills on connected text

- Give each student a copy of the book *Baskets*.
- Read the title to the students.
- Set the purpose for reading by saying: *In this book you will find out about what different people use baskets for.*
- Discuss the cover photo. Ask the students what this woman is using a basket for.
- Have the students turn to the title page and look at the photo. Have them say what more they know about how people use baskets from looking at this photo.
- Take a picture walk discussing each photo in the book.
- Read the labels to the students and discuss them further if the students are not familiar with the vocabulary.
- To ensure understanding say things such as: *Gas is used to power hot air balloons. The gas heats the air inside the balloon and that's what makes it rise up. People go for a ride in a big basket attached to the balloon. Napkin is another word for serviette.*
- Tell the students that there are some two-syllable words in this book. They should look for where to split them to make them easier to read.

- Tell them also that the new word *many* is in this book. Knowing this word will help them with their reading. Hold up the *many* word card to remind students.
- Invite the students to read the title again and open their books to page 2.
- Have the students read the book aloud independently.
- Move around the group listening and helping individual students as necessary.
- After reading, check comprehension by asking the students to retell the main points.
- Have the students turn to page 4 and find and read the two-syllable words. They should find *bas/kets*, *pic/nic*, *lem/on*, *nap/kin*, *car/rot*, and *pump/kin*.
- Have them turn to page 6 and find and read the two-syllable words. They should find *bas/kets*, *kit/tens*, *pup/pies*, *rab/bits*, *Nut/kin*, *pup/py*, *rib/bon*, *col/lar* and *Pop/pet*. Invite volunteers to say where the syllable break is.
- Have students turn to page 8 and find and read *carrots* and *market*. Ask them where to break the syllables.
- Have the students go through the book looking for *many* and rereading the sentences with *many* in them.
- Invite the students to read the book again with a partner.
- Have the weakest reader in the group reread the book to you.

Follow-Up Activities

Revises, consolidates and extends learning

Have the students complete some or all of the following activities. They can do this individually or with a partner.

- Read *Baskets* again.
- Read and re-read *Baskets* using the audio and/or e - version.
- Re-read *Storks and Other Birds*, *Cooking*, and *On the Weekend*.
- Illustrate the sentence they wrote in the Quick Write section of the lesson.
- Write further sentences to add to the Quick Write sentence.
- Work with a partner to test each other using the high-frequency word cards.
- Practise spelling using the appropriate spelling list.
- Use the Vocabulary and Spelling Cards to extend vocabulary and spelling.

Colour-Coded Check Sheet

Title: On the Weeked
Intervention Level: 15.3 Extra
Word count: 191
New phonic skill: compound words
New high-frequency word: sometimes

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

I sometimes go to the park
on the weekend.

When it's cold I wear my overcoat.

Sometimes I go in my wheelchair
and read my book.

Sometimes I walk in the park
using my crutches.

4

On the weekend my family
sometimes uses our laptop
to do online shopping.

Today we are buying a new bedspread
for my bedroom.

After that, I daydream
about what my bedroom will look like.

6

I like to be outside on the weekend.

Most days I go to the park.

It's a long way to the park
but I don't have to cross the highway.

6

I sit under the trees and read my book.
It's called Smoke Jumpers.
It's about firefighters who jump
out of planes to put out fires on hilltops.

8

I like running. I run most days.
On the weekend, I sometimes go
for a very long run.
I run from lunchtime till sunset.
I do my stretches before I start.
I stop on the way and drink water
from my water bottle.

10

On the weekend we go hiking in the countryside.
We all have backpacks.
When it's lunchtime, we stop
and have a picnic.

Comprehension Questions

Literal

What do the men in the wheelchairs do in the park?

What does the girl dream about after online shopping?

What is the Smoke Jumpers book about?

What does the girl do during her run?

Inferential

Why is it important to stretch before you start and after you finish running?

What sort of things would you eat at a picnic?

Do you think it is hard for the man with one leg to walk on crutches? Why or why not?

Have you ever shopped on line? What did you buy?

Data Point Sheet

On the Weekend

Name:

Date:

Word Count 191 Level 15.3 Extra

Number of Errors	<input type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 24 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input type="text"/>	25 + errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input type="text"/>	<table border="1"> <tr> <td>Self Correction Rate Ratio</td> <td>$\frac{E + SC}{SC}$</td> </tr> <tr> <td>1:3 - 1:6</td> <td>good</td> </tr> <tr> <td>1:7 +</td> <td>needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input type="text"/>								
<i>Brown</i> words accessible from content or context	<input type="text"/>								

Comprehension Literal		Comprehension Inferential		Comprehension Score 7-8 correct / partially correct very good 5-6 correct / partially correct good 0-4 correct / partially correct needs help
Number correct	<input type="text"/>	Number correct	<input type="text"/>	
Number partially correct	<input type="text"/>	Number partially correct	<input type="text"/>	
Number incorrect	<input type="text"/>	Number incorrect	<input type="text"/>	

Fluency		Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile			
<i>Reads fluently with expression</i>	<input type="text"/>		February	July	December
<i>Reads with moderate fluency</i>	<input type="text"/>	Year 2	N/A	34 - 64	65 +
<i>Reads slowly - word by word</i>	<input type="text"/>	Year 3	66 - 89	90 - 108	109 +
		Year 4	97 - 109	110 - 128	129 +

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level

Colour-Coded Check Sheet

Title: Baskets

Intervention Level: 15.4 Extra

Word count: 188

New phonic skill: closed syllables vc/cv

New high-frequency word: many

Key

New decodable

Previously taught decodable and/or word family

New high-frequency

Previously taught high-frequency

Accessible from context and/or photos

2

People use baskets to carry or store things.

There are many different kinds of baskets and people use them to carry and store many different things.

Very big baskets carry people on hot air balloons rides.

People carry big baskets on their backs when they gather crops.

4

Many people take baskets when they go on a picnic.

These people have bread rolls in a napkin in one basket.

They have carrot and lemon muffins.

They like pumpkin and nut muffins, too.

6

Many people have baskets for their pets to sleep in.

Kittens and puppies sleep in baskets.

Sometimes rabbits sleep in baskets, too.

6

This little puppy is called Nutkin.
He has a red ribbon on his collar.
This little kitten is called Poppet.

8

Many people use baskets
to carry vegetables.
This girl is using a basket to carry carrots
to the market.
This man is using baskets to hold
the vegetable he sells at the market.

10

Many people use baskets to help them
with their job.
Bakers use baskets to carry and hold bread.
Florists use baskets to carry and hold
flowers.

12

And snake charmers use baskets, too.

Comprehension Questions

Literal

What size basket do you need for a hot air balloon ride?

What did the people on a picnic have in one of their baskets?

What is the kitten called?

How does the girl get her carrots to the market?

Inferential

Why do you think so many people use baskets?

What is a picnic?

What other things could you carry or store in baskets?

How do you think snake charmers keep their snakes in the baskets?

Data Point Sheet

Baskets

Name:

Date:

Word Count 188 Level 15.4 Extra

Number of Errors	<input style="width: 50px; height: 30px;" type="text"/>	0 - 10 errors	text is easy 95% - 100%						
Type of Error		11 - 24 errors	text is instructional 87% - 94%						
<i>Red</i> new decodable skills	<input style="width: 50px; height: 30px;" type="text"/>	25 + errors	text is difficult 86% or lower						
<i>Green</i> previously taught skills or word families	<input style="width: 50px; height: 30px;" type="text"/>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">Self Correction Rate Ratio</td> <td style="width: 30%; text-align: center;">$\frac{E + SC}{SC}$</td> </tr> <tr> <td style="text-align: center;">1:3 - 1:6</td> <td style="text-align: center;">good</td> </tr> <tr> <td style="text-align: center;">1:7 +</td> <td style="text-align: center;">needs help</td> </tr> </table>		Self Correction Rate Ratio	$\frac{E + SC}{SC}$	1:3 - 1:6	good	1:7 +	needs help
Self Correction Rate Ratio	$\frac{E + SC}{SC}$								
1:3 - 1:6	good								
1:7 +	needs help								
<i>Blue</i> new high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>								
<i>Pink</i> previously taught high-frequency words	<input style="width: 50px; height: 30px;" type="text"/>								
<i>Brown</i> words accessible from content or context	<input style="width: 50px; height: 30px;" type="text"/>								

Comprehension Literal	Comprehension Inferential									
Number correct	Number correct	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td colspan="2">Comprehension Score</td> </tr> <tr> <td style="width: 50%;">7-8 correct/ partially correct</td> <td style="width: 50%;">very good</td> </tr> <tr> <td>5-6 correct/ partially correct</td> <td>good</td> </tr> <tr> <td>0-4 correct/ partially correct</td> <td>needs help</td> </tr> </table>	Comprehension Score		7-8 correct/ partially correct	very good	5-6 correct/ partially correct	good	0-4 correct/ partially correct	needs help
Comprehension Score										
7-8 correct/ partially correct	very good									
5-6 correct/ partially correct	good									
0-4 correct/ partially correct	needs help									
Number partially correct	Number partially correct									
Number incorrect	Number incorrect									

Fluency	Oral Fluency Level - Words Read per Minute DIBELS ® 2006 at or above 60th percentile																
Reads fluently with expression	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td> <td style="text-align: center;">February</td> <td style="text-align: center;">July</td> <td style="text-align: center;">December</td> </tr> <tr> <td style="text-align: center;">Year 2</td> <td style="text-align: center;">N/A</td> <td style="text-align: center;">34 - 64</td> <td style="text-align: center;">65 +</td> </tr> <tr> <td style="text-align: center;">Year 3</td> <td style="text-align: center;">66 - 89</td> <td style="text-align: center;">90 - 108</td> <td style="text-align: center;">109 +</td> </tr> <tr> <td style="text-align: center;">Year 4</td> <td style="text-align: center;">97 - 109</td> <td style="text-align: center;">110 - 128</td> <td style="text-align: center;">129 +</td> </tr> </table>		February	July	December	Year 2	N/A	34 - 64	65 +	Year 3	66 - 89	90 - 108	109 +	Year 4	97 - 109	110 - 128	129 +
		February	July	December													
Year 2		N/A	34 - 64	65 +													
Year 3	66 - 89	90 - 108	109 +														
Year 4	97 - 109	110 - 128	129 +														
Reads with moderate fluency																	
Reads slowly - word by word																	

Overall comment – combining T.A.P.S. test results, accuracy, type of error, comprehension, and fluency

Reading Level