Iversen Publishing
Your Literacy Intervention Specialist

Quick60

Program Overview

The Quick60 Program Overview provides you with all the information you need to successfully implement the program.

Contents

What Is Quick60?

Quick60 is an intensive school-based, small-group early intervention/prevention literacy program for at-risk students. The Quick60 program is designed to teach striving readers the basic skills required to become competent readers and spellers. The program is suitable for students starting school who have very little literacy knowledge. It is also suitable for catching up, in 60 or fewer lessons, those students in Grades 1 – 3 who are not engaging with regular instruction and are falling behind their age peers.

The Quick60 program covers all aspects of literacy – phonemic awareness, phonics, comprehension, vocabulary, fluency, and spelling in a systematic and explicit way. The skills are written into the student books in an authentic way. The books are non-fiction and appeal to older, as well as younger readers.

The Quick60 T.A.P.S. (Testing, Assessment, Placement System), the Color-Coded Check Sheets, and the Data Point Sheets provide testing and placement, together with formative and summative assessment information.

The Quick60 support materials are written so that the program can be delivered by experienced teachers and/or paraprofessionals.

Who Is Quick60 For?

You can use Quick60 in your regular classroom or as a pull-out prevention/intervention program for students from PreK to Grade 3. Some older students reading well below grade level also benefit from Quick60.

Quick60 is specifically designed for use with the following groups of students –

Students who come to school with very little literacy knowledge.

Students who change schools and have missed important milestones in literacy learning.

Students who need an intensive small-group intervention to accelerate their learning and catch them up with their age peers.

Students who need an intensive one-on-one intervention to accelerate their learning and catch them up with their age peers.

Students for whom English is not their first language.

Students who speak English but have inadequate oral language skills.

Students who speak English but have limited vocabularies and world knowledge.

*Students with behavioral problems.
Our pilot studies showed a noticeable improvement in behavior and attendance once students began to experience success with Quick60.*

Quick60 Quick Points – A Quick Overview

Quick60 –

Is an intensive school-based, small-group intervention/ prevention program.

Is scientifically researched and piloted.

Provides T.A.P.S. – a testing, assessment, placement system.

Includes books written specifically to teach basic skills while not patronizing older striving readers.

Provides for the systematic introduction of skills.

Has explicit, detailed, lesson plans and summaries for each book.

Provides demonstrations, scaffolded instruction, immediate guided practice, and opportunities for overlearning within the instructional model.

Includes follow-up activities to provide revision, consolidation, and extension.

Includes a School-Home Connection Booklet for students and their parents to work on together.
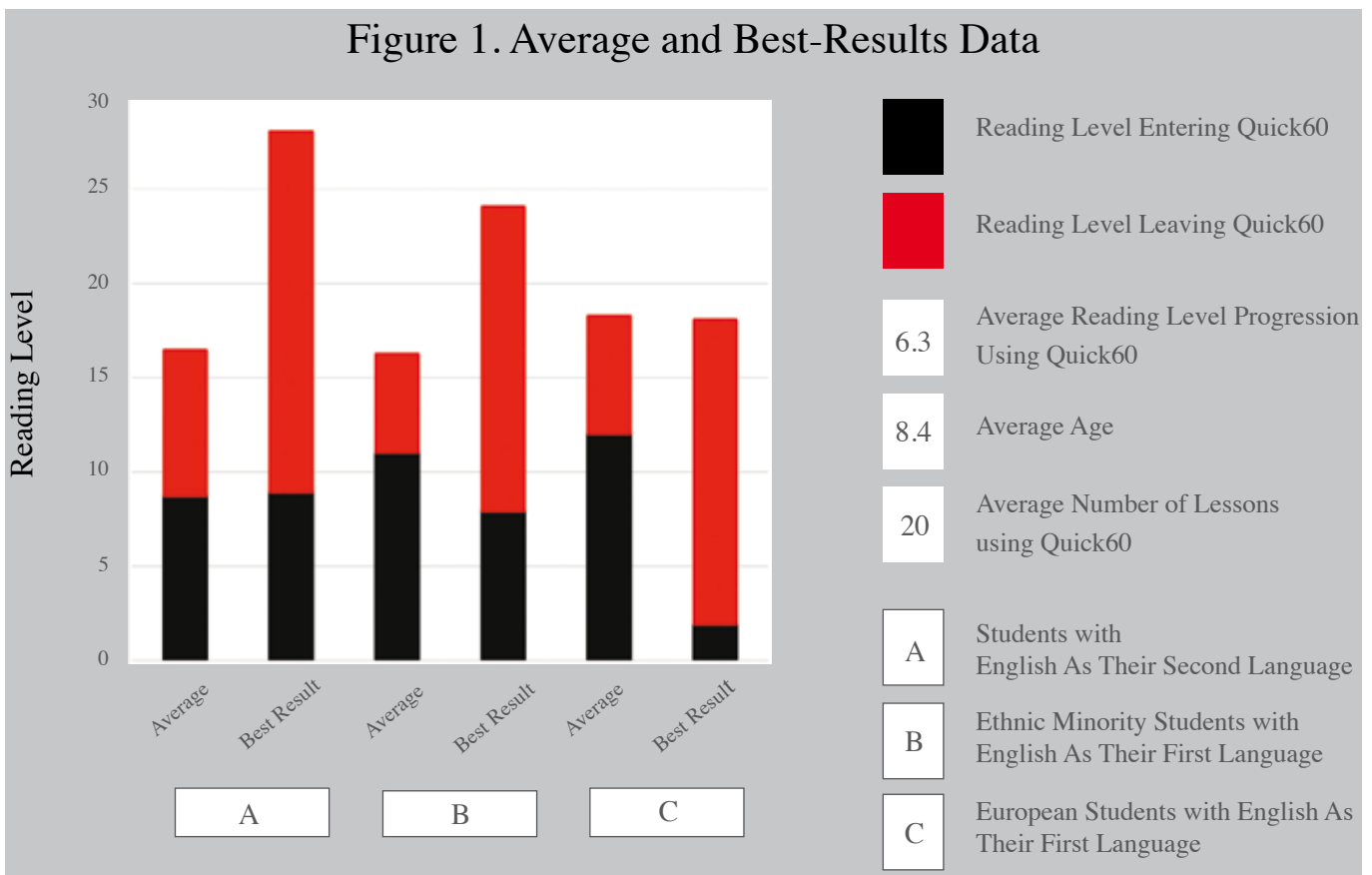
Encompasses on-going formative and summative assessment.

Has free-on line support material.

Quick60 Research and Pilot Studies

Quick60 grew out of research by Iversen and Tunmer (1993) and Iversen, Tunmer, and Chapman (2005) published in the Journal of Educational Psychology and the Journal of Learning Disabilities respectively. These research studies incorporated explicit teaching of phonics into a Reading Recovery™ model of instruction and then adapted that model for small group, rather than one-on-one instruction.

Quick60 was piloted with 96 ethnically diverse students aged between 6.5 and 13 years. Results showed that in an average of 20 lessons, the hardest to teach students increased their reading levels by an average of 6.3 levels.

The pilot studies also showed a noticeable improvement in behavior and attendance once students began to experience success with Quick60.

Figure 1. Average and Best-Results Data

Legend:
- Reading Level Entering Quick60 (black)
- Reading Level Leaving Quick60 (red)
- 6.3 — Average Reading Level Progression Using Quick60
- 8.4 — Average Age
- 20 — Average Number of Lessons using Quick60
- A — Students with English As Their Second Language
- B — Ethnic Minority Students with English As Their First Language
- C — European Students with English As Their First Language

T.A.P.S. Testing, Assessment, Placement System Components

Student Response Sheets

Student Response Sheet

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

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Test Instructions

The Spelling Test - Instructions

Checking on the Student's Ability to Hear and Record Sounds in Words

Instructions for Administering the Task
You do not necessarily need to administer this task to the students individually. You do need to make sure that if you are administering the task to a group, the students are not in a position to copy another student's work. Invite the student(s) to sit beside you and put them at ease.

Introduce the Task
Give each student a copy of the response sheet and point to the alphabet letters. Say: You can use these alphabet letters while you are doing this task if you need to. Give the students time to look at the alphabet letters.
Say: I'm going to say a word and then say it again in a sentence. Then I'm going to say the word again. I want you to listen for the sounds in the word and then write it on the line. Use the alphabet letters if you know the sound but can't remember how to write the letter. Even if you think you can't spell the word, I want you to try it. Write down as much of the word as you can. Let's practice with this one.

Practice the Task
Say: The word is fat. My dog is too fat. Fat. Write fat.

Administer the Task
Read the sentences to the student(s).
Go slowly giving the student(s) time to think and write.
Give general praise as appropriate, for example, nice try, good job, well done, but do not give the student(s) any help or specific corrective feedback.
If a student fails to write anything, draw a line through that space so the student will have to write the next word on the line below.
If a student fails to respond –
Say: Okay let's try another one.
Proceed with the next sentence.
If a student fails to write anything for four consecutive words, terminate the task for that student.

Score Sheets

High-Frequency Word Check Sheet

Name: Date:

a	an	the	like	am
it	is	this	we	here
on	my	you	are	in
can	see	she	look	at
will	he	go	and	for
to	which	who	said	put
have	has	out	some	of
these	they	do	what	with
know	their	her	all	going
when	them	was	from	stay
little	your	one	find	very
use	where	then	how	there
down	water	long	that	need
most	why	today	now	more
than	were	people	keep	other
sometimes	many			

Red = Level D   Blue = Level E   Green = Level F

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Oral Reading Passages

Placement Passage I

The Parade

growling dragon   bike-riding clown

There was a parade in our town today.
It started at the campground.
It went down Brown Street, along Stout Street,
past the firehouse, and ended up downtown.
Many people were part of the parade.
Some people dressed up as animals.
Other people dressed up as clowns.
Today, a mouse tried to keep up with a rabbit
that was bounding all over the ground.
People had to keep out of the way
of the bounding rabbit!
There was an owl wearing a crown
and a cow that could growl.
Then came the clowns.
Some clowns were smiling.
Other clowns were frowning.
Many clowns rode bikes.
People had to keep out of the way
of bike-riding clowns!
Sometimes, there are dragons at our parade.
Today, there were many dragons.
Some dragons were growling like the cow.
People had to keep out of the way
of growling dragons!

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Color-Coded Check Sheets

Placement Passage E Check Sheet – The Crash

Name: Date:

Brad drove a big crane.
He drove the crane all day long.
He lifted all the big boxes from a ship
and put them on the dock.
June was on the dock.
She drove a truck.
One day, when Brad was lifting a box,
one of the straps broke.
The box was going to drop.
It was going to crash onto the dock.
It was going to crash into June's truck.
Brad froze!
Luke was on the dock, too.
He ran to June's truck.
He got there just in time.
He grabbed June and dragged her
from her truck.
June was safe.

Comprehension Questions
Literal
What does Brad do?
Where does Brad put the boxes?
What does June do?
How did Luke get June out of her truck?
Inferential
Why do you think June was on the dock?
What job do you think Luke does?
What does Brad froze mean?
What may have happened if Luke had not been on the dock?

Key
New decodable skills for Level E
Previously taught decodable skills
New high-frequency words for Level E
Previously taught high-frequency words
Context/content words

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Data Point Sheets

Data Point Sheet

Animals of the Everglades   Name: Date:

Word Count   122   Level F

Number of Errors

0 - 6 errors	text is easy 95% - 100%
7 - 16 errors	text is instructional 87% - 94%
17 + errors	text is difficult 86% or lower

Type of Error
Red   new decodable skills
Green   previously taught skills or word families
Blue   new high-frequency words
Pink   previously taught high-frequency words
Brown   words accessible from content or context

Self Correction Rate
Ratio
E + SC
SC
1:3 – 1:6   good
1:7 +   needs help

Comprehension
Literal   Inferential
Number correct   Number correct
Number partially correct Number partially correct
Number incorrect   Number incorrect

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

Fluency
Reads fluently with expression
Reads with moderate fluency
Reads slowly - word by word

Oral Fluency Level - Words Read per Minute
DIBELS® 200k at or above 60th percentile

	Fall	Winter	Spring
First Grade	N/A	34 - 64	65 +
Second Grade	66 - 89	90 - 108	109 +
Third Grade	97 - 109	110 - 128	129 +

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

Reading Level

42   Quick60 Lesson Plans Level F

Applying Results

Applying the Results

It is often difficult to group together striving readers as their needs are often diverse. Students who have little alphabet knowledge will find it hard to complete the other tasks that rely on making associations between the letters and the sounds they represent. Transfer the raw scores to this test result sheet to assist you with collating the results.

Test Result Sheet

Student	Alpha Name	Alpha Sound	Alpha Word	Spelling No.	Spelling Points	H/F Word	Pseudo No.	Pseudo Points	Reading Level

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Once you have transferred the raw scores to the Test Result Sheet, use the following table to assist you with placing the students into groups.

Test	Placement
Alphabet	Check to see where the student made three consecutive errors. Check to see which letters the student could supply the sound and/ or the word for. Compare this with the student's spelling responses. Start the student in the level that reflects his/her attainment level.
Spelling	Check to see which words the student can spell correctly. Check to see which phonemes the student could record correctly – use the points score. Compare this result with the student's alphabet responses. Start the student in the level that reflects his/her attainment level.
High-Frequency Words	Check to see which words the student can read correctly. Check to see which words the student could almost read. Compare these results with the results on the pseudo-word test and the oral reading passages. If there is a mismatch in levels, start the student at the lowest level achieved across the tests.
Pseudo Words	Check too see where the student made three consecutive errors. Check to see which words the student could almost read – use the points score. Compare these results with the results on the high-frequency word test and the oral reading passages. If there is a mismatch in levels, start the student at the lowest level achieved across the tests.
Oral Reading	Review the Data Point Sheet. Compare the student's color-coded errors with the pseudoword and high-frequency word test results. Take into account the student's fluency and comprehension levels. Start the student at the lowest level of attainment.

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T.A.P.S. Is Easy to Use

All tests come with detailed instructions for administering and scoring. Test the students who have been identified as needing a literacy intervention using the following tests.

• Alphabet Test

The alphabet test is included because knowing alphabet letter names is a strong predictor of future reading and writing success although not causally related.

• Spelling Test

The spelling test is included to assess how well students can translate sounds into letters. Students unable to do this task will have trouble writing unknown words.

• High-Frequency Word Test

The high-frequency word test is included as all students need a bank of high-frequency words in their known reading and writing vocabularies to read and write fluently.

• Pseudo-Word Decoding Test

The pseudo-word decoding test is included to assess how well students can translate letters into sounds. Students unable to do this task will have trouble reading unknown words.

Record the results on the check sheets.

Alphabet

Spelling

High-Frequency Word

Pseudo-Word Decoding

Check the high-frequency words and pseudo-word test results. These are benchmarked against the skills taught at each Quick60 level.

Red = Level D (Intervention 5-6)

Blue = Level E (Intervention 7-8)

Green = Level F

(Intervention 9-10)

High-Frequency Word Check Sheet

Name: Date:

a	an	the	like	am
it	is	this	we	here
on	my	you	are	in
can	see	she	look	at
will	he	go	and	for
to	which	who	said	put
have	has	out	some	of
these	they	do	what	with
know	their	her	all	going
when	them	was	from	stay
little	your	one	find	very
use	where	then	how	there
down	water	long	that	need
most	why	today	now	more
than	were	people	keep	other
sometimes	many	about	could	three

Red = Level D   Blue = Level E   Green = Level F

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Pseudo-Word Check Sheet

Name   Date

Word		Response	Word		Response
pag	3		sposh	4	
jit	3		stad	4	
wob	3		swep	4	
dut	3		sy	2	
med	3		veny	4	
vock	3		keet	3	
ning	3		fleach	4	
ish	2		dail	3	
chon	3		zay	2	
blesh	4		woaf	3	
clim	4		yend	4	
flob	4		chust	4	
plav	4		brenk	5	
clabe	4		brimp	5	
shime	3		harf	3	
voze	3		sherg	3	
fute	3		worb	3	
brop	4		sturp	4	
crake	4		clow	3	
grune	4		zoin	3	
trine	4		spound	5	
slume	4		moy	2	

Red = Level D   Blue = Level E   Green = Level F

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Have the students read the Placement Passage. Circle the words that the student reads incorrectly and note any self-correction behavior on the check sheet.

Ask the students the comprehension questions.

Complete the data point sheet with all your student's oral reading information.

Collate and review the test scores and the data point sheet information.

Assign a reading level.

Placement Passage D

Mice and Snakes

What do you know about mice?
Are they black? No.
Are they white? Yes.
What size are mice?
Are they big? No
Are they small? Yes.
Can mice run? Can mice climb?
What do mice eat?
Do they eat rice? Yes.
Do they eat cake? Yes.
You keep pet mice in a cage.
You catch mice that are not pets in a trap.

What do you know about snakes?
Some snakes are black.
Some snakes are long.
Some snakes are big, some snakes are small.
Do they run and climb? No.
Snakes glide and slide.
Do snakes eat rice and cake? Yes.
And snakes eat mice!

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Student Oral Reading Passage

Placement Card D Check Sheet

Name:

Date:

What do you know about mice?
Are they black? No.
Are they white? Yes.
What size are mice?
Are they big? No
Are they small? Yes.
Can mice run? Can mice climb?
What do mice eat?
Do they eat rice? Yes.
Do they eat cake? Yes.
You keep pet mice in a cage.
You catch mice that are not pets in a trap.
What do you know about snakes?
Some snakes are black.
Some snakes are long.
Some snakes are big.
Some snakes are small.
Do they run and climb? No.
Snakes glide and slide.
Do snakes eat rice and cake? Yes.
And snakes eat mice!

Comprehension Questions

Literal
Are mice big or small?
What do mice eat?
How do snakes move?
Can you describe some snakes?

Inferential
What is the same about mice and snakes?
What are some differences between mice and snakes?
Which would you prefer as a pet, a mouse or a snake? Why?
What are some things you would have to provide for a pet mouse?

Key
New decodable skills for Level D
Previously taught decodable skills
New high-frequency words for Level D
Previously taught high/frequency words
Context/content words

Score Sheet

Data Point Sheet

Mice and Snakes   Name: Date:

Word Count   106   Level D

Number of Errors		0-5 errors 95-100% accuracy	text is easy test at Level E
Type of Error		6-12 errors 87-94% accuracy	text is instructional instruct at Level D
Red new decodable skills		13 + errors 66-86% accuracy	text is difficult test at Level C
Green previously taught skills or word families			
Blue new high-frequency words		**Self Correction Rate** Ratio	E + SC / SC
Pink previously taught high-frequency words		1:3 – 1:6	good
Brown words accessible from content or context		1:7 +	needs help

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

Fluency

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

		Fall	Winter	Spring
Reads fluently with expression	First Grade	N/A	34 - 64	65 +
Reads with moderate fluency	Second Grade	66 - 89	90 - 108	109 +
Reads slowly - word by word	Third Grade	97 - 109	110 - 128	129 +

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

Reading Level

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Data Point Sheet
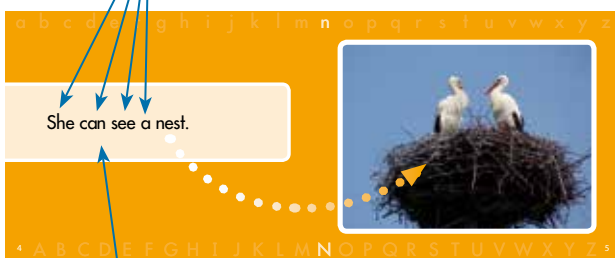
The Quick60 Resources

Quick60 provides you with all the resources you need
to deliver the program.
Each student book contains many examples of the targeted skills.

The Big Books have characters that teach other characters the targeted phonemic awareness skill.

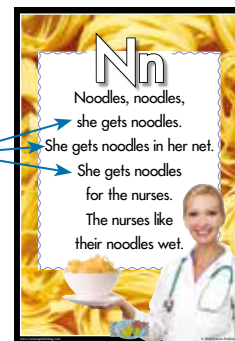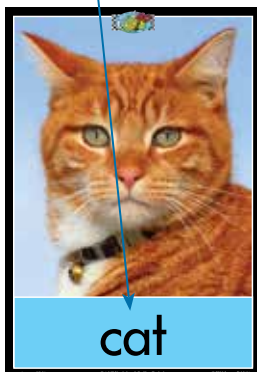Crab held up another card "Look at this card," she said. "I'll ask you a question and the answer has to rhyme with *goat*.

Can a goat…?"

"Swim!" shouted Sandhopper.

"No, Sandhopper," said Crab. "*Goat* and *swim* don't sound the same. They don't rhyme. Listen. Can a goat float? *Goat* and *float* sound the same, they rhyme."

High-frequency words

She can see a nest.

Sentence model

The Alphabet Books teach not only the alphabet letters and sounds but also the first 26 high-frequency words and provide a sentence model for writing.

Fun Alphabet Poems reinforce the letter and high-frequency word in the corresponding Alphabet Books.

New high-frequency word for Nn

Noodles, noodles, she gets noodles.
She gets noodles in her net.
She gets noodles for the nurses.
The nurses like their noodles wet.

**Oral language
Alliteration and rhyme awareness
Introducing short vowel *a***

Spelling using orthographic analogies

cat

b f h m r
p sc t sp
spl sl c
P ch spr
fl br dr th
bl s gn
at

Write the **at** words.
Read the words.
cat
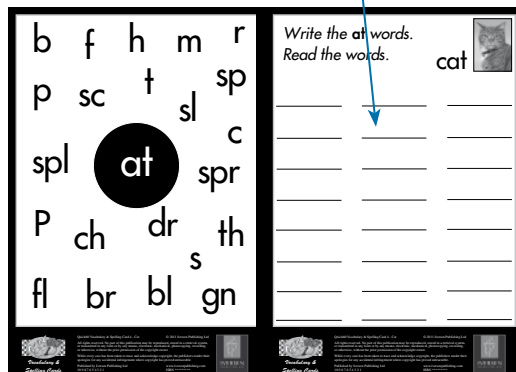
Vocabulary and Spelling Cards are used in three ways.
- To promote oral language and alliteration and rhyme awareness.
- As a tool for teaching spelling using orthographic analogies.
- To introduce the new phonic skill in the Set 1 lessons.

Set 1 and Set 2 books are written specifically to incorporate skills in an authentic and sequential way.

The books are all non-fiction which appeals to older students reading at lower levels.

Set 1
Levels A - I
Intervention Levels 1-15

Wolves
Tandem Skydiving
Firefighters
by Sandra Iversen

Tears and Tears
Don't Let it Frighten You
A Quick Quiz
by Sandra Iversen

Set 2
Levels F - M
Intervention Levels 10 - 24
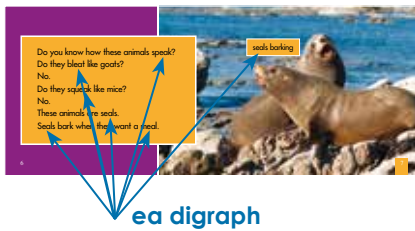
Authentic Inclusion of Skills

Do you know how these animals speak?
Do they bleat like goats?
No.
Do they squeak like mice?
No.
These animals are seals.
Seals bark when they want a meal.

seals barking

ea digraph

You may think that I'm unhappy because I'm in a wheelchair.
But that's untrue.
I can do lots of things that you can do.
Horse riding is one of them.
I go in a van to the horse-riding place.

I love to go horse riding.
I'm disappointed if I can't go.
Disappointed means unhappy or upset.

Today, I am going horse riding.

prefixes un, dis

The School-Home Connection Booklets provide opportunities for further revision, consolidation, and extension.

Teacher Resources include –
- A demonstration lesson DVD
- Blacklines for the Alphabet Poem Cards
- Sentence Strips for the Alphabet Poem Cards
- High-Frequency Word Cards
- Spelling Practice Cards
- T.A.P.S. Booklets
- Skills Traces
- Program Overviews for the Intervention Program, the Alphabet Poem Cards, and the Vocabulary and Spelling Cards
- Individual Lesson Plans and Summaries for all books
- Color-coded Check Sheets and Data Point Sheets for all books.

The Quick60 Skills Trace

The Quick60 skills are introduced and reinforced within the instructional cycle. Emphasis is placed on multiple opportunities for students to learn important literacy skills. Once these skills have been taught and practiced, the students are constantly reminded of what they know, so they start to take responsibility for remembering and applying their new learning. In this way, the skills become internalized.

Big Books Skills Grid

Big Books Skills Lessons

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Set 1
Levels A - I
Intervention Levels 1-15

Skills Trace – Set 1

Level		Title	Word Count	New High/ Frequency Word	
6.1	D	What Is It?	97	do	long a
6.2	D	Shapes	94	what	long a
6.3	D	Fun Outside	95	with	long i
6.4	D	Fruit	98	know	long i
7.1	E	Firefighters	106	their	long o
7.2	E	Mother Polar Bear	107	her	long o
7.3	E	Cubes	105	all	long u
7.4	E	Luke and June	103	going	long u
8.1	E	Brush, Brush, Brush, Brush	114	when	br
8.2	E	Crabs	119	them	cr
8.3	E	The Wedding	111	was	gr
8.4	E	Trucks	118	from	tr
9.1	F	Slugs	122	stay	
9.2	F	What Looks Little in Space?	122		
9.3	F	Things That Sting	122		
9.4	F	Animals of the Everglades	122		
10.1	F	Gannets	133		
10.2	F	Chicago	138		
10.3	F	Giraffe Giants	137		
10.4	F	Cities	137		

Alphabet Books

Skills Trace – Alphabet Books

Level	Title	Word Count	New High-Frequency Word	High-Frequency Words Revised	Sentence Patte...
A	Mm	5			man
A	Tt	10	a		A tiger.
A	Aa	10	an		An ant.
A	Ss	10	the		The sun.
A	Pp	15	like		I like pizza.
A	Cc	20	am	a	I am a cat.
A	Zz	20	it	a	It is a zebra.
A	ii	21	is	an, it	It is an insect.
A	Ff	21	this	a, is	This is a feather.
A	Dd	20	we	like, this	We like this dog.
A	Ee	20	here	an, is	Here is an elephant.
A	Bb	25	on	am, I, the	I am on the boat.
A	Rr	20	my	here, is	Here is my rabbit.
A	Kk	20	you	a	You are a kitten.
A	Oo	20	are	an, you	Are you an octopus?
A	Hh	25	in	a, are, you	You are in a helicopter.
A	Ll	25	can	a, I	I can see a lamb.
A	Uu	25	see	can, my, you	Can you see my umbrella?
A	Nn	25	she	a, can, see	She can see a nest.
A	Gg	21	look	this	Look at this girl.
A	Qq	21	at	look, this	Look at this quilt.
A	Jj	25	will	see, the, we	Will we see the jellyfish?
A	Vv	25	he	a, can, see	He can see a van.
A	Ww	30	go	at, look, the	Go and look at the water.
A	Xx	30	and	at, go, look, the	Go and look at the box.
A	Yy	30	for	and, go, look, the	

Vocabulary and Spelling Cards

Skills Trace – Vocabulary and Spelling Cards

Card Photo	Phonogram	Other Phonic Elements	Number of Words Generated	Words
cat	at	short a	23	at, bat, blat, brat, cat, chat, drat, fat, flat, gnat, hat, mat, pat, Pat, rat, ratt, scat, scat, slat, spat, splat, sprat, tat, that
ram	am	short a	19	am, cam, clam, cram, dam, dram, gram ham, jam, Pam, ram, Sam, scam, scram, sham, slam, swam, tram, yam
crab	ab	short a cr blend	15	blab, cab, crab, dab, drab, flab, gab, grab, jab, lab, nab, scab, slab, stab, tab
stag	ag	short a st blend	19	bag, brag, crag, drag, flag, gag, hag, jag, lag, nag, rag, sag, shag, slag, snag, stag, swag, tag, wag
pig	ig	short i	12	big, brig, dig, fig, gig, jig, pig, rig, sprig, swig, twig, wig
chick	ick	short i ck digraph	21	brick, chick, click, Dick, flick, hick, kick, lick, Mick, nick, Nick, pick, quick, Rick, sick, slick, stick, tick, thick, trick, wick
chimp	imp	short i mp ending	7	blimp, chimp, crimp, limp, primp, skimp, wimp
fish	ish	short i sh digraph	4	dish, fish, swish, wish
mink	ink	short i nk ending	17	blink, brink, chink, clink, drink, ink, kink, link, mink, pink, rink, shrink, sink, slink, stink, think, wink
finch	inch	short i ch digraph	7	cinch, clinch, finch, flinch, inch, pinch, winch
squid	id	short i	10	bid, did, grid, hid, kid, lid, rid, skid, slid, squid
cod	od	short o	13	clod, cod, God, mod, nod, plod, pod, prod, rod, shod, sod, Tod, trod
dog	og	short o	14	blog, bog, clog, cog, dog, flog, fog, frog, grog, hog, jog, log, slog, smog
fox	ox	short o	5	box, fox, lox, ox, pox
sloth	oth	short o th digraph	5	broth, cloth, froth, moth, sloth

Big Books

Trace – Big Books

Number	Title	New Skill
BB1	The Bug Band	Word Awareness
BB2	Flea's Syllable Song	Syllable Awareness
BB3	Crab's Rhyming Game	Rhyme Awareness
BB4	Miss Monkey's Clever Class	Alliteration
BB5	Martha Mouse's Code	Onset Rime Awareness
BB6	Monkey's Tricky Book	Concepts of Print
BB7	Listen and Tap	Phoneme Segmenting
BB8	Lizzie Lizard Learns to Read	Phoneme Blending

Skills Trace – Set 2

Level		Title	Word Count	New High/ Frequency Word		
					th	
					w	
		A Day on the Mountain	206	about		
10.1	F	Where Could You See These Wheels?	208	could	three
10.2	F	Photos of the Moon	209	new	
10.3	F	It's Springtime Where I Live	203	always	
10.4	F	Knights and Knitters	217	each	
11.1	G	Wrestling	214	would	
11.2	G	Scissors and Shears	219	numb	
11.3	G	A Quick Quiz	212	after	abbrev...
11.4	G	Fun in the Trees	224	live	irregular plurals
12.1	G	Where Do the Harrisons Live?	223	don't	irregular past tense
12.2	G	One and More Than One	223	really	al
12.3	G	Did You Grow These?	225	almost	aw
12.4	G	At the Mall	238	hear	au
13.1	H	Noisy, Squawking Gulls	238	every	schwa
13.2	H	A Week With Paul	237	our	short ea
13.3	H	Brothers and Sisters	239	help	short oo
13.4	H	Baking Bread	247	want	long oo
14.1	H	Take A Look at These	243	think	ou as in ought
14.2	H	What Can You See at the Zoo?	246	before	
14.3	H	I Thought I'd Get a Hippo	245		
14.4	H				

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Quick60 Skills Trace

Set 2
Levels F - M
Intervention Levels 10 - 24

Full details can be found at

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Quick60 Quick Points – Implementing the Program

Quick Start

Select low-performing students who need extra assistance to return to their grade level. Use T.A.P.S. to test each student. Complete the score sheets.

Use T.A.P.S. to cross reference the results of the tests and the placement passages to ascertain the level at which the students should enter the program. These are benchmarked to the Skills Trace.

Assign three to five students with similar scores to a group. Groups should not include more than three students if the teacher is inexperienced or a paraprofessional.

Watch the Quick60 Training DVD for a demonstration lesson.

Start teaching the group following the lesson plans.

Pacing

When you are familiar with the lesson routine, you should complete it in 40 – 45 minutes. Keep up the pace. Striving readers can slow down the lesson as an avoidance tactic.

If you do not have 40 – 45 minutes, break the lesson after the writing – everything before, and including the writing, except the New Word, is revision.

Progress

Follow the books and lesson plans in order. Each book contains multiple examples of the new alphabet, phonic, grammar, or vocabulary skill, and at least four repetitions of the targeted high-frequency word.

The order of the lessons is cyclical so that students can expect to read each book at least five times providing many opportunities for overlearning.

Do not omit the Quick Write segment. It reinforces the learning in the book just read.

Monitoring

Use the Color-Coded Check Sheets to monitor daily progress and to provide both formative and summative assessment. The lesson plans provide suggestions for follow-up teaching based on the Color-Coded Check Sheet. Record the students' progress on the Data Point Sheet. Ask the comprehension questions and record the number the student got correct or partially correct.

Independent Follow-Up

Have the students complete the follow-up activities at the end of each lesson.

Exiting

Exit the students when they have reached the appropriate grade level, or have shown that they now have the skills to continue to make good progress in a group in their regular classroom.

The Quick60 Lesson Format

Each Quick60 lesson introduces a new alphabet, phonics, grammar, or vocabulary skill, a new high-frequency word, and a new book. The lesson also provides for fluent practice in isolation, and in context, of the new skills and words. Students improve their comprehension through reading familiar and new books, and spelling is improved through a daily writing segment reinforcing the skills and vocabulary learned in reading. The lesson structure is cyclical and provides multiple opportunities for revision and consolidation of what has been taught.

Lesson Plan

Animal Speak

Level: 11.2   Word Count: 145

Fluency practice of words in isolation

Quick Quiz	Reading: *find, very, use, where, then* Spelling: *find, very, use, where, then*
New High-Frequency Word	how
Quick Read	Giraffe Giants (10.3) Cities (10.4) *Fluency practice in context*
Quick Check	Apple Trees (11.1) *Checking accuracy and comprehension of yesterday's new book*
Quick Write	*Apple trees need bees so they can grow apples.*
New Skill	ea vowel digraph *New skill taught in isolation*
New Book	Animals Speak *New skill practiced in context in the new book*

Transferring reading skills to writing

Lesson Timing

Lesson Components

The Quick lesson has the following components that are taught daily.

Lesson Component	Time in Minutes
Quick Quiz	2
New Word	2
Quick Read	4
Quick Check	5
Quick Write	10
New Skill	5
New Book	12

If you are an experienced teacher you can teach a Quick60 lesson in 40 – 45 minutes. If you are a paraprofessional it may take you a little longer. Don't worry if you run over time to start with. Once you and your students are familiar with the routine, the lesson will move along much more quickly. If you find yourself getting behind, invest in a timer that reminds you when the time for each component is up. Many students are very good at slowing the lesson down as part of their avoidance strategies. If you do not have 40 – 45 minutes per day, break the Quick60 lesson into two sessions. A good place to break the lesson is after the Quick Write component. Everything before and including the Quick Write, apart from the New Word, is revision.

Explicit Teaching

The Quick60 lesson plans are written so that inexperienced teachers and paraprofessionals can deliver the program successfully. The following is an example from the Quick Write component of a lesson.

Quick Write

Builds writing and spelling strategies

- Dictate the following sentence for the students to write.
  Can you buy a crab for fifty cents in the city?

- Remind the students that they know how to spell *can, you, a, for, in* and *the*.
- Remind them that they know how to listen for the sounds in short words like *crab, cents* and *city*. Remind them that know the letter to write on the beginning of *cents* and *city*. Remind them that they also know the letter to write on the end of *city*.
- Revise how to break a multi-syllabic word into syllables to help with spelling.
- Say *fifty* slowly clapping the two syllables *fif – ty*.
- Tell the students that there are two syllables in *fifty*.
- Say the first syllable *fif* again and invite a volunteer to spell it for you to write on the board.
- Have the students say *fifty* again listening for the sounds in the second syllable. Emphasise *ty* as you say it with them.

- Invite a volunteer to tell you what letters to write for the *ty* syllable. Tell the students that it is the same letter that makes the / e / sound on the end of *baby, pretty,* and *very*. Write *fifty* on the board.
- Write *by* on the board and tell the students this is how you spell *by* when it means going past something. When buy means to purchase something, it is spelt with an extra letter. Write *buy* on the board.
- Remind the students to think about capital letters and punctuation. Remind them that 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 have trouble with *can, you, a, for, in* or *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.
- If the students have trouble with *crab, cents* or *city,* revise the appropriate skill.

New Skill

Teaches new phonic skills explicitly and systematically
You may wish to use the Vocabulary and Spelling Cards *Bee* and *Sheep* to introduce or reinforce this skill.

- Write *ee* on the board. Explain to the students that when they see these two letters together in a word they make the long / e / sound.
- Say *deed*. Ask the students to listen for the long / e / sound as you say the word *deed* again.

- Write *deed* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say *breeze*. Ask the students to listen for the long / e / sound as you say the word *breeze* again.

Scaffolded Instruction

The Quick60 instructional model incorporates scaffolded instruction into the lesson plans. New learning is taught by demonstration, followed by the gradual passing over of the task to the students. The following is an example from the New Skill component of a lesson.

New Skill

Teaches new phonic skills explicitly and systematically

- 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 *tree* and *peak* on the board. Say: *Some words with the long / e / sound like tree are spelled with two ees, but other words like* peak *are spelled with* ea. *Some words like* been *can be spelled with ee and ea and mean different things.*
- Write *been* and *bean* 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 *easy*. Ask the students to listen for the long / e / sound as you say the word again.
- Write *easy* on the board.
- Invite a volunteer to circle the letters that make the long / e / sound.
- Say *beak*. Ask the students to listen for the long / e / sound as you say the word *beak* again.
- Write *beak* 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, peak, 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.

Demonstration of new skill

Inviting student participation

Passing the task over to the students

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 *Animals Speak*.
- Read the title to the students.
- Set the purpose for reading by saying: *You are going to read this book to find out how some animals speak.*
- Discuss the cover photo. Tell the students that these animals are goats and you call the noise they make when they speak a bleat.
- Have the students turn to the title page and look at the photo. Have them say what this animal is and what you would call the noise it makes when it speaks.
- 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: *Many people say pigs oink when they speak, but some people call this noise a grunt. A seal's bark is not quite the same as*

Immediate practice in context

Immediate Practice in Context

Each new Quick60 book provides at least four examples of the new high-frequency word and multiple examples of the new skill.

Do you know how these animals speak?
Do they moo?
No. Cows moo.
Do they grunt?
No. Pigs grunt.
These animals are goats.
Goats bleat to speak.

goats bleating

Do you know how these animals speak?
Do they grunt like pigs?
Do they bleat like goats?
No.
These animals are mice.
How do mice speak?
They squeak.

mice squeaking

Numerous examples of the new skill

ea digraph

Do you know how these animals speak?
Do they bleat like goats?
No.
Do they squeak like mice?
No.
These animals are seals.
Seals bark when they want a meal.

seals barking

At least four examples of the new high-frequency word

how

Do you know how these birds speak?
Do they squeak like mice?
Do they bark like a seal
when they want a meal?
No.
These birds are gulls.
They scream when they want a meal.
This is how gulls speak.

gulls screaming
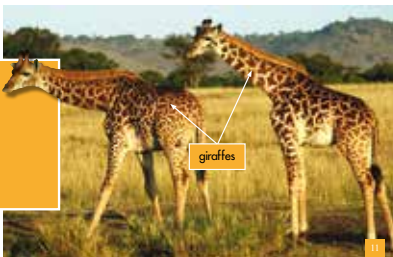
How do these animals speak?
Do they bleat?
Do they squeak?
Do they scream?
No.
These animals do not speak.

giraffes

Managing On-Going Assessment

Each Quick60 lesson plan comes with a color-coded check sheet and a data point sheet to provide both formative and summative assessments as you work through the program.

The sheets are for use in the Quick Check component of the Quick60 lesson. Each day ask a student read the Quick Check book aloud and circle any words on the check sheet that the student misreads. Write SC over the words that the student spontaneously corrects. The color code shows you at a glance the types of errors the student is predominantly making.

The data point sheets converts the number of errors into an accuracy percentage.
The data point sheets also allow you to record comprehension levels and fluency rates.

Color-Coded Check Sheet

Title: Black, White, Blue
Intervention Level: 5.1
Word count: 89
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

2/3
Look at this sand.

Sand can be yellow.

This sand is white.

3
But some sand is black.

4
Look at the rocks.

Rocks can be gray.

These rocks are brown.

5
But some rocks are black.

6
Look at this sheep.

It is white.

But some sheep are black.

Data Point Sheet

Data Point Sheet

Black, White, Blue   Name: Date:

Word Count 89   **Level** D

Number of Errors	☐

1 - 4 errors	text is easy 95% - 100%
5 - 12 errors	text is instructional 87% - 94%
13 + errors	text is difficult 66% - 86%

Type of Error

Red new decodable skills	☐
Green previously taught skills or word families	☐
Blue new high-frequency words	☐
Pink previously taught high-frequency words	☐
Brown words accessible from content or context	☐

Self Correction Rate Ratio	$\frac{E + SC}{SC}$
1:3 – 1:6	good
1:7 +	needs help

Comprehension Literal		**Comprehension Inferential**	
Number correct	☐	*Number correct*	☐
Number partially correct	☐	*Number partially correct*	☐
Number incorrect	☐	*Number incorrect*	☐

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

Fluency

Reads fluently with expression	☐
Reads with moderate fluency	☐
Reads slowly - word by word	☐

Oral Fluency Level - Words Read per Minute
DIBELS ® 2006 at or above 60th percentile

	Fall	Winter	Spring
First Grade	N/A	34 - 64	65 +
Second Grade	66 - 89	90 - 108	109 +
Third Grade	97 - 109	110 - 128	129 +

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

Reading Level

18   Quick60 Lesson Plans Level D   © 2013 Iversen Publishing   www.iversenpublishing.com

Using the Follow-Up Activities

The follow-up activities are provided with each lesson plan to help the students revise, consolidate, and extend their learning independently. They can do this individually or with a partner.

When you are setting the lesson routine at the beginning of the program, ensure that you set the routines for the follow-up activities. As students will be doing these activities without direct supervision, they need to know exactly what to do. The students can work on these activities in their regular classroom while the teacher is working with other groups of students.

The *School-Home Connection Booklet* is primarily designed for the student to use at home although it can also be successfully used in the regular classroom.

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 *Little Noise, Big Noise* again.
- Read and re-read *Little Noise, Big Noise* using the audio and/or e - version.
- Re-read *A Fish, A Bug, Chicks,* and *Black, White, Blue*.
- 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.
- Practice spelling using the appropriate spelling list.
- Use the *Vocabulary and Spelling Cards* to extend vocabulary and spelling.
- Complete the activities in the *School - Home Connection Booklet*.

Re-read the book with a partner

Illustrate and write more

Read and re-read the e-book

Exiting Students

When you exit students will depend on a variety of factors. It is important to remember that some striving readers will always require long-term support while others will quickly be able to take their place in the regular classroom.

If you are working one-on-one with a student who is making good progress, you may consider having that student join a group that you are working with before going back into a classroom situation.

If you are working with students with behavioral problems, you will need to be sure that they can cope with the situation that they are being returned to before you release them. Some students quickly modify their behavior as they become knowledgeable and confident, others need longer to consolidate their learning before going back into a classroom situation.

If you are working with English Language Learners, you will need to be sure that they have a reading process in place and that their only impediment to further progress will be the new English language vocabulary that they will meet in the regular classroom.

If you are working with older at-risk students, you will need to ensure that they have the skills to cope in their classroom. This could mean working right through to the end of Quick60 Set 2 before exiting the students.

Once you think that a student can cope back in the regular classroom, test them with the appropriate T.A.P.S. tests and oral reading passages. Set aside time to share the student's on-going and final T.A.P.S. data with the classroom teacher to decide on a suitable group for the student to join. Share also how quickly the student has progressed and how well he or she has retained what has been taught.

Talk with the students about their on-going progress. Ensure that they understand the Quick60 program has made them aware of what they can do, what they know, and when to apply it. Remind them that they are partners in their on-going learning.

Once the students are returned to the classroom program, check with their teacher bi-weekly to ensure that they are continuing to make progress. If for some reason they are not continuing to progress as expected, return them to your program for a short, sharp burst of instruction to catch them up again.

Quick60

Program Overview

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