



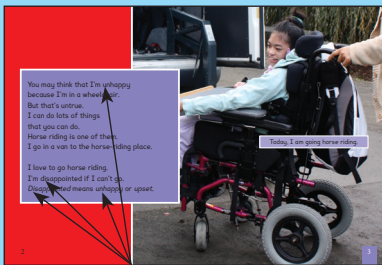
# Quick Points –

## Quick 60 and LLI. Why Chose Quick60?

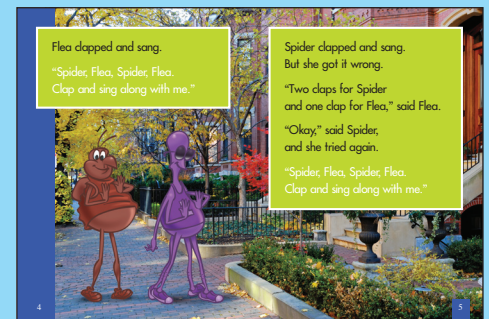
### Quick 60 and LLI Have Many Features in Common.

- They are developed by academic professionals with strong ties to the highest levels of Reading Recovery.
- They are research-based and field-tested.
- They are small-group intervention programs.
- They have data showing improvement in literacy scores.
- They have leveled student reading books.
- They provide ongoing formative and summative assessment.
- They include a Program Overview.
- They have lesson plans.
- They include writing, fluency, vocabulary, comprehension, phonics, and phonemic awareness.

In Quick60 the learning is in the books. This provides repetition in context and ensures the students learn the skills. It also ensures that the knowledge stays with the school if the teacher delivering the program leaves.

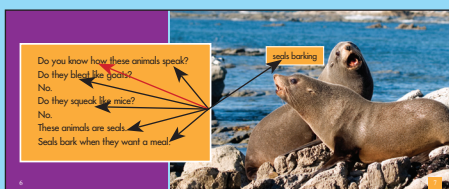
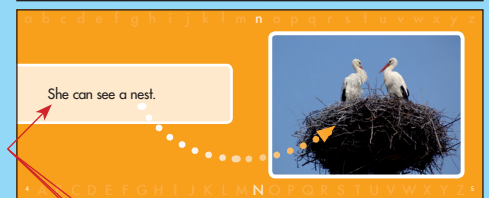


One character teaches other characters phonemic awareness skills in the Big Book format.

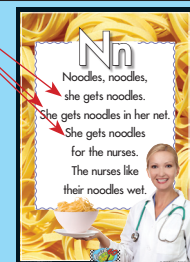
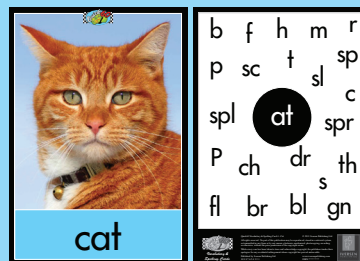


There are many examples of the phonic, grammar, or vocabulary element, and at least four examples of the high-frequency word for the lesson, in each book.

The Alphabet Books teach letter names and sounds and the first 26 high-frequency words. They also provide simple sentence patterns as models for writing.



Spelling and Vocabulary Cards provide spelling patterns and oral language development.



Alphabet Cards reinforce the letter names and sounds and the high-frequency words in the Alphabet Books.

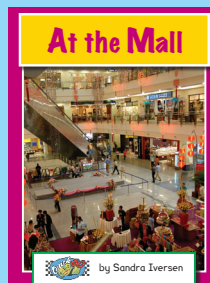
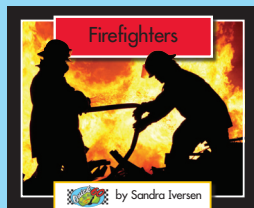
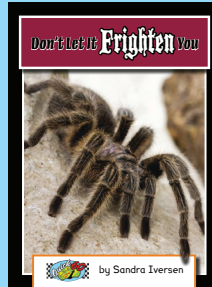




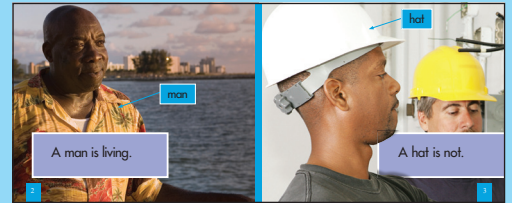
# Why Choose Quick 60 Instead of LLI?

## All the Books Are Factual

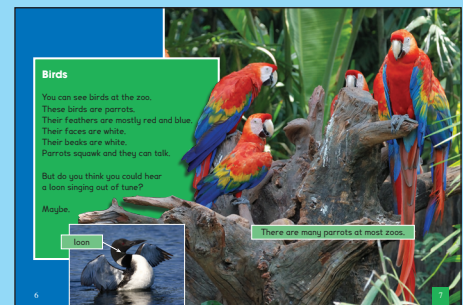
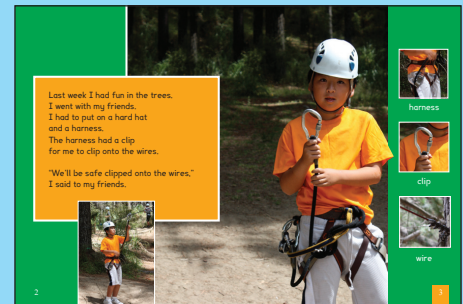
- Topics appeal to older striving readers.



- Older striving readers reading at low levels don't feel patronized by young-looking books.



- Labels and captions assist English Language Learners and students with limited vocabularies.





# Why Choose Quick 60 Instead of LLI?

## The Lessons Are Teacher-Directed, Systematic, and Explicit.

- The lessons can be delivered by an inexperienced teacher or paraprofessional.
- The lessons follow the same daily format.
- Each lesson builds on the previous lesson.
- Each lesson component builds on the previous component.
- Each lesson has demonstrations, scaffolded instruction, and provision for immediate practice in context.
- The systemic, explicit instruction ensures that the students learn all the skills required to become competent readers and spellers.

**Lesson Plan**

### Things That Sting

Level: 9.3 Word Count: 123

Quick Quiz	Reading: them, was, from, stay, little Spelling: them, was, from, stay, little
New Word	* your
Quick Read	Trucks (8.4) Slugs (9.1)
Quick Check	What Looks Little in Space? (9.2)
Quick Write	The space shuttle looks little in space.
New Skill	Consonant blend st
New Book	* Things That Sting

9.3 Things That Sting

reading connects to writing

multiple examples in new book

**Lesson Plan**

### Animals of the Everglades

Level: 9.4 Word Count: 122

Quick Quiz	Reading: was, from, stay, little, your Spelling: was, from, stay, little, your
New Word	one
Quick Read	Slugs (9.1) What Looks Little in Space? (9.2)
Quick Check	* Things That Sting (9.3)
Quick Write	This jellyfish is going to sting your legs.
New Skill	Consonant blend sw
New Book	Animals of the Everglades

reading connects to writing

multiple examples in new book

**Lesson Plan**

### Gannets

Level: 10.1 Word Count: 133

Quick Quiz	Reading: from, stay, little, your, one Spelling: from, stay, little, your, one
New High-Frequency Word	find
Quick Read	* What Looks Little in Space? (9.2) Things That Sting (9.2)
Quick Check	Animals of the Everglades (9.4)
Quick Write	Which one of these animals swims in a swamp?
New Skill	Y as a vowel – long i sound
New Book	Gannets

10.1 Gannets

reading connects to writing

multiple examples in new book

**Lesson Plan**

### Chicago

Level: 10.2 Word Count: 138

Quick Quiz	Reading: stay, little, your, one, find Spelling: stay, little, your, one, find
New Word	very
Quick Read	* Things That Sting (9.3) Animals of the Everglades (9.4)
Quick Check	Gannets (10.1)
Quick Write	This gannet chick finds out it cannot fly.
New Skill	Y as a vowel – long e sound
New Book	Chicago

10.2 Chicago

reading connects to writing

multiple examples in new book





# Why Choose Quick 60 Instead of LLI?

The Testing, Assessment, Placement, System, (T.A.P.S)  
 Makes Matching Students to Appropriate Instructional Material  
 Quick and Easy.

## Pre and Post Tests

## Aligning Test Results to Reading Levels

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

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.

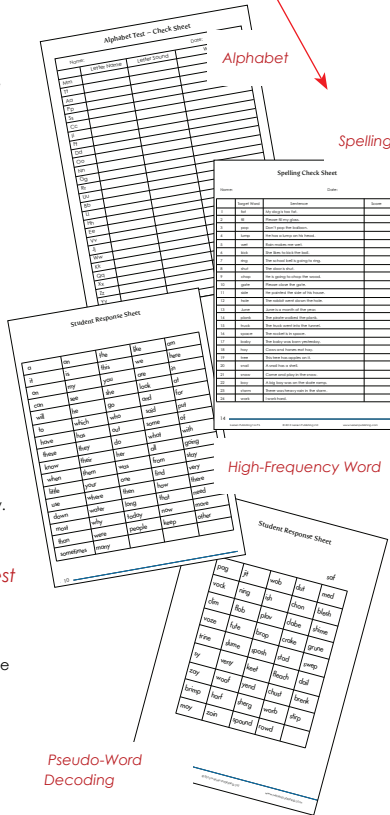
#### • High-Frequency Word Test

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.



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 Levels 5 - 6)

Blue = Level E  
 (Intervention Levels 7 - 8)

Green = Level F  
 (Intervention Levels 9 - 10)

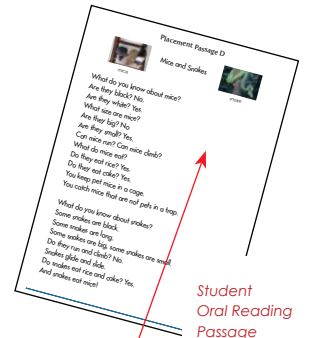
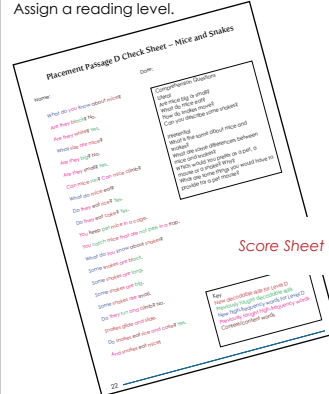
Have the students read the Placement Passage. Circle the words that the student reads incorrectly and note any self-correction behavior on the check sheet.

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 Passages Are Levelled A - M.





# Why Choose Quick 60 Instead of LLI?

Ongoing Formative and Summative Assessment Is Fast and Effortless.

Color-coded check sheets provide evidence of oral reading progress.

**Color-Coded Check Sheet**

**Title:** A Day on the Mountain  
**Intervention Level:** 2, 10, 1  
**Word count:** 206  
**New skill:** **th**  
**New high-frequency word:** about

**Key:**  
 New skill  
 Previously taught skill  
 New high-frequency word  
 Previously taught high-frequency words  
 Accessible from context and/or photos

**2/3**  
 There are some things to think about when you go for a day on the mountain.

**Cliffes**  
 Think about the clothes you are going to wear.  
 The day is cold.  
 It will be colder on the mountain.  
 Think about wearing a thermal t-shirt.  
 Think about wearing long thermal pants.  
 The thermal t-shirt and pants will keep you warm.  
 Wear a thick jacket.  
 A thick jacket will keep you warm, too.  
 Wear a hat. Wear gloves.

**4/5**  
 The day is hot.  
 It will be colder on the mountain.  
 Think about taking a thick jacket.  
 Take a hat. Take gloves.

**6/7**  
 Food  
 Think about the food you are going to take.  
 The day is cold.

**8/9**  
 The day is hot. Think about taking some sweet snacks.  
 Think about taking a banana. Think about drinks, too.  
 Think about taking a thermos with a cold drink in it.  
 The thermos will keep your drink cold.

**10/11**  
 Staying Safe  
 Think about staying safe on the mountain.  
 Take warm clothes. Take food and drink.  
 Do not go by yourself. Stay on the track. \*206

**Comprehension Questions**

**Literal**  
 What clothes should you take when you hike in summer?  
 What extra clothes should you wear when you hike in winter?  
 What food is good to take to the mountain?  
 What are four things that people can do to stay safe on the mountain?

**Inferential**  
 What other things should you consider before setting out to hike in the mountains in the winter?  
 What is the author's main message in this book?  
 What are some likely effects of taking inappropriate clothes onto the mountain?  
 Why is it important to know about mountain safety?

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Data Point Sheets provide for tracking individual student's progress.

**Data Point Sheet**

A Day on the Mountain Name: \_\_\_\_\_ Date: \_\_\_\_\_

Word Count 206 Level F Set 2

<b>Number of Errors</b>	<input type="checkbox"/>	0 - 10 errors	text is easy 95% - 100%
<b>Type of Error</b>		11 - 26 errors	text is instructional 87% - 94%
Red new decodable skills	<input type="checkbox"/>	27+ errors	text is difficult 86% or lower
Green previously taught skills or word families	<input type="checkbox"/>		
Blue new high-frequency words	<input type="checkbox"/>		
Pink previously taught high-frequency words	<input type="checkbox"/>		
Brown words accessible from context or context	<input type="checkbox"/>		

<b>Self Correction Rate Ratio</b>	$\frac{E + SC}{SC}$
1:3 - 1:6	good
1:7 +	needs help

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

**Fluency**

Reads fluently with expression

Reads with moderate fluency

Reads slowly - word by word

<b>Oral Fluency Level - Words Read per Minute</b> DIBELS © 2008 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 \_\_\_\_\_

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Lesson Plans provide immediate formative assessment.

- Circle the words that the student reads incorrectly.
- 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.
- Ask the comprehension questions.
- Record the answers and the oral reading errors on the Data Point Sheet.

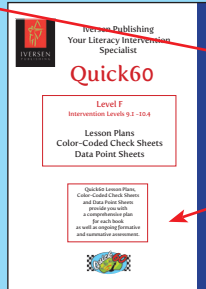
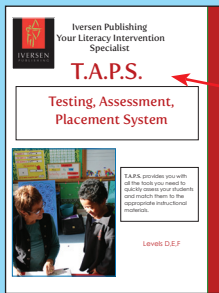
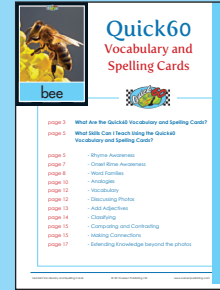
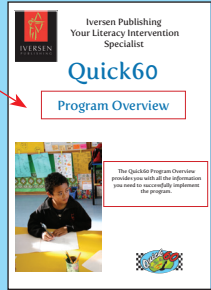




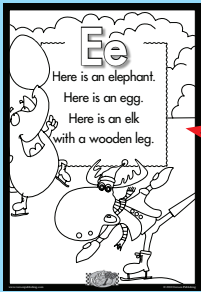
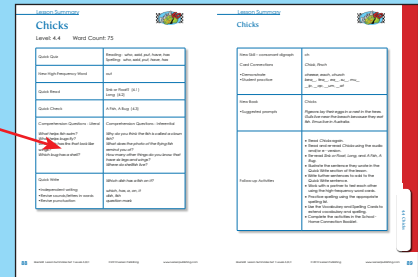
# Why Choose Quick 60 Instead of LLI?

Extra Program Resources Are Free Online.

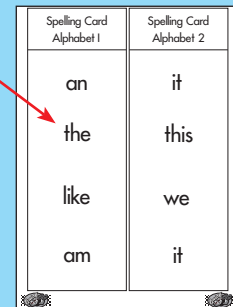
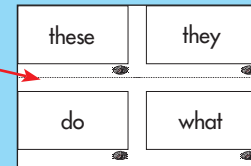
- Program Overviews
- Training Video
- Skills Grids
- Pre and Post Tests
- Color-Coded Check Sheets
- Data Point Sheets



T.A.P.S  
Lesson Summaries  
Lesson Plans



High Frequency Word Cards  
Sentence Strips  
Spelling Practice Cards  
Alphabet Poem Blacklines  
Vocabulary and Spelling Card  
Blacklines



## Other Program Resources

e-Versions of all books  
School-Home Connection Books

