

How Karl Reads Words

- Has a foundation of recognizing words that appear frequently in text (sight words), which will provide guiding points when reading longer text
- Struggles with looking through the word to recognize whole words, especially with words that might not appear frequently in text (these would be words the student has heard but may have irregular word patterns such as "structure" or "similarity")
- Therefore, provide more opportunities to read a variety of books, topics and vocabulary to increase word exposure
- Struggles with using phonics knowledge of letter sounds, chunks and word patterns visually to figure out new words
- **GOAL: to gain new strategies particularly in the areas of phonics and words recognition; then use the combination of these strengths when encountering a "tricky" word to figure out the word independently**

<p> High-Frequency Word Sub-test</p> <p>Examines the learner's ability to quickly identify frequently occurring words. Responses are timed.</p>	<p>Score (Range: K to High 3rd): maximum 3.83</p>
<p> Word Recognition Sub-test</p> <p>Measures the learner's ability to recognize a variety of leveled lists of words.</p> <p>- Karl can read words like "homogenized" and "businesses".</p> <p>- Karl read "voluntaries " for "volunteers"</p>	<p>Score (Range: K to High 12th): mid 6th 6.5</p>
<p> Phonics (Word Analysis) Sub-test</p> <p>Assesses a learner's knowledge of basic phonetic rules and sounding-out skills. This sub-test uses both real and nonsense words.</p> <p>30% of errors were "real-word" questions. 20% of errors were "non-word" questions.</p>	<p>Score (Range: K to High 4th): low 4th 4.17</p>
<p> Spelling Sub-test</p> <p>Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.</p> <p>- Karl can spell words like "garbage".</p> <p>- Karl spelled "cosious " for "cautious".</p>	<p>Score (Range: K to High 12th): low 3rd 3.17</p>

How Karl Understands Words

- Weak grasp of grade-appropriate words and meanings
- Scored below grade level for Middle School
- It is important to build background knowledge and vocabulary to create context and support reading comprehension
- **GOAL: to provide opportunities for exposure to new vocabulary and subject matter (particularly Science and Social Studies concepts) whether through read-alouds, media or discussion; to practice using the new vocabulary independently in oral and written form**

<p> Oral Vocabulary (Word Meaning) Sub-test</p> <p>Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.</p> <p>- Karl was able to identify the meaning of words like "ancient" and "investigate"</p>	<p>Score (Range: K to High 12th): high 3rd 3.83</p>
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How Karl Puts It All Together to Make Meaning

- Exhibits weaknesses in vocabulary and reading comprehension strategies for Middle School
- A lack of vocabulary knowledge could impact the understanding of text. This vocabulary weakness could be for a variety of reasons such as a limited English language knowledge (i.e., English Language Learners) or a small "active" vocabulary (perhaps the student has heard words in context, a "receptive" vocabulary, but uses less-advanced vocabulary in daily language)
- Low reading comprehension scores could be due to several factors: may be using limited context to make meaning of text; may not be thoughtfully engaging with the information read; sometimes, readers merely "read words off the page," instead of thinking about what is happening at a deeper level
- Does not have strong grasp of a variety of reading comprehension strategies yet; for example, understanding story structure and identifying important details
- However, to keep all this in perspective, it is common for older students to advance quickly in their decoding skills, yet lag behind in their comprehension skills as text becomes longer and more complicated. Much growth can occur with proper instruction
- **GOAL: to gain a wide range of reading comprehension strategies such as retelling events in sequence with details, organizing main ideas, making connections, inferring author's message (all with appropriately leveled text); to increase receptive and active vocabulary with more read-alouds and discussions of varied reading texts and genres**



Reading Comprehension (Silent Reading) Sub-test

Score (Range: K to High 12th):

mid 1st

Evaluates the learner's ability to answer factual and inferential questions about a silently read story.

1.5

63% of errors were "factual" questions. 38% of errors were "inferential" questions.

Reading Profile of Karl. Profile: A Grade Range: 6 to 8

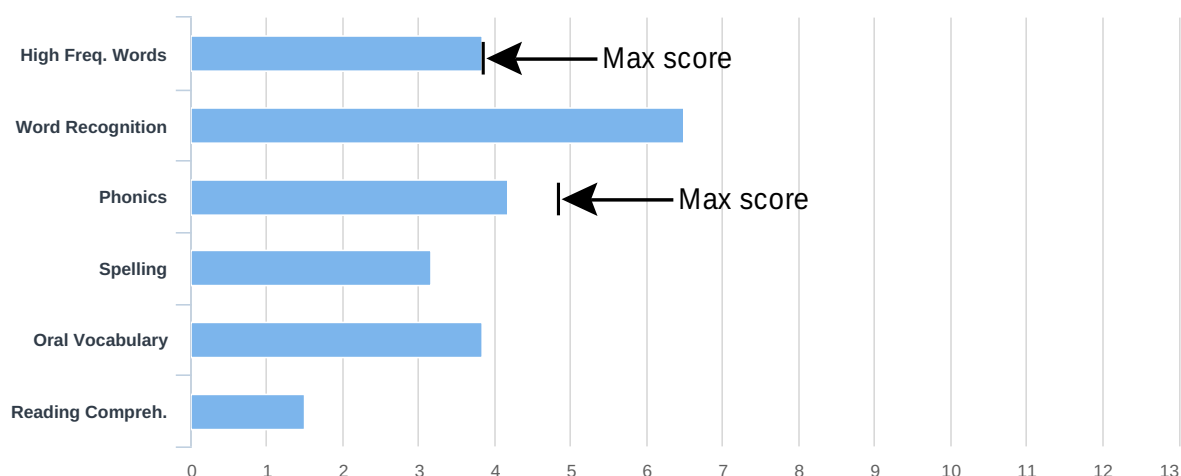
General overview for students with this pattern of reading skills and recommendations

The reading assessment for Middle School students in this group indicates that they possess low reading skills in many areas. In the area of reading words (i.e., phonics, word recognition, spelling, etc.), it is important that these students continue to develop their word recognition and phonics skills. In the area of understanding words, phrases, and sentences (i.e., vocabulary and reading comprehension), it would benefit these students to build background knowledge and comprehension strategies to better understand text. To help develop lessons, start by identifying what the students know about phonics and strategies for recognizing words. Use what students know as a starting point for learning new concepts. For instance, take all the sight words the students within this group know how to recognize and create sight word cards. For example, some known sight words might be "through," "the," "laughed," "door," "at," "they," etc. Students can then create phrases with these cards, such as "through the door" or "they laughed at" to practice fluent phrases within text. Students can take turns embedding these phrases in longer sentences to speak orally or write down (ex. "We walked through the door to the cafeteria." or "In class, they laughed at the teacher's jokes.") Select text that is at a reading level that all students in the group can comfortably read orally. Before reading a particular text, review and discuss tricky vocabulary words with students. Take advantage of the small group structure to encourage discussion about what the students might already know about the text. Previewing all the text features, invite students to make predictions of the text. Students can also write a prediction during the course of the reading, share it with a partner, and then share it with the rest of the group, citing information from the text that led him or her to formulate this prediction. Then, invite others in the group to comment on that particular prediction. When students get stuck on an unknown word, point them to word analysis strategies learned during group phonics activities. Be sure to include time for oral reading to check for decoding strategies and silent reading to check for comprehension strategies.

Reading Words Additional Details

Phonics Principles Mastered		<input checked="" type="checkbox"/> tested correctly <input type="checkbox"/> tested incorrectly (NT) not tested		
<input checked="" type="checkbox"/> Some beg. letter sounds <i>/a/, /b/, /c/...</i>	<input checked="" type="checkbox"/> Short Vowel Sounds den, nap, fun	<input checked="" type="checkbox"/> Long Vowel Sounds kite, cake, mile	<input checked="" type="checkbox"/> Vowel Digraphs coat, team, train	<input type="checkbox"/> Diphthongs joy, cloud, aunt
<input checked="" type="checkbox"/> Most/all beg. letter sounds <i>/a/, /b/, /c/...</i>	<input checked="" type="checkbox"/> Consonant Blends snap, crisp, splat	<input checked="" type="checkbox"/> Consonant Digraphs chips, cloth, shed	<input checked="" type="checkbox"/> R-Controlled Vowels dark, form, pert	<input type="checkbox"/> Multi-Syllable jumping, structure, station

Scores as Grade Levels



Specific Recommended Activities for Karl

Appendix documents are located in our knowledge base at: www.letsgolearn.com/kb

Reading Words

- Continue to keep track of known high-frequency words. Write each word on an index card to either use as flash cards or display on a wall as a "word wall." Instead of simply going through a pile of words and reading them aloud, use them to play different kinds of games for practice and reinforcement. (See Appendix D1 for "High-Frequency Word Games for Middle School and High School.")
- Have your child make a Blends Book (See Appendix D6 for how to make and use it). Let your child read the book on a daily basis as you add new letter blends and pictures to match the blend. Use this book when he or she is writing. If your child is stretching out sounds in words, you can always reference his/her pictures to help identify letter blends in writing. If your child picks a picture that is meaningful to him/her (versus a book that already has pictures chosen), then he/she is more likely to remember the letter blend associated with that picture.
- Work with syllables in words/names your child knows to make him or her aware of parts of words and how syllables fit together. (See Appendix D7 for "Cutting Up Syllables.")
- When previewing a new book, during the picture walk, have your child "predict & locate" a few words that are in his/her vocabulary so that he/she is well-prepared to read the book independently after the picture walk. (See Appendix D2 for "Steps to 'Predict & Locate' for a Picture Walk.")
- Every so often, take 10 minutes to ask your child to write down all the words he/she knows. (See Appendix D8 for "Written Words Check-In.") When your child writes a new word that isn't a high-frequency word (words such as friends' names, non-fiction concepts, nouns, verbs, and adjectives), write it on an index card and add it to your child's "word wall."
- Before your child reads a new book, make a "Word Web" about the topic. Or after your child learns about a new subject or theme that he/she is particularly interested in, make a "Word Web" to display in the house. (See Appendix D12 for how to make a "Word Web.")
- When your child is reading silently with greater independence (versus reading aloud), it is still important that you check his or her oral reading from time to time. However, do not make him/her read a whole chapter or book aloud. After your child has read a long chapter or book silently, ask him/her to read one or two paragraphs aloud. If you notice that he or she figured out a word independently, be sure to give praise for that work. For example, you might say, "While reading that paragraph, I noticed that you read 'the use of machines made production much more efficient. More goods could be made in a shorter amount of time.' Were you right? How did you know?" Listen to understand if your child figured out the word "production" or "efficient" by checking the first chunks in the word, looking through the word, checking the end of the word, or picturing the story. Give praise and reinforcement by saying, "Yes! That's what good readers do. They check the beginning of the word for chunks they already know" or "I think your eyes were also looking through the word to see if 'efficient' looked right and the sounds matched. That's what good readers do!" or "Good readers think about what is happening in the story and what would make

sense." Do not feel you need to go overboard and talk about every single word your child figured out. Make sure your example is meaningful and specific. (See Appendix D3 for "Reading Behaviors Good Readers Use.")

- After reading a book, have your child sort words based on word patterns read in the book. (See Appendix D13 for directions about Sorting Prefixes and Suffixes.)

Making Meaning From Text

- Before reading a new text, have a short discussion with your child about the book's topic. The goal is to get your child to think about what he/she already knows and to provide context for him or her to read the book successfully with independence. (See Appendix E1 for "Before Reading Book Cover Talk.")
- Before reading the book, do a "Picture Walk" with your child. The goal is to give your child a preview of what he/she will be reading. You are helping to provide meaning and context for each page, which will aid his/her decoding. (See Appendix E2 for the steps of a "Picture Walk.")
- Before the child reads, read the book yourself and see if there are any new vocabulary words to introduce to him or her to help with understanding the text. (Use Appendix E3 to help you decide which words to use and how to introduce them. See "Before Reading Vocabulary Tips.")
- During reading, every so often, ask your child, "What is happening so far?" to check for comprehension. Observe if your child is checking the picture for meaning or if he or she self-corrects to match the meaning of the text. If your child is reading silently and reading longer texts, be sure to stop him or her and say, "Tell me what is happening in the story" and "Do you have any questions about what is happening?"
- After reading, have a discussion about what your child just read. Let him/her have the opportunity to be the "expert" about the book and talk freely about his/her understanding. Ask clarifying questions when necessary. (See Appendix E4 for "After Reading Discussion Starters.")
- If your child is having difficulty with the above ideas, take the time to back up and focus on one comprehension area at a time. For example, perhaps for a few days you will only talk about the author's purpose. Be sure to model discussion of what the author's purpose might be. After reading two short sections together, you might say, "I think the author's purpose in this story is to help readers understand the history of jazz and different types of jazz music. The author wants us to understand the importance of this style of music." Then ask your child to talk about the author's purpose in the other section. Once your child seems to understand this concept, move on to another reading discussion starter.
- After discussing what your child just read in that particular chapter or subject heading, have him or her create a new title and write it down. See if your child can think of a new title or subject heading that captures the main idea of that section or is a clever way of describing the section. You might also think of some new chapter titles. Critique each other's new titles and discuss why each works or does not work.
- To support your child's developing vocabulary, it is important even at this age to model how to learn about new words while reading new texts. There are still opportunities to "read aloud" to your high school child, even by sharing news articles you read or discussing current events. From time to time, read aloud a section of something you have read as an adult. Encourage your child to ask you when he/she doesn't understand what something means. While reading aloud a news story or text you are interested in, every so often stop and discuss what is happening. You can point out new words and simply but explicitly explain the meaning. Let this be a natural conversational process.
- Have your child keep a Vocabulary Word Web Journal. You can use this before or after reading to help expand your child's vocabulary. (See Appendix E5 for "How to Make a Vocabulary Word Web.")