



DORA READING PROFILES A-H - Grade Ranges

Profile A Grade K

Students in this Kindergarten group have 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 knowledge of letter identification, letter/sound relationships and basic sight words. 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 letter names, sounds and phonics concepts such as rhyming. Use what students know as a starting point for learning new concepts. For instance, take all the letter names the students can recognize fluently and fill an empty ABC book with known letters first, leave unknown letter pages blank. The student can choose a picture that starts with the known letter to provide as an "illustration" for the letter page. It is often helpful to begin with the letters in the student's name. Eventually, the whole ABC book will be filled with uppercase and lowercase letter pairs and an illustration for each letter page. The student should be encouraged to "read" each page repeatedly and rapidly to solidify letter names and letter sounds (while pointing, the student would "read" a page with the illustration, such as A -- a -- alligator). Select text that is at a reading level that all students in the group can comfortably read orally. Use text that has a predictable pattern and is heavily supported by picture clues. When students get stuck on an unknown word, point them to word analysis strategies (such as "get your mouth ready" or pointing to the first letter/sound of the word) learned during group phonics activities. Before reading a particular text, do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Be sure to introduce and review tricky vocabulary words with students (or words that will not be supported by picture clues) or unusual sentence structure.

Profile A Grades 1-2

Students in this Early Elementary group have 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 knowledge of letter identification, letter/sound relationships and basic sight words. 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 letter names, sounds and phonics concepts such as blends, digraphs and chunks; as well as their knowledge of sight words. Use what students know as a starting point for learning new concepts. For instance, take all the letter blends, or "chunks," the students can recognize fluently and fill an empty "Chunks" book with the letters blends or digraphs; leave pages blank for unknown chunks. The students can choose a picture that starts with the known chunk to provide as an "illustration" for the page. For example, for the blend /pl/ a student may choose to draw a picture of a "plane." For the digraph /ch/ a student may choose to draw a picture of a "chair." (If the students have not yet mastered letter names, this kind of book could also be used with letters instead.) Eventually, the whole Chunks book will be filled with blends and digraphs and an illustration for each page. The student should be encouraged to "read" each page

repeatedly and rapidly to solidify letter names and letter sounds (while pointing, the student would "read" a page with the illustration, such as /pl/ -- /pl/ -- plane). Select text that is at a reading level that all students in the group can comfortably read orally. Use text that has a predictable pattern and is heavily supported by picture clues. When students get stuck on an unknown word, point them to word analysis strategies (such as "get your mouth ready" or pointing to the first letter/sound of the word) learned during group phonics activities. Before reading a particular text, do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Be sure to introduce and review tricky vocabulary words with students (or words that will not be supported by picture clues) or unusual sentence structure.

Profile A Grades 3-5

Students in this Upper Elementary group have 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 knowledge of letter identification, letter/sound relationships and basic sight words. 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 letter names, sounds and phonics concepts such as blends, digraphs and chunks; as well as their knowledge of sight 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 "he," "the," "said," "are," "that," "they," "at," etc. Students can then create phrases with these cards, such as "he said that" or "they are at the" to practice fluent phrases within text. Students can take turns embedding these phrases in longer sentences to speak orally or write down (ex. "He said that it was pizza day." or "Did you know they are at the park?"). Select text that is at a reading level that all students in the group can comfortably read orally. Use text that has a predictable pattern and is heavily supported by picture clues or context clues. When students get stuck on an unknown word, point them to word analysis strategies (such as "get your mouth ready," "find a part that you know," "look through the word") learned during group phonics activities. Before reading a particular text, do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Be sure to introduce and review tricky vocabulary words with students (or words that will not be supported by picture clues) or unusual sentence structure.

Profile A Grades 6-8

Students in this Middle School group have 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.

Profile A Grades 9-12

Students in this High School group have 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.

Profile B Grade K

Students in this Kindergarten group have low decoding skills (as evidenced by scores on word recognition, phonics, spelling and sight words subtests) and low silent reading comprehension skills. However, since students in this group have good vocabulary skills, they may be able to comprehend text of a higher level if they develop better strategies at decoding words. It is important to quickly develop this group's word recognition/phonics skills while making meaning of text. To help develop lessons, start by identifying what the students know about phonics (letter names, letter sounds, rhyming) and decoding strategies for recognizing words (checking the beginning of the word, looking for known "chunks" in words). Use what students know as a starting point for learning new concepts. For instance,

take all the letter names the students can recognize fluently and fill an empty ABC book with known letters first, leave unknown letter pages blank. The student can choose a picture that starts with the known letter to provide as an "illustration" for the letter page. It is often helpful to begin with the letters in the student's name. Eventually, the whole ABC book will be filled with uppercase and lowercase letter pairs and an illustration for each letter page. The student should be encouraged to "read" each page repeatedly and rapidly to solidify letter names and letter sounds (while pointing, the student would "read" a page with the illustration such as A -- a -- alligator. A student with a high vocabulary may choose a concept more meaningful to him/her, such as A -- a -- asteroid). Select text that is at a reading level that all students in the group can comfortably read orally. Use text that has a predictable pattern and is heavily supported by picture clues. When students get stuck on an unknown word, point them to word analysis strategies (such as "get your mouth ready" or pointing to the first letter/sound of the word) learned during group phonics activities. Before reading a particular text, do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Also, encourage students to use their strength in vocabulary skills to predict the language of the text. For example, a student might predict that an animal character slithers or crawls to move in the story. He/she can then "predict & locate" that word in the text. Ask the student, "what do you hear at the beginning of the word 'slither'?" and follow up with the question "what letters would you expect to see at the beginning of that word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. This kind of pre-reading strategy can encourage the student to use his/her strength in vocabulary while having him/her think more actively about letters/sounds in words.

Profile B Grades 1-2

Students in this Early Elementary group have low decoding skills (as evidenced by scores on word recognition, phonics, spelling and sight words subtests) and low silent reading comprehension skills. However, since students in this group have good vocabulary skills, they may be able to comprehend text of a higher level if they develop better strategies at decoding words. It is important to quickly develop this group's word recognition/phonics skills while making meaning of text. To help develop lessons, start by identifying what the students know about phonics (letter names, letter sounds, rhyming) and decoding strategies for recognizing words (checking the beginning of the word, looking for known "chunks" in words). Use what students know as a starting point for learning new concepts. For instance, take all the letter blends, or "chunks," the students can recognize fluently and fill an empty "Chunks" book with the letter blends or digraphs; leave pages blank for unknown chunks. The students can choose a picture that starts with the known chunk to provide as an "illustration" for the page. For example, for the blend /pl/ a student may choose to draw a picture of a "plane." For the digraph /ch/ a student may choose to draw a picture of a "chair." (If the students have not yet mastered letter names, this kind of book could also be used with letters instead.) Eventually, the whole Chunks book will be filled with blends. The student should be encouraged to "read" each page repeatedly and rapidly to solidify letter names and letter sounds (while pointing, the student would "read" a page with the illustration, such as /pl/ -- /pl/ -- plane). Select text that is at a reading level that all students in the group can comfortably read orally. Use text that has a predictable pattern and is heavily supported by picture clues. When students get stuck on an unknown word, point them to word analysis strategies (such as pointing to the first letter/sound of the word, using known chunks, looking through the word) learned during group phonics activities. Before reading a particular text, do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Also, encourage students to use their strength in vocabulary skills to predict the language of the text. For example, a student might predict

that an animal character slithers or crawls to move in the story. He/she can then "predict & locate" that word in the text. Ask the student, "what do you hear at the beginning of the word 'slither'?" and follow up with the question "what letters would you expect to see at the beginning of that word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. This kind of pre-reading strategy can encourage the student to use his/her strength in vocabulary while having him/her think more actively about letters/sounds in words.

Profile B Grades 3-5

Students in this Upper Elementary group have low decoding skills (as evidenced by scores on word recognition, phonics, spelling, and sight words subtests) and low silent reading comprehension skills. However, since students in this group have good vocabulary skills, they may be able to comprehend text of a higher level if they develop better skills at decoding words. It is important to quickly develop this group's word recognition/phonics skills while making meaning of text. To help plan lessons, start by identifying what the students know about phonics (chunks, word patterns, syllables) and decoding strategies for recognizing words (looking for known "chunks" in words, looking through the word). Use what students know as a starting point for learning new concepts. For example, select challenging multi-syllabic vocabulary words the students can recognize and understand. Ask students to explain what they know about the word (such as the definition, root words, prefixes, suffixes, etc). As a group, practice saying the word aloud while clapping out the syllables in the word. Take the vocabulary word written on a card and have students cut the word into syllables (for example, care-ful-ly or dis-a-gree). Mix up the cut-up syllables and ask students to reassemble the known words. Have students pay attention to the visual parts of the word and check all parts after assembling the word. Select text that is at a reading level that all students in the group can comfortably read orally. When students get stuck on an unknown word, point them to word analysis strategies (such as "point to the first chunk/syllable of the word", "read through the word", "look for parts of the word you already know") learned during group phonics activities. Before reading a particular text, do a preview of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Also, encourage students to use their strength in vocabulary skills to predict the language of the text. He/she can then "predict & locate" that word in the text. Ask the student, "what do you hear at the beginning of the word?" or "what chunks do you expect to see?" and follow up with the question "what letters would you expect to see in that chunk?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. This kind of pre-reading strategy can encourage the student to use his/her strength in vocabulary while having him/her think more actively about letters/sounds in words. Take advantage of the small group structure to encourage discussions about the text. For example, invite each student to 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.

Profile B Grades 6-8

Students in this Middle School group have low decoding skills (as evidenced by scores on word recognition, phonics, spelling, and sight words subtests) and low silent reading comprehension skills. However, since students in this group have good vocabulary skills, they may be able to comprehend text of a higher level if they develop better skills at decoding words. It is important to quickly develop this group's word recognition/phonics skills while making meaning of text. To help plan lessons, start by identifying what the students know about phonics (chunks, word patterns, syllables) and decoding strategies for recognizing words (looking for known "chunks" in words, looking through the word). Use

what students know as a starting point for learning new concepts. For example, select challenging multi-syllabic vocabulary words the students can recognize and understand. Ask students to explain what they know about the word (such as the definition, root words, prefixes, suffixes, etc). As a group, practice saying the word aloud while clapping out the syllables in the word. Take the vocabulary word written on a card and have students cut the word into syllables (for example, trans-por-ta-tion or e-lab-or-ate). Mix up the cut-up syllables and ask students to reassemble the known words. Have students pay attention to the visual parts of the word and check all parts after assembling the word. Select text that is at a reading level that all students in the group can comfortably read orally. When students get stuck on an unknown word, point them to word analysis strategies (such as "point to the first chunk/syllable of the word", "read through the word", "look for parts of the word you already know") learned during group phonics activities. Before reading a particular text, do a preview of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Also, encourage students to use their strength in vocabulary skills to predict the language of the text. He/she can then "predict & locate" that word in the text. Ask the student, "what do you hear at the beginning of the word?" or "what syllables do you expect to see?" and follow up with the question "what letters would you expect to see in that chunk?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. This kind of pre-reading strategy can encourage the student to use his/her strength in vocabulary while having him/her think more actively about letters/sounds in words. Take advantage of the small group structure to encourage discussions about the text. For example, invite each student to 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.

Profile B Grades 9-12

Students in this High School group have low decoding skills (as evidenced by scores on word recognition, phonics, spelling, and sight words subtests) and low silent reading comprehension skills. However, since students in this group have good vocabulary skills, they may be able to comprehend text of a higher level if they develop better skills at decoding words. It is important to quickly develop this group's word recognition/phonics skills while making meaning of text. To help plan lessons, start by identifying what the students know about phonics (chunks, word patterns, syllables) and decoding strategies for recognizing words (looking for known "chunks" in words, looking through the word). Use what students know as a starting point for learning new concepts. For example, select challenging multi-syllabic vocabulary words the students can recognize and understand. Ask students to explain what they know about the word (such as the definition, root words, prefixes, suffixes, etc). As a group, practice saying the word aloud while clapping out the syllables in the word. Take the vocabulary word written on a card and have students cut the word into syllables (for example, trans-por-ta-tion or e-lab-or-ate). Mix up the cut-up syllables and ask students to reassemble the known words. Have students pay attention to the visual parts of the word and check all parts after assembling the word. Select text that is at a reading level that all students in the group can comfortably read orally. When students get stuck on an unknown word, point them to word analysis strategies (such as "point to the first chunk/syllable of the word", "read through the word", "look for parts of the word you already know") learned during group phonics activities. Before reading a particular text, do a preview of the whole text and encourage discussion about what is happening in the story on each page. Encourage students to make predictions about what will happen next in the story. Also, encourage students to use their strength in vocabulary skills to predict the language of the text. He/she can then "predict & locate" that word in the text. Ask the student, "what do you hear at the beginning of the word?" or "what syllables do you expect to see?"

and follow up with the question "what letters would you expect to see in that chunk?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. This kind of pre-reading strategy can encourage the student to use his/her strength in vocabulary while having him/her think more actively about letters/sounds in words. Take advantage of the small group structure to encourage discussions about the text. For example, invite each student to 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.

Profile C Grade K

Students in this Kindergarten group have good word recognition/phonics and vocabulary skills but struggle to make meaning from text. Students with this kind of profile often see reading as a decontextualized process involving "sounding out words" and finding the correct answers to a set of questions. This group of students may struggle to engage with the text or make connections to themselves or the world around them while reading. They may simply be reading words off the page, but haven't been explicitly instructed in how to organize aspects of the text (characters, setting, problem, solution) or think about the text at a deeper level. Sometimes, students with this profile also have limited background knowledge about the texts they read; so, they have difficulty understanding the message of these texts. In either case, it is important that students are explicitly taught reading comprehension strategies in order to discuss text and write about text. Students as young as kindergarten can be instructed to use strategies such as visualizing, predicting, making connections (to self, to text, to world), organizing story elements, or understanding the author's message just to name a few. Choose appropriately leveled text for the group's reading level, but make sure to choose topics these students would find engaging or have prior background knowledge as a "scaffold." Before reading the text, be clear about the comprehension strategy the group will be focusing on and be sure to model examples of how to use that comprehension strategy. Try to plan lessons so that one comprehension strategy is repeatedly practiced with a variety of texts.

Profile C Grades 1-2

Students in this Early Elementary group have good word recognition/phonics and vocabulary skills but struggle to make meaning from text. Students with this kind of profile often see reading as a decontextualized process involving "sounding out words" and finding the correct answers to a set of questions. This group of students may struggle to engage with the text or make connections to themselves or the world around them while reading. They may simply be reading words off the page, but haven't been explicitly instructed in how to organize aspects of the text (characters, setting, problem, solution) or think about the text at a deeper level. Sometimes, students with this profile also have limited background knowledge about the texts they read; so, they have difficulty understanding the message of these texts. In either case, it is important that students are explicitly taught reading comprehension strategies in order to discuss text and write about text. Students as young as Early Elementary can be instructed to use strategies such as visualizing, predicting, making connections (to self, to text, to world), organizing story elements, or understanding the author's message just to name a few. Choose appropriately leveled text for the group's reading level, but make sure to choose topics these students would find engaging or have prior background knowledge as a "scaffold." Before reading the text, be clear about the comprehension strategy the group will be focusing on and be sure to model examples of how to use that comprehension strategy. Try to plan lessons so that one comprehension strategy is repeatedly practiced with a variety of texts.

Profile C Grades 3-5

Students in this Upper Elementary group have good word recognition/phonics and vocabulary skills but struggle to make meaning from text. Students with this kind of profile often see reading as a decontextualized process involving "sounding out words" and finding the correct answers to a set of questions. This group of students may struggle to engage with the text or make connections to themselves or the world around them while reading. They may simply be reading words off the page, but haven't been explicitly instructed in how to organize aspects of the text (characters, setting, problem, solution for fiction text; summarizing facts, using text features for non-fiction) or think about the text at a deeper level. Sometimes, students with this profile also have limited background knowledge about the texts they read; so, they have difficulty understanding the message of these texts. In either case, it is important that students are explicitly taught reading comprehension strategies in order to discuss text and write about text. Students in Upper Elementary can be instructed to use strategies such as visualizing, predicting, making connections (to self, to text, to world), organizing story elements, or understanding the author's message just to name a few. Choose appropriately leveled text for the group's reading level, but make sure to choose topics these students would find engaging or have prior background knowledge as a "scaffold." Before reading the text, be clear about the comprehension strategy the group will be focusing on and be sure to model examples of how to use that comprehension strategy. Try to plan lessons so that one comprehension strategy is repeatedly practiced with a variety of texts.

Profile C Grades 6-8

Students in this Middle School group have good word recognition/phonics and vocabulary skills but struggle to make meaning from text. Students with this kind of profile often see reading as a decontextualized process involving "sounding out words" and finding the correct answers to a set of questions. This group of students may struggle to engage with the text or make connections to themselves or the world around them while reading. They may simply be reading words off the page, but haven't been explicitly instructed in how to organize aspects of the text (problem/solution/resolution for fiction; summarizing facts, using text features for non-fiction) or think about the text at a deeper level. Sometimes, students with this profile also have limited background knowledge about the texts they read; so, they have difficulty understanding the message of these texts. In either case, it is important that students are explicitly taught reading comprehension strategies in order to discuss text and write about text. Middle School students can be instructed to use strategies such as visualizing, predicting, making connections (to self, to text, to world), organizing story elements, or understanding the author's message just to name a few. Students should also be taught how to read for different purposes for a variety of genres. Choose appropriately leveled text for the group's reading level, but make sure to choose topics these students would find engaging or have prior background knowledge as a "scaffold." Before reading the text, be clear about the comprehension strategy the group will be focusing on and be sure to model examples of how to use that comprehension strategy. Try to plan lessons so that one comprehension strategy is repeatedly practiced with a variety of texts.

Profile C Grades 9-12

Students in this High School group have good word recognition/phonics and vocabulary skills but struggle to make meaning from text. Students with this kind of profile often see reading as a decontextualized process involving "sounding out words" and finding the correct answers to a set of questions. This group of students may struggle to engage with the text or make connections to themselves or the world around them while reading. They may simply be reading words off the page,

but haven't been explicitly instructed in how to organize aspects of the text (problem/solution/resolution for fiction; summarizing facts, using text features for non-fiction) or think about the text at a deeper level. Sometimes, students with this profile also have limited background knowledge about the texts they read; so, they have difficulty understanding the message of these texts. In either case, it is important that students are explicitly taught reading comprehension strategies in order to discuss text and write about text. High School students can be instructed to use strategies such as visualizing, predicting, making connections (to self, to text, to world), organizing story elements, or understanding the author's message just to name a few. Students should also be taught how to read for different purposes for a variety of genres. Choose appropriately leveled text for the group's reading level, but make sure to choose topics these students would find engaging or have prior background knowledge as a "scaffold." Before reading the text, be clear about the comprehension strategy the group will be focusing on and be sure to model examples of how to use that comprehension strategy. Try to plan lessons so that one comprehension strategy is repeatedly practiced with a variety of texts.

Profile D Grade K

Students in this Kindergarten group have good phonics/word analysis skills but limited English language knowledge/background knowledge (i.e., English Language Learners) or with students who perceive reading as a decoding process. Such readers may not be actively making meaning of text, but simply reading words off a page. It is important that students in this group learn the larger meaning-making process of reading. When choosing texts for this group, select high-interest texts with vocabulary and language structures that are familiar to the students. The pre-reading stage of the lesson will be particularly important for these students to "front load" vocabulary in order to ensure successful reading of the text. More specifically, help build language by previewing tricky vocabulary words with the students. Think carefully about words that are in the students' active vocabulary (part of his/her everyday language) versus receptive vocabulary (words he/she may have heard, but may not regularly use in daily language). This reflection will help determine how you go about introducing vocabulary. For example, before reading the text do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. With your pre-chosen vocabulary words, introduce the new words to the students on the corresponding page and invite students to talk about what the word means given the pictures you have been discussing. Also, before reading, be sure to create a purpose for reading (i.e., reading to discover the characters and setting, reading to find out the solution to a problem, reading to make a connection to self, reading to practice making predictions). Encourage discussion among the group by asking open-ended questions versus "yes/no" answer questions, so that students can confirm or challenge each other's understanding of the text. Ask students why or how they have come to their conclusions about the text, what clues in the text helped them to understand what is happening in the story.

Profile D Grades 1-2

Students in this Early Elementary group have good phonics/word analysis skills but limited English language knowledge/background knowledge (i.e., English Language Learners) or with students who perceive reading as a decoding process. Such readers may not be actively making meaning of text, but simply reading words off a page. It is important that students in this group learn the larger meaning-making process of reading. When choosing texts for this group, select high-interest texts with vocabulary and language structures that are familiar to the students. The pre-reading stage of the lesson will be particularly important for these students to "front load" vocabulary in order to ensure successful reading of the text. More specifically, help build language by previewing tricky vocabulary words with the students. Think carefully about words that are in the students' active vocabulary (part of his/her

everyday language) versus receptive vocabulary (words he/she may have heard, but may not regularly use in daily language). This reflection will help determine how you go about introducing vocabulary. For example, before reading the text do a "picture walk" of the whole text and encourage discussion about what is happening in the story on each page. With your pre-chosen vocabulary words, introduce the new words to the students on the corresponding page and invite students to talk about what the word means given the pictures you have been discussing. Also, before reading, be sure to create a purpose for reading (i.e., reading to discover the characters and setting, reading to find out the solution to a problem, reading to make a connection to self, reading to practice making predictions). Encourage discussion among the group by asking open-ended questions versus "yes/no" answer questions, so that students can confirm or challenge each other's understanding of the text. Ask students why or how they have come to their conclusions about the text, what clues in the text helped them to understand what is happening in the story.

Profile D Grades 3-5

Students in this Upper Elementary group have good phonics/word analysis skills but limited English language knowledge/background knowledge (i.e., English Language Learners) or with students who perceive reading as a decoding process. Such readers may not be actively making meaning of text, but simply reading words off a page. It is important that students in this group learn the larger meaning-making process of reading. When choosing texts for this group, select high-interest texts with vocabulary and language structures that are familiar to the students. The pre-reading stage of the lesson will be particularly important for these students to "front load" vocabulary in order to ensure successful reading of the text. More specifically, help build language by previewing tricky vocabulary words with the students. Think carefully about words that are in the students' active vocabulary (part of his/her everyday language) versus receptive vocabulary (words he/she may have heard, but may not regularly use in daily language). This reflection will help determine how you go about introducing vocabulary. For example, before reading the text do a preview of the whole text and encourage discussion about what is happening in the story on meaningful pages (whether it be using pictures, subject headings, chapter titles or reading short passages). With your pre-chosen vocabulary words, introduce the new words to the students on the corresponding page and invite students to talk about what the word means given the pictures you have been discussing. Also, before reading, be sure to create a purpose for reading (i.e., reading to discover the characters and setting, reading to find out the solution to a problem, reading to make a connection to self, reading to practice making predictions, reading to organize factual information, reading to understand author's intent, reading to distinguish fact vs. opinion). Encourage discussion among the group by asking open-ended questions versus "yes/no" answer questions, so that students can confirm or challenge each other's understanding of the text. Ask students why or how they have come to their conclusions about the text, what clues in the text helped them to understand what is happening in the story.

Profile D Grades 6-8

Students in this Middle School group have good phonics/word analysis skills but limited English language knowledge/background knowledge (i.e., English Language Learners) or with students who perceive reading as a decoding process. Such readers may not be actively making meaning of text, but simply reading words off a page. It is important that students in this group learn the larger meaning-making process of reading. When choosing texts for this group, select high-interest texts with vocabulary and language structures that are familiar to the students. The pre-reading stage of the lesson will be particularly important for these students to "front load" vocabulary in order to ensure successful reading of the text. More specifically, help build language by previewing tricky vocabulary words with

the students. Think carefully about words that are in the students' active vocabulary (part of his/her everyday language) versus receptive vocabulary (words he/she may have heard, but may not regularly use in daily language). This reflection will help determine how you go about introducing vocabulary. For example, before reading the text do a preview of the whole text and encourage discussion about what is happening in the story on meaningful pages (whether it be using pictures, subject headings, diagrams, chapter titles or reading short passages). With your pre-chosen vocabulary words, introduce the new words to the students on the corresponding page and invite students to talk about what the word means given the pictures you have been discussing. Also, before reading, be sure to create a purpose for reading (i.e., reading to find out the solution to a problem, reading to make a connection to self, reading to practice making predictions, reading to organize information, reading to distinguish fact vs. opinion, reading to understand author's intent). Encourage discussion among the group by asking open-ended questions versus "yes/no" answer questions, so that students can confirm or challenge each other's understanding of the text. Ask students why or how they have come to their conclusions about the text, what clues in the text helped them to understand what is happening in the story.

Profile D Grades 9-12

Students in this High School group have good phonics/word analysis skills but limited English language knowledge/background knowledge (i.e., English Language Learners) or with students who perceive reading as a decoding process. Such readers may not be actively making meaning of text, but simply reading words off a page. It is important that students in this group learn the larger meaning-making process of reading. When choosing texts for this group, select high-interest texts with vocabulary and language structures that are familiar to the students. The pre-reading stage of the lesson will be particularly important for these students to "front load" vocabulary in order to ensure successful reading of the text. More specifically, help build language by previewing tricky vocabulary words with the students. Think carefully about words that are in the students' active vocabulary (part of his/her everyday language) versus receptive vocabulary (words he/she may have heard, but may not regularly use in daily language). This reflection will help determine how you go about introducing vocabulary. For example, before reading the text do a preview of the whole text and encourage discussion about what is happening in the story on meaningful pages (whether it be using pictures, subject headings, diagrams, chapter titles or reading short passages). With your pre-chosen vocabulary words, introduce the new words to the students on the corresponding page and invite students to talk about what the word means given the pictures you have been discussing. Also, before reading, be sure to create a purpose for reading (i.e., reading to find out the solution to a problem, reading to make a connection to self, reading to practice making predictions, reading to organize information, reading to distinguish fact vs. opinion, reading to understand author's intent). Encourage discussion among the group by asking open-ended questions versus "yes/no" answer questions, so that students can confirm or challenge each other's understanding of the text. Ask students why or how they have come to their conclusions about the text, what clues in the text helped them to understand what is happening in the story.

Profile E Grade K

Students in this Kindergarten group have low decoding and vocabulary skills, yet their silent reading comprehension is high. Students with this profile are using much of their prior knowledge to understand texts and are attending to context well to make meaning of text. These strengths in making meaning of text should continue to be encouraged and built upon, yet these students really need practice to attend to visual and phonics information in the text. For young emergent readers, often times they are indeed "reading" the text by talking about what is happening in the picture. However, be sure that these students have mastered 1:1 correspondence and know the difference between letters, words and

sentences. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. It will be important to quickly build this group's bank of high frequency sight words. Mastery of sight words can serve as visual "anchors" while reading text. Before each small group lesson, have students "locate" (point to) pre-chosen sight words that appear repeatedly in the text. Then, have students "predict and locate" pre-chosen vocabulary words to think about what the word will look like on the page. Ask the student, "what do you hear at the beginning of the word?" and follow up with the question "what letters would you expect to see at the beginning of that word/end of the word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. When students get stuck on a tricky word, encourage them to use context clues together with letter-sound clues to make a good guess about the word and the word's meaning. At this age group, it is probably important that students are still pointing to words while reading (with 1:1 correspondence) to attend to visual clues of the text.

Profile E Grades 1-2

Students in this Early Elementary group have low decoding and vocabulary skills, yet their silent reading comprehension is high. Students with this profile are using much of their prior knowledge to understand texts and are attending to context well to make meaning of text. These strengths in making meaning of text should continue to be encouraged and built upon, yet these students really need practice to attend to visual and phonics information in the text. For young emergent readers, often times they are indeed "reading" the text by talking about what is happening in the picture. However, be sure that these students have mastered 1:1 correspondence and know the difference between letters, words and sentences. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. It will be important to quickly build this group's bank of high frequency sight words. Mastery of sight words can serve as visual "anchors" while reading text. Before each small group lesson, have students "locate" (point to) pre-chosen sight words that appear repeatedly in the text. Then, have students "predict and locate" pre-chosen vocabulary words to think about what the word will look like on the page. Ask the student, "what do you hear at the beginning of the word?" and follow up with the question "what letters would you expect to see at the beginning of that word/end of the word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. When students get stuck on a tricky word, encourage them to use context clues together with letter-sound clues to make a good guess about the word and the word's meaning. At this age group, it is probably important that students are still pointing to words while reading (with 1:1 correspondence) to attend to visual clues of the text.

Profile E Grades 3-5

Students in this Upper Elementary group have low decoding and vocabulary skills, yet their silent reading comprehension is high. Students with this profile are using much of their prior knowledge to understand texts and are attending to context well to make meaning of text. These strengths in making meaning of text should continue to be encouraged and built upon, yet these students really need practice to attend to visual and phonics information in the text. Be sure that these students continue to read with oral fluency and are tracking text visually, particularly as reading passages are getting longer

and it is easy to skim text to merely get the gist. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. It will be important to quickly build this group's bank of high frequency sight words. Mastery of sight words can serve as visual "anchors" while reading text. Before each small group lesson, have students "locate" (point to) pre-chosen sight words that appear repeatedly in the text. Then, have students "predict and locate" pre-chosen vocabulary words to think about what the word will look like on the page. Ask the student, "what do you hear at the beginning of the word?" and follow up with the question "what letters would you expect to see at the beginning of that word/end of the word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. When students get stuck on a tricky word, encourage them to use context clues together with letter-sound clues to make a good guess about the word and the word's meaning. It is important for this group of students to learn decoding and vocabulary skills in the context of meaningful text and discuss their ideas/understanding with other group members.

Profile E Grades 6-8

Students in this Middle School group have low decoding and vocabulary skills, yet their silent reading comprehension is high. Students with this profile are using much of their prior knowledge to understand texts and are attending to context well to make meaning of text. These strengths in making meaning of text should continue to be encouraged and built upon, yet these students really need practice to attend to visual and phonics information in the text. Be sure that these students continue to read with oral fluency and are tracking text visually, particularly as reading passages are getting longer and it is easy to skim text to merely get the gist. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. It will be important to quickly build this group's bank of high frequency sight words. Mastery of sight words can serve as visual "anchors" while reading text. Before each small group lesson, have students "locate" (point to) pre-chosen sight words that appear repeatedly in the text. Then, have students "predict and locate" pre-chosen vocabulary words to think about what the word will look like on the page. Ask the student, "what do you hear at the beginning of the word?" and follow up with the question "what letters would you expect to see at the beginning of that word/end of the word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. When students get stuck on a tricky word, encourage them to use context clues together with letter-sound clues to make a good guess about the word and the word's meaning. It is important for this group of students to learn decoding and vocabulary skills in the context of meaningful text and discuss their ideas/understanding with other group members.

Profile E Grades 9-12

Students in this High School group have low decoding and vocabulary skills, yet their silent reading comprehension is high. Students with this profile are using much of their prior knowledge to understand texts and are attending to context well to make meaning of text. These strengths in making meaning of text should continue to be encouraged and built upon, yet these students really need practice to attend to visual and phonics information in the text. Be sure that these students continue to read with oral fluency and are tracking text visually, particularly as reading passages are getting longer and it is easy to skim text to merely get the gist. It is important that books chosen for this group of students are

purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. It will be important to quickly build this group's bank of high frequency sight words. Mastery of sight words can serve as visual "anchors" while reading text. Before each small group lesson, have students "locate" (point to) pre-chosen sight words that appear repeatedly in the text. Then, have students "predict and locate" pre-chosen vocabulary words to think about what the word will look like on the page. Ask the student, "what do you hear at the beginning of the word?" and follow up with the question "what letters would you expect to see at the beginning of that word/end of the word?" After correctly identifying the sounds and letters, have the student point to (locate) the word on the page. When students get stuck on a tricky word, encourage them to use context clues together with letter-sound clues to make a good guess about the word and the word's meaning. It is important for this group of students to learn decoding and vocabulary skills in the context of meaningful text and discuss their ideas/understanding with other group members.

Profile F Grade K

Students in this Kindergarten group attend well to semantic (meaning-based) cues while reading and possessing good working knowledge of vocabulary words. However, outside of the context of making meaning of text, they struggle to identify letters, sounds, letter patterns and words. Although this area is not directly tested by DORA's automated online system, this group of students may also have the propensity to focus so much on understanding text that they read very carefully and slowly, thus impacting reading fluency. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. Be sure to monitor students' oral reading fluency, as this may indicate a frustrating reading level, in which case choose a lower readability leveled text. Before reading text as a group, it would be beneficial to have a mini-lesson in the decoding strategy they should focus on using. For example, perhaps you will model how to use the initial sound when stuck on a word, use the final sound, slide your finger through the word, look for known chunks or word patterns while thinking about the meaning of the story to help you solve the unknown word. As the group reads the text, be sure to praise students when they use the strategy that you have taught during the mini-lesson or prompt students to use the strategy when they are stuck. After the students use a decoding strategy to attempt a tricky word, follow up with asking "did that make sense?" In this way, you are still building on the strength of making meaning to cross-check with visual information. It will also be important to quickly build this group's bank of high frequency sight words. Continue to encourage students to discuss their understanding of text and praise their use of making meaning while checking visual clues.

Profile F Grades 1-2

Students in this Early Elementary group attend well to semantic (meaning-based) cues while reading and possessing good working knowledge of vocabulary words. However, outside of the context of making meaning of text, they struggle to identify letter chunks, sounds, letter patterns and words. Although this area is not directly tested by DORA's automated online system, this group of students may also have the propensity to focus so much on understanding text that they read very carefully and slowly, thus impacting reading fluency. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also

still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. Be sure to monitor students' oral reading fluency, as this may indicate a frustrating reading level, in which case choose a lower readability leveled text. Before reading text as a group, it would be beneficial to have a mini-lesson in the decoding strategy they should focus on using. For example, perhaps you will model how to use the initial sound when stuck on a word, use the final sound, slide your finger through the word, look for known chunks or word patterns while thinking about the meaning of the story to help you solve the unknown word. As the group reads the text, be sure to praise students when they use the strategy that you have taught during the mini-lesson or prompt students to use the strategy when they are stuck. After the students use a decoding strategy to attempt a tricky word, follow up with asking "did that make sense?" In this way, you are still building on the strength of making meaning to cross-check with visual information. It will also be important to quickly build this group's bank of high frequency sight words. Continue to encourage students to discuss their understanding of text and praise their use of making meaning while checking visual clues.

Profile F Grades 3-5

Students in this Upper Elementary group attend well to semantic (meaning-based) cues while reading and possessing good working knowledge of vocabulary words. However, outside of the context of making meaning of text, they struggle to identify letter chunks, sounds, letter patterns and words. Although this area is not directly tested by DORA's automated online system, this group of students may also have the propensity to focus so much on understanding text that they read very carefully and slowly, thus impacting reading fluency. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. Be sure to monitor students' oral reading fluency, as this may indicate a frustrating reading level, in which case choose a lower readability leveled text. Before reading text as a group, it would be beneficial to have a mini-lesson in the decoding strategy they should focus on using. For example, perhaps you will model how to use the initial sound when stuck on a word, use the final sound, slide your finger through the word, look for known chunks or word patterns while thinking about the meaning of the story to help you solve the unknown word. As the group reads the text, be sure to praise students when they use the strategy that you have taught during the mini-lesson or prompt students to use the strategy when they are stuck. After the students use a decoding strategy to attempt a tricky word, follow up with asking "did that make sense?" In this way, you are still building on the strength of making meaning to cross-check with visual information. It will also be important to quickly build this group's bank of high frequency sight words. Continue to encourage students to discuss their understanding of text and praise their use of making meaning while checking visual clues.

Profile F Grades 6-8

Students in this Middle School group attend well to semantic (meaning-based) cues while reading and possessing good working knowledge of vocabulary words. However, outside of the context of making meaning of text, they struggle to identify letter chunks, syllables, letter patterns and words. Although this area is not directly tested by DORA's automated online system, this group of students may also have the propensity to focus so much on understanding text that they read very carefully and slowly, thus impacting reading fluency. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in

making meaning. Be sure to monitor students' oral reading fluency, as this may indicate a frustrating reading level, in which case choose a lower readability leveled text. Before reading text as a group, it would be beneficial to have a mini-lesson in the decoding strategy they should focus on using. For example, perhaps you will model how to use the initial/final sounds when stuck on a word, use known syllables, slide your finger through the word, look for known chunks or word patterns while thinking about the meaning of the story to help you solve the unknown word. As the group reads the text, be sure to praise students when they use the strategy that you have taught during the mini-lesson or prompt students to use the strategy when they are stuck. After the students use a decoding strategy to attempt a tricky word, follow up with asking "did that make sense?" In this way, you are still building on the strength of making meaning to cross-check with visual information. It will also be important to quickly build this group's bank of high frequency sight words. Continue to encourage students to discuss their understanding of text and praise their use of making meaning while checking visual clues.

Profile F Grades 9-12

Students in this High School group attend well to semantic (meaning-based) cues while reading and possessing good working knowledge of vocabulary words. However, outside of the context of making meaning of text, they struggle to identify letter chunks, syllables, letter patterns and words. Although this area is not directly tested by DORA's automated online system, this group of students may also have the propensity to focus so much on understanding text that they read very carefully and slowly, thus impacting reading fluency. It is important that books chosen for this group of students are purposeful and engaging and challenging enough in readability level. This "just right" (vs. "too easy") readability level is important because these students need to practice independent decoding strategies while also still making meaning of text, instead of overly relying on phonics and abandoning their strengths in making meaning. Be sure to monitor students' oral reading fluency, as this may indicate a frustrating reading level, in which case choose a lower readability leveled text. Before reading text as a group, it would be beneficial to have a mini-lesson in the decoding strategy they should focus on using. For example, perhaps you will model how to use the initial/final sounds when stuck on a word, use known syllables, slide your finger through the word, look for known chunks or word patterns while thinking about the meaning of the story to help you solve the unknown word. As the group reads the text, be sure to praise students when they use the strategy that you have taught during the mini-lesson or prompt students to use the strategy when they are stuck. After the students use a decoding strategy to attempt a tricky word, follow up with asking "did that make sense?" In this way, you are still building on the strength of making meaning to cross-check with visual information. It will also be important to quickly build this group's bank of high frequency sight words. Continue to encourage students to discuss their understanding of text and praise their use of making meaning while checking visual clues.

Profile G Grade K

Students in this Kindergarten group have strong decoding and reading comprehension strategies. Out of context, they have a good working knowledge of letters and sounds and are able to apply this knowledge to help them decode tricky words. Within context, they can also use decoding strategies and context clues to make meaning of text. While this group of students does not appear to struggle much with reading strategies in general, they might further develop their reading skills by expanding their working vocabulary. According to their reading assessments, this group of students struggles with identifying correct meaning of words when they are presented out of context of a reading passage. Before reading, be sure to review interesting high-utility vocabulary words that you predict the group may struggle with understanding. Model using the vocabulary word in your own sentence orally. Invite students to use the word in his/her own sentence and check for understanding. You may even write

these original ideas on sentence strips and then students can take turns reading each other's sentences. In follow-up lessons, see if these words become a part of the students' active vocabulary. With this age group, it is probably still important to read-aloud with students to continually introduce new vocabulary words and concepts. Before reading a new text, the group can brainstorm words related to the topic of the book or words they might expect to read. Create a word bank to keep track of these words and refer back to the chart while reading the new text as a group.

Profile G Grades 1-2

Students in this Early Elementary group have strong decoding and reading comprehension strategies. Out of context, they have a good working knowledge of letters and sounds and are able to apply this knowledge to help them decode tricky words. Within context, they can also use decoding strategies and context clues to make meaning of text. While this group of students does not appear to struggle much with reading strategies in general, they might further develop their reading skills by expanding their working vocabulary. According to their reading assessments, this group of students struggles with identifying correct meaning of words when they are presented out of context of a reading passage. Before reading, be sure to review interesting high-utility vocabulary words that you predict the group may struggle with understanding. Model using the vocabulary word in your own sentence orally. Invite students to use the word in his/her own sentence and check for understanding. You may even write these original ideas on sentence strips and then students can take turns reading each other's sentences. In follow-up lessons, see if these words become a part of the students' active vocabulary. With this age group, it is probably still important to read-aloud with students to continually introduce new vocabulary words and concepts. Before reading a new text, the group can brainstorm words related to the topic of the book or words they might expect to read. Create a word bank to keep track of these words and refer back to the chart while reading the new text as a group.

Profile G Grades 3-5

Students in this Upper Elementary group have strong decoding and reading comprehension strategies. Out of context, they have a good working knowledge of letters and sounds and are able to apply this knowledge to help them decode tricky words. Within context, they can also use decoding strategies and context clues to make meaning of text. While this group of students does not appear to struggle much with reading strategies in general, they might further develop their reading skills by expanding their working vocabulary. According to their reading assessments, this group of students struggles with identifying correct meaning of words when they are presented out of context of a reading passage. Before reading, be sure to review interesting high-utility vocabulary words that you predict the group may struggle with understanding. Model using the vocabulary word in your own sentence orally. Invite students to use the word in his/her own sentence and check for understanding. Students may even be asked to write these original ideas on sentence strips and then students can take turns reading each other's sentences. In follow-up lessons, see if these words become a part of the students' active vocabulary. With this age group, it is probably still important to read-aloud with students to continually introduce new vocabulary words and concepts. Before reading a new text, the group can brainstorm words related to the topic of the book or words they might expect to read. Create a word bank to keep track of these words and refer back to the chart while reading the new text as a group.

Profile G Grades 6-8

Students in this Middle School group have strong decoding and reading comprehension strategies. Out of context, they have a good working knowledge of letters and sounds and are able to apply this

knowledge to help them decode tricky words. Within context, they can also use decoding strategies and context clues to make meaning of text. While this group of students does not appear to struggle much with reading strategies in general, they might further develop their reading skills by expanding their working vocabulary. According to their reading assessments, this group of students struggles with identifying correct meaning of words when they are presented out of context of a reading passage. Before reading, be sure to review interesting high-utility vocabulary words that you predict the group may struggle with understanding. Model using the vocabulary word in your own sentence orally. Invite students to use the word in his/her own sentence and check for understanding. Students may even be asked to write these original ideas on sentence strips and then students can take turns reading each other's sentences. In follow-up lessons, see if these words become a part of the students' active vocabulary. Even with this age group, it is probably still important to read-aloud with students to continually introduce new vocabulary words and concepts. Before reading a new text, the group can brainstorm words related to the topic of the book or words they might expect to read. Create a word bank to keep track of these words and refer back to the chart while reading the new text as a group.

Profile G Grades 9-12

Students in this High School group have strong decoding and reading comprehension strategies. Out of context, they have a good working knowledge of letters and sounds and are able to apply this knowledge to help them decode tricky words. Within context, they can also use decoding strategies and context clues to make meaning of text. While this group of students does not appear to struggle much with reading strategies in general, they might further develop their reading skills by expanding their working vocabulary. According to their reading assessments, this group of students struggles with identifying correct meaning of words when they are presented out of context of a reading passage. Before reading, be sure to review interesting high-utility vocabulary words that you predict the group may struggle with understanding. Model using the vocabulary word in your own sentence orally. Invite students to use the word in his/her own sentence and check for understanding. Students may even be asked to write these original ideas on sentence strips and then students can take turns reading each other's sentences. In follow-up lessons, see if these words become a part of the students' active vocabulary. Even with this age group, it is probably still important to read-aloud with students to continually introduce new vocabulary words and concepts. Before reading a new text, the group can brainstorm words related to the topic of the book or words they might expect to read. Create a word bank to keep track of these words and refer back to the chart while reading the new text as a group.

Profile H Grade K

Students in this Kindergarten group have strong word recognition/phonics, vocabulary, and silent reading comprehension strategies. They have a solid foundation for reading and understanding grade-level text. If given appropriate opportunities and support, these students can take on the challenge of reading more challenging text. To self-extend learning, encourage students to explain how they were able to figure out a tricky word and therefore confirm his/her use of strategies. Even when correct with decoding strategies, ask students "were you right?" or "how did you know?" to show how they are self-monitoring their reading. Take advantage of the small group setting to encourage discussion of texts and higher levels of thinking. Encourage students in their reading comprehension by asking more open-ended questions and model using the text as evidence to support thinking. Often prompt students with "tell me more!" so everyone in the group can understand each other's connections, points of view and conclusions. Challenge this group of students to grow in their writing skills by responding to text after a group discussion. Whether it be with illustrations or emergent writing, ask students to show their understanding with a variety of comprehension strategies.

Profile H Grades 1-2

Students in this Early Elementary group have strong word recognition/phonics, vocabulary, and silent reading comprehension strategies. They have a solid foundation for reading and understanding grade-level text. If given appropriate opportunities and support, these students can take on the challenge of reading more challenging text. To self-extend learning, encourage students to explain how they were able to figure out a tricky word and therefore confirm his/her use of strategies. Even when correct with decoding strategies, ask students "were you right?" or "how did you know?" to show how they are self-monitoring their reading. Take advantage of the small group setting to encourage discussion of texts and higher levels of thinking. Encourage students in their reading comprehension by asking more open-ended questions and model using the text as evidence to support thinking. Often prompt students with "tell me more!" so everyone in the group can understand each other's connections, points of view and conclusions. Challenge this group of students to grow in their writing skills by responding to text after a group discussion. Whether it be with illustrations or emergent writing, ask students to show their understanding with a variety of comprehension strategies.

Profile H Grades 3-5

Students in this Upper Elementary group have strong word recognition/phonics, vocabulary, and silent reading comprehension strategies. They have a solid foundation for reading and understanding grade-level text. If given appropriate opportunities and support, these students can take on the challenge of reading more challenging text. Even though students at this age are doing a lot more silent reading, take small passages for students to read aloud every so often to check for fluency, reading with expression and self-correcting. To self-extend learning, encourage students to explain how they were able to figure out a tricky word and therefore confirm his/her use of strategies. Even when correct with decoding strategies, ask students "were you right?" or "how did you know?" to show how they are self-monitoring their reading. Take advantage of the small group setting to encourage discussion of texts and higher levels of thinking. Encourage students in their reading comprehension by asking more open-ended questions and model using the text as evidence to support thinking. Often prompt students with "tell me more!" so everyone in the group can understand each other's connections, points of view and conclusions. Challenge this group of students to grow in their writing skills by responding to text after a group discussion frequently. Ask students to show their understanding with a variety of comprehension strategies in writing by using reading response journals and graphic organizers for fiction and non-fiction text.

Profile H Grades 6-8

Students in this Middle School group have strong word recognition/phonics, vocabulary, and silent reading comprehension strategies. They have a solid foundation for reading and understanding grade-level text. If given appropriate opportunities and support, these students can take on the challenge of reading more challenging text. Even though students at this age are doing a lot more silent reading, take small passages for students to read aloud every so often to check for fluency, reading with expression and self-correcting. To self-extend learning, encourage students to explain how they were able to figure out a tricky word and therefore confirm his/her use of strategies. Even when correct with decoding strategies, ask students "were you right?" or "how did you know?" to show how they are self-monitoring their reading. Take advantage of the small group setting to encourage discussion of texts and higher levels of thinking. Encourage students in their reading comprehension by asking more open-ended questions and model using the text as evidence to support thinking. Often prompt students with "tell



me more!" so everyone in the group can understand each other's connections, points of view and conclusions. Challenge this group of students to grow in their writing skills by responding to text after a group discussion frequently. Ask students to show their understanding with a variety of comprehension strategies in writing by using reading response journals and graphic organizers for fiction and non-fiction text.

Profile H Grades 9-12

Students in this High School group have strong word recognition/phonics, vocabulary, and silent reading comprehension strategies. They have a solid foundation for reading and understanding grade-level text. If given appropriate opportunities and support, these students can take on the challenge of reading more challenging text. Even though students at this age are almost only reading silently, take small passages for students to read aloud every so often to check for fluency, reading with expression and self-correcting. To self-extend learning, encourage students to explain how they were able to figure out a tricky word and therefore confirm his/her use of strategies. Even when correct with decoding strategies, ask students "were you right?" or "how did you know?" to show how they are self-monitoring their reading. Take advantage of the small group setting to encourage discussion of texts and higher levels of thinking. Encourage students in their reading comprehension by asking more open-ended questions and model using the text as evidence to support thinking. Often prompt students with "tell me more!" so everyone in the group can understand each other's connections, points of view and conclusions. Challenge this group of students to grow in their writing skills by responding to text after a group discussion frequently. Ask students to show their understanding with a variety of comprehension strategies in writing by using reading response journals and graphic organizers for fiction and non-fiction text.