

## How [REDACTED] Reads Words

- Uses phonics knowledge to identify grade-appropriate letter blends, chunks and to understand letter-sound relationships with words out of context
- Struggled with the sight words and word recognition sub-tests. This suggests the student might be relying too heavily on breaking apart sounds in words. It is important for readers to also recognize whole words quickly and fluently because not all words can be "sounded out."
- Important to build mastery of commonly used words (that don't necessarily follow phonics rules, such as "structure" and "similarity") and sight words (such as "thought," "finally," "different") which appear frequently in text
- GOAL: to continue using skills and strategies to figure out a "tricky" word independently; to memorize sight words quickly and gain a larger bank of commonly used words which should help reading with increased fluency and ease

<p><b>✗</b> 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):</p> <p>3.17</p>	<p><b>low 3rd</b></p>
<p><b>✗</b> Word Recognition Sub-test</p> <p>Measures the learner's ability to recognize a variety of leveled lists of words.</p> <ul style="list-style-type: none"> <li>- [REDACTED] can read words like "century" and "continue".</li> <li>- [REDACTED] read "creator " for "creature"</li> <li>- [REDACTED] read "convict " for "convince"</li> </ul>	<p>Score (Range: K to High 12th):</p> <p>5.17</p>	<p><b>low 5th</b></p>
<p><b>✓</b> 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>10% of errors were "real-word" questions. 20% of errors were "non-word" questions.</p>	<p>Score (Range: K to High 4th):</p> <p>4.83</p>	<p><b>maximum</b></p>
<p><b>✗</b> Spelling Sub-test</p> <p>Assesses the learner's spelling skills and reflects his or her exposure level to grade appropriate words.</p> <ul style="list-style-type: none"> <li>- [REDACTED] can spell words like "do".</li> <li>- [REDACTED] spelled "doco " for "book".</li> </ul>	<p>Score (Range: K to High 12th):</p> <p>1.17</p>	<p><b>low 1st</b></p>

## How [REDACTED] Understands Words

- Weak grasp of grade-appropriate words and meanings
- Scored below grade level for High 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><b>✗</b> Oral Vocabulary (Word Meaning) Sub-test</p> <p>Measures the learner's receptive oral vocabulary skills using leveled lists of vocabulary words.</p> <ul style="list-style-type: none"> <li>- [REDACTED] was able to identify the meaning of words like "ancient" and "investigate"</li> </ul>	<p>Score (Range: K to High 12th):</p> <p>3.83</p>	<p><b>high 3rd</b></p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------	------------------------

## How [REDACTED] Puts It All Together to Make Meaning

- Exhibits weaknesses in vocabulary and reading comprehension strategies for High 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 K

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

0.5

67% of errors were "factual" questions. 33% of errors were "inferential" questions.

## Reading Profile of [REDACTED]. Profile: A Grade Range: 9 to 12

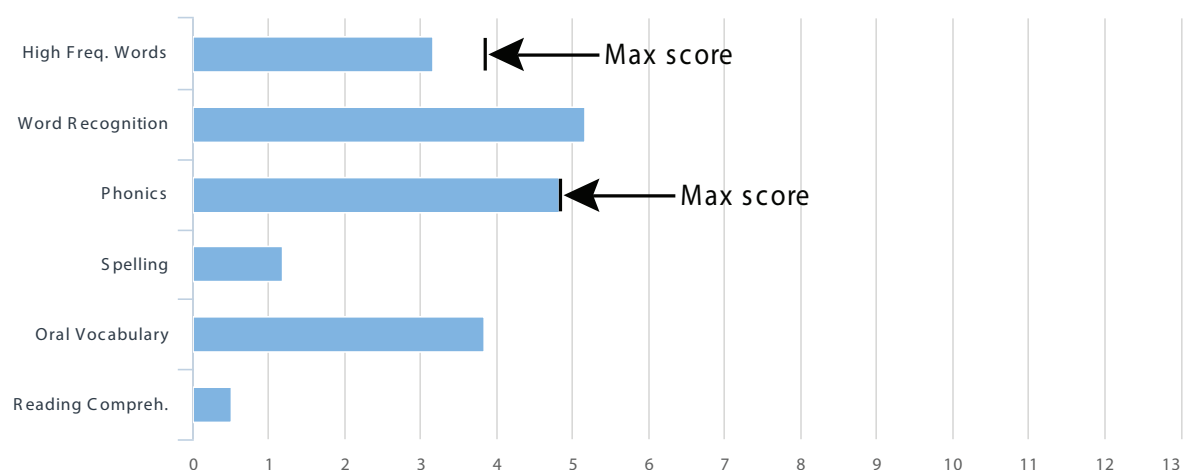
General overview for students with this pattern of reading skills and recommendations

The reading assessment for High 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 checked="" 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 checked="" type="checkbox"/> Multi-Syllable jumping, structure, station			

Scores as Grade Levels



## Specific Recommended Activities for [REDACTED]

Appendix documents are located in our knowledge base at: [www.letsgolearn.com/kb](http://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." To increase mastery of high-frequency words, follow steps for "Match – Point to – Read" cards (see Appendix D9 for directions).
- As your child solidifies new sight words, add them to the flash card pile or "word wall" and play different games for practice and reinforcement (see Appendix D1 for "High-Frequency Word Games for Middle School and High School").
- Try new activities to introduce and teach high-frequency words in a way that is hands-on and fun. (See Appendix D10 for "Teaching High-Frequency Words.")
- 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.")
- Using either a white board and dry erase marker or magnetic letters on a cookie sheet, practice various word