HOW DO I KNOW WHAT THEY NEED?
ADMINISTERING AND ANALYZING READING ASSESSMENTS

Third Annual Mustard Seed Project
October 9, 2017

Michelle P. Lia, EdD
mlia@luc.edu
OUTCOMES FOR THIS SESSION

Teachers will...
• learn about administering three different reading assessments
• analyze reading assessments to see how to use the information to make instructional decisions
• consider what interventions students may need based on information.
An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

BENCHMARKS

7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.

7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.

7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.

7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.

7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.

7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.

7.7 Faculty collaborate in professional learning communities to develop, implement and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.

7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.

7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.

7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.
An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

**BENCHMARKS**

8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.

8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.

8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.

8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.

8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.
TURN AND TALK

RESPOND TO THIS PROMPT:

“Reading assessments...”
“THE BIG FIVE”

Essential Components of Reading

- Comprehension
- Fluency
- Vocabulary
- Phonemic Awareness
- Phonics

image from readnaturally.com
ULTIMATE GOAL:

• How do I meet the needs of all students?
TESTS VS. ASSESSMENTS
When you hear the words “test” and “assessment” what do you think about?
TEST VS. ASSESSMENT

• A test
  • autopsy
  • end
  • final
  • grade
  • an assessment “of” learning

• An assessment
  • check-up/check-in
  • start
  • provides information
  • is part of a cycle (PDSA)
  • is administered more than once
  • is compared to a benchmark
ASK YOURSELF...

1. What do I know about this student?
2. What (more) do I need to know?
3. How will I gather this information?
4. What will I do with the information?
THE KEY TO A SUCCESSFUL INTERVENTION IS CONTINUOUS ASSESSMENT.

*Not testing, assessment.*
THE KEY TO A SUCCESSFUL INSTRUCTION IS CONTINUOUS ASSESSMENT.

YOU CAN'T TEACH WITHOUT INFORMATION.

Data is information.
‘ASSESSMENTS’ THAT ARE COMMON IN READING
READING ASSESSMENTS

• letter and sound identification

• Words Their Way Spelling Inventory (WTW)

• running record

• anecdotal information
READING ASSESSMENTS

• letter sound identification
• Words Their Way Spelling Inventory (WTW)
• running record
• anecdotal information
LETTER SOUND IDENTIFICATION ASSESSMENTS

• Administered 1:1 with a trained teacher, trained paraprofessional/aide, or other trusted adult who is trained (confidentiality)

• Typically administered to K, 1, 2 graders but you may administer to older students who struggle to get information

• Takes approximately 10-15 minutes

• Can be administered in 2-4 parts

  • lower case ID, upper case ID, lower case sounds, upper case sounds
Letter Identification Assessment

Name: __________________ Date: __________________

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<th>Sound of Letter</th>
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Known letters: Upper Case _____ Lower Case _____ Known Letter Sounds: ____

List unknown letters:

What do you notice: (Does not know names, but recognizes in words; knows names, but no letter/sound match; reversed letters; straight line known, curved unknown, etc.)

For benchmark scoring rubrics please see the Benchmarks for Primary Assessments document.
### September
- **Concepts of Print**
  - 1 = 1
  - 2 = 2-4
  - 3 = 5
  - 4 = 6+

- **Letter ID**
  - 1 = 6 or below
  - 2 = 7-11
  - 3 = 12
  - 4 = 13+

- **Letter Sound**
  - 1 = 1
  - 2 = 2
  - 3 = 3
  - 4 = 4+

- **Word List**
  - 1 = N/A
  - 2 = 1
  - 3 = 2-3
  - 4 = 4+

### November
- **Concepts of Print**
  - 1 = 4 or below
  - 2 = 5
  - 3 = 6-9
  - 4 = 10+

- **Letter ID**
  - 1 = 11 or below
  - 2 = 12-17
  - 3 = 18-29
  - 4 = 30+

- **Letter Sound**
  - 1 = 4 or below
  - 2 = 5-8
  - 3 = 9-13
  - 4 = 14+

- **Word List**
  - 1 = 2 or below
  - 2 = 3-6
  - 3 = 7-9
  - 4 = 10+

### January
- **Concepts of Print**
  - 1 = 8 or below
  - 2 = 9
  - 3 = 10-12
  - 4 = 13

- **Letter ID**
  - 1 = 17 or below
  - 2 = 18-29
  - 3 = 30-41
  - 4 = 42+

- **Letter Sound**
  - 1 = 8 or below
  - 2 = 9-14
  - 3 = 15-19
  - 4 = 20+

- **Word List**
  - 1 = 5 or below
  - 2 = 6-11
  - 3 = 12-17
  - 4 = 18+

### March
- **Concepts of Print**
  - 1 = 9 or below
  - 2 = 10-12
  - 3 = 13
  - 4 = N/A

- **Letter ID**
  - 1 = 29 or below
  - 2 = 30-41
  - 3 = 42-54
  - 4 = N/A

- **Letter Sound**
  - 1 = 12 or below
  - 2 = 13-19
  - 3 = 20-26
  - 4 = N/A

- **Word List**
  - 1 = 8 or below
  - 2 = 9-16
  - 3 = 17-24
  - 4 = 25+

### June
- **Concepts of Print**
  - 1 = 11 or below
  - 2 = 12
  - 3 = 13
  - 4 = N/A

- **Letter ID**
  - 1 = 39 or below
  - 2 = 40-53
  - 3 = 54
  - 4 = N/A

- **Letter Sound**
  - 1 = 14 or below
  - 2 = 15-25
  - 3 = 26
  - 4 = N/A

- **Word List**
  - 1 = 16 or below
  - 2 = 17-24
  - 3 = 25-34
  - 4 = 35+

### Kindergarten
- **Word List**
  - 1 = N/A
  - 2 = 1
  - 3 = 2-3
  - 4 = 4+

### Grade 1
- **Word List**
  - 1 = 16 or below
  - 2 = 17-24
  - 3 = 25-34
  - 4 = 35+

- **Word List**
  - 1 = 24 or below
  - 2 = 25-34
  - 3 = 35-49
  - 4 = 50+

### Grade 2
- **Word List**
  - 1 = 89 or below
  - 2 = 90-124
  - 3 = 125-139
  - 4 = 140+

- **Word List**
  - 1 = 104 or below
  - 2 = 105-129
  - 3 = 130-149
  - 4 = 150+

- **Word List**
  - 1 = 119 or below
  - 2 = 120-139
  - 3 = 140-164
  - 4 = 165+

- **Word List**
  - 1 = 134 or below
  - 2 = 135-159
  - 3 = 160-179
  - 4 = 180+

- **Word List**
  - 1 = 154 or below
  - 2 = 155-174
  - 3 = 175-199
  - 4 = 200+
Analysis = patterns and trends
Analyze what does this student need? reteach support intervention
Analyze

Letter Identification

What does this student need?

re-teach

support

intervention
Letter Identification

• Flashcards - use Google slides!

• show and tell while reading aloud

• read the room or a big book with a pointer (can just be an unsharpened pencil or ruler)

• free reading - exposure
Analyze

Sound Identification

What does this student need? reteach support intervention
What does this student need? Reteach support intervention.
Instruct: Plan and Intervene

Sound Identification

- Flashcards - use Google slides!
- Michael Heggerty Phonemic Awareness
- Rhyming books
- Songs
- Free reading - exposure

Image from scholastic.com
READIng Assessments

• letter sound identification

• Words Their Way Spelling Inventory (WTW)

• running record

• anecdotal information
Words Their Way

- Could work as a universal screener along with another more comprehensive tool.
- Some teachers use WTW to teach spelling and Greek and Latin roots.
- Information from the book is very helpful for interventions.
Primary Spelling Inventory (PSI)

The Primary Spelling Inventory (PSI) is used in kindergarten through third grade. The 26 words are ordered by difficulty to sample features of the letter name—alphabetical to within word pattern stages. Call out enough words so that you have at least five or six misspelled words to analyze. For kindergarten or other emergent readers, you may only need to call out the first five words. In late kindergarten and early first grade classrooms, call out at least 15 words so that you sample digraphs and blends; use the entire list for late first, second, and third grades. If any students spell more than 20 words correctly, you may want to use the Elementary Spelling Inventory.

1. fan
   I could use a fan on a hot day.  
2. pet
   I have a pet cat who likes to play.  
3. dig
   He will dig a hole in the sand.  
4. rob
   A raccoon will rob a bird's nest for eggs.  
5. hope
   I hope you will do well on this test.  
6. wait
   You will need to wait for the letter.  
7. gum
   I stepped on some bubble gum.  
8. sled
   The dog sled was pulled by huskies.  
9. stick
   I used a stick to poke in the hole.  
10. shine
    He rubbed the coin to make it shine.  
11. dream
    I had a funny dream last night.  
12. blade
    The blade of the knife was very sharp.  
13. coach
    The coach called the team off the field.  
14. fright
    She was a fright in her Halloween costume.  
15. chewed
    The dog chewed on the bone until it was gone.  
16. crawl
    You will get dirty if you crawl under the bed.  
17. wishes
    In fairy tales wishes often come true.  
18. thorn
    The thorn from the rosebush stuck me.  
19. showed
    They showed at the barking dog.  
20. spoil
    The food will spoil if it sits out too long.  
21. growl
    The dog will growl if you bother him.  
22. third
    I was the third person in line.  
23. camped
    We camped down by the river last weekend.  
24. tries
    He tries hard every day to finish his work.  
25. clapping
    The audience was clapping after the program.  
26. riding
    They are riding their bikes to the park today.
Elementary Spelling Inventory (ESI)

The Elementary Spelling Inventory (ESI) covers more stages than the PSI. It can be used as early as first grade, particularly if a school system wants to use the same inventory across the elementary grades. The 25 words are ordered by difficulty to sample features of the letter name–alphabetic to derivational relations stages. Call out enough words so that you have at least five or six misspelled words to analyze. If any students spell more than 20 words correctly, use the Upper Level Spelling Inventory.

1. bed I hopped out of bed this morning.  
2. ship The ship sailed around the island.  
3. when When will you come back?  
4. lump He had a lump on his head after he fell.  
5. float I can float on the water with my new raft.  
6. train I rode the train to the next town.  
7. place I found a new place to put my books.  
8. drive I learned to drive a car.  
9. bright The light is very bright.  
10. shopping She went shopping for new shoes.  
11. spoil The food will spoil if it is not kept cool.  
12. serving The restaurant is serving dinner tonight.  
13. chewed The dog chewed up my favorite sweater yesterday.  
14. carries She carries apples in her basket.  
15. marched We marched in the parade.  
16. shower The shower in the bathroom was very hot.  
17. bottle The bottle broke into pieces on the tile floor.  
18. favor He did his brother a favor by taking out the trash.  
19. ripen The fruit will ripen over the next few days.  
20. cellar I went down to the cellar for the can of paint.  
21. pleasure It was a pleasure to listen to the choir sing.  
22. fortunate It was fortunate that the driver had snow tires.  
23. confident I am confident that we can win the game.  
24. civilize They wanted to civilize the forest people.  
25. opposition The coach said the opposition would be tough.
Upper-Level Spelling Inventory (USI)

The Upper-Level Spelling Inventory (USI) can be used in upper elementary, middle, high school, and postsecondary classrooms. The 31 words are ordered by difficulty to sample features of the within word pattern to derivational relations spelling stages. With normally achieving students, you can administer the entire list, but you may stop when students misspell more than eight words and are experiencing noticeable frustration. If any students misspell five of the first eight words, use the ESI to more accurately identify within word pattern features that need instruction.

1. switch  We can switch television channels with a remote control.  switch
2. smudge  There was a smudge on the mirror from her fingertips.  smudge
3. trapped  He was trapped in the elevator when the electricity went off.  trapped
4. scrape  The fall caused her to scrape her knee.  scrape
5. knotted  The knotted rope would not come undone.  knotted
6. shaving  He didn’t start shaving with a razor until 11th grade.  shaving
7. squirt  Don’t let the ketchup squirt out of the bottle too fast.  squirt
8. pounce  My cat likes to pounce on her toy mouse.  pounce
9. scratches  We had to paint over the scratches on the car.  scratches
10. crater  The crater of the volcano was filled with bubbling lava.  crater
11. sailor  When he was young, he wanted to go to sea as a sailor.  sailor
12. village  My Granddad lived in a small seaside village.  village
13. disloyal  Traitors are disloyal to their country.  disloyal
14. tunnel  The rockslide closed the tunnel through the mountain.  tunnel
15. humor  You need a sense of humor to understand his jokes.  humor
16. confidence  With each winning game, the team’s confidence grew.  confidence
17. fortunate  The driver was fortunate to have snow tires on that winter day.  fortunate
18. visible  The singer on the stage was visible to everyone.  visible
19. circumference  The length of the equator is equal to the circumference of the earth.  circumference
20. civilization  We studied the ancient Mayan civilization last year.  civilization
21. monarchy  A monarchy is headed by a king or a queen.  monarchy
22. dominance  The dominance of the Yankee’s baseball team lasted for several years.  dominance
23. correspond  Many students correspond through e-mail.  correspond
24. illiterate  It is hard to get a job if you are illiterate.  illiterate
25. emphasize  I want to emphasize the importance of trying your best.  emphasize
26. opposition  The coach said the opposition would give us a tough game.  opposition
27. chlorine  My eyes were burning from the chlorine in the swimming pool.  chlorine
28. commotion  The audience heard the commotion backstage.  commotion
29. medicinal  Cough drops are to be taken for medicinal purposes only.  medicinal
30. irresponsible  It is irresponsible not to wear a seat belt.  irresponsible
31. succession  The firecrackers went off in rapid succession.  succession
Spelling Test

Name: ________________________

Level: LN/A W/in W S&A Deriv
early  mid  late

1. ________________________
2. ________________________
3. ________________________
4. ________________________
5. ________________________
6. ________________________
7. ________________________
8. ________________________
9. ________________________
10. ________________________
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14. ________________________
15. ________________________
16. ________________________
17. ________________________
18. ________________________
19. ________________________
20. ________________________
21. ________________________
22. ________________________
23. ________________________
24. ________________________
25. ________________________
26. ________________________

Date: ________________________

Color the circle to show how you feel about this test:
green=easy, yellow=not too hard, red=hard
Words Their Way Spelling Inventory

- □ Beginning of Year
- □ Middle of Year
- □ End of Year
- □ Other ____________
- □ Primary
- □ Elementary
- □ Intermediate
- □ Upper Level

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________
9. ____________________
10. ____________________
11. ____________________
12. ____________________
13. ____________________
14. ____________________
15. ____________________
16. ____________________
17. ____________________
18. ____________________
19. ____________________
20. ____________________
21. ____________________
22. ____________________
23. ____________________
24. ____________________
25. ____________________
WORDS THEIR WAY SPELLING INVENTORIES

- Administered as a class, small group or 1:1 with a trained teacher, trained paraprofessional/aide, or other trusted adult who is trained (confidentiality)
- Administered like a traditional spelling test
- Takes approximately 10-15 minutes to administer
HOW TO DO IT

WTW

1. print student forms

2. administer spelling inventory like a spelling test

3. score it, writing the correct spelling for incorrect words

4. analyze - what spelling stage?

5. reteach, teach, provide interventions
Questions to Ask Myself

1. What patterns do I notice?
2. What strengths do I see?
3. What do the miscues tell me? How will I solve them - through some teaching or re-teaching?
4. If I had to pick one thing to teach/re-teach, what would it be?

Miscues are not a bad thing. They are data. They give us information about the student’s thought processes, phonics knowledge, etc.
Analysis = patterns and trends
**“Mary”**

**Words Their Way Spelling Inventory**

- Beginning of Year
- Middle of Year
- End of Year
- Other

- Primary
- Elementary
- Intermediate
- Upper Level

1. bed
2. ship
3. when
4. lump
5. float
6. train
7. place
8. drive
9. bright
10. shopping
11. spoil
12. serving
13. chewed
14. carries
15. marched
16. shower
17. bottle
18. favor

**Questions to Ask Myself:**

1. What patterns do I notice?
2. What strengths do I see?
3. Are the errors glaring or are they solvable through some teaching or re-teaching?
4. If I had to pick one thing to teach/reteach, what would it be?

What does this student need?
- Reteach
- Support
- Intervention

August of third grade
“Jeremiah”

Words Their Way Spelling Inventory
- Beginning of Year
- Middle of Year
- End of Year
- Other

1. bed
2. ship
3. when
4. lump
5. float
6. train
7. place
8. drive
9. bright
10. shopping
11. spoil
12. serving
13. chewed
14. carries
15. marched
16. shower
17. bottle
18. favor
19. rippen
20. seller
21. cellar
22. pleasure
23. fortunate
24. contend
25. Civilization
26. opportunity

Questions to Ask Myself:
1. What patterns do I notice?
2. What strengths do I see?
3. Are the errors glaring or are they solvable through some teaching or re-teaching?
4. If I had to pick one thing to teach/re-teach, what would it be?

What does this student need? reteach support intervention

August of third grade
What does this student need?
- reteach
- support
- intervention

1. switch 1. switch
2. smug 2. smudge
3. trap 3. trapped
4. scrape 4. scrape
5. knot 5. knotted
8. pounce 8. pounce
9. scratch 9. scratches
14. tunnel 14. tunnel
16. convince 16. confidence

August of sixth grade
Words Their Way Spelling Inventory

1. Switch
2. Smudge
3. Trapped
4. Scrape
5. Knotted
6. Shaving
7. Squirt
8. Pounce
9. Scratches
10. Crater
11. Sailor
12. Village
13. Disloyal
14. Tunnel
15. Humor
16. Confidents
17. Fortunate
18. Visible
19. Suichunfrince
20. Civilization
21. Monarchy
22. Dominice
23. Correspond
24. Iliterate
25. Emphasize
26. Opposition
27.Clone rain
28. Cumomsion
29. Midisinal
30. Irresponsible
31. Subseoin

What does this student need? reteach support intervention

Eliza

August of sixth grade
# Words Their Way Elementary Spelling Inventory Feature Guide

**Student's Name:** Jake Fisher  
**Teacher:** T. Atkinson  
**Grade:** 5  
**Date:** September

**Words Spelled Correctly:** 9 / 25  
**Feature Points:** 43 / 62  
**Total:** 52 / 87  
**Spelling Stage:** Late Within Word Pattern

## Features

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## Totals

|   | 7 | 7 | 6 | 4 | 5 | 5 | 2 | 5 | 5 | 1 | 1 | 75 | 1 |

**Percentage Correct:** 33%

**Percentage Spelled Correctly:** 33%
### Words Their Way Primary Spelling Inventory Classroom Composite

**Teacher** _________________________  **Grade** ________________  **School** ___________________________  **Date** _______________

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*Highlight for instruction*

*Highlight students who miss more than 1 on a particular feature; they will benefit from more instruction in that area.
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</table>

**Highlight for instruction***

3 1 1 4 8 11 11 11 11 10

*Highlight students who miss more than 1 on a particular feature; they will benefit from more instruction in that area.

---

**Two or more errors in a column**
### Instruct: Plan and Intervene

**Week: 9/22**

<table>
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<th>Stage</th>
<th>Letter Name</th>
<th>Within Word</th>
<th>Syllables</th>
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<th>Activity</th>
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<td>Colby, Erin, Hailee</td>
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</table>

retrieved from [http://thechartchicks.blogspot.com](http://thechartchicks.blogspot.com)
Instruct: Plan and Intervene

How Do I Choose?

What is the **root cause** of the struggle?

- Student struggles with sight words → practice sight words
- Student struggles with spelling → what phonics pattern does he/she need to learn and practice?
- Student struggles with comprehension → what strategy does he/she need to learn and practice?
- Student reads slowly → does he know his sight words? does he know his phonics?

start with the “rootest” root cause first - what does the student need first or most?
Instruct: Plan and Intervene

PHONICS AND SPELLING

• teach, don’t just assign

• teach in patterns

• application is key

• don’t forget about free reading, writing opportunities

• hands-on
  • word sorts
  • dry erase boards
Use the data to figure out what they need.
<table>
<thead>
<tr>
<th>serve</th>
<th>star</th>
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</thead>
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<tr>
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<td>start</td>
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<tr>
<td>insert</td>
<td>part</td>
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<td>under</td>
<td>march</td>
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<td>verb</td>
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Instruct: Plan and Intervene
Instruct: Plan and Intervene

Word Sorts
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<th>hyper-</th>
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<td>hypersensitive</td>
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<td></td>
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<td>superpower</td>
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<tr>
<td>microbus</td>
<td></td>
<td></td>
<td>superhero</td>
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</tbody>
</table>
Instruct: Plan and Intervene

DUMP YOUR ZIPLOCK BAG.

SORT.

1. Find the ar words. Put them together.
2. Find the er words. Put them together.
3. Find the oa words. Put them together.
4. Find the o - e words. Put them together.
<table>
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<th>Date:</th>
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<tbody>
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<tr>
<td>serve</td>
<td>march</td>
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</table>

Instruct: Plan and Intervene
Instruct: Plan and Intervene

Sounds
1. -dge  2. ch-  3. -tch  4. th  5. sh

Words
badge  chop  catch
1. edge  1. chip  1. patch
2. ridge  2. cheap  2. witch
3. bridge  3. cheat  3. fetch
4. judge  4. chart  4. itch
5. hedge  5. chant  5. latch

Sentences
1. The bridge at the edge of the ridge hides a large hedge.

2. The chef will chop chocolate chips into tiny pieces.

3. The itchy witch can catch the frisbee while playing fetch with her dog.

Adapted from Wilson Language Training
## Sounds

1. e  
2. a  
3. th  
4. ch  
5. sh

## Words

- **bath**
- **thing**
- **chap**

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<td>thaw</td>
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<td>thin</td>
</tr>
<tr>
<td>chip</td>
<td>champ</td>
<td>chant</td>
<td>charm</td>
<td>chart</td>
</tr>
</tbody>
</table>

## Sentences

1. Thank you for this one thin chip.

2. I will thaw one ice cube in my bath to cool it off.

3. Will you chip in to pay for the three charts?

---

Adapted from Wilson Language Training
TURN AND TALK

• How does/would Words Their Way and the information it provides benefit your students?
READING ASSESSMENTS

• letter sound identification

• Words Their Way Spelling Inventory (WTW)

• running record

• anecdotal information
RUNNING RECORD

- one student reads out loud to you (administered individually)
- you mark miscues like
  - omissions
  - errors
  - hesitations
  - sounding out
- you can set a timer for one minute to determine the student’s reading rate
- The goal: to get information about how the student reads

Administer.
Analysis = patterns and trends

What patterns and trends do the miscues show?
Analyze

What patterns do you notice from the errors?

What do the errors tell you about this student’s reading?

ERRORS: live good home from

Does this student need? reteaching support intervention

Close Reading Activities • Grade 2

Close Reading

At Home in a Cave

(Genre: Magazine Article)

1. Many animals live in caves. A cave is a good choice for a home. A cave is a cool place. It protects animals from heat. Animals can hide in caves. They can usually find water in caves. Some animals live all their lives in caves. Others live part of their lives in caves.

2. Some bears live in caves for part of the year. They eat a lot of food in the summer and fall. Then they sleep in caves all winter. They do not leave the caves for many months. They even have their babies in the caves. Finally, the bears live part of their lives in caves. Foxes live part of their lives in caves.

EROS: live good home from
What patterns do you notice from the errors?

What do the errors tell you about this student’s reading?

ERRORS: caves cave home place heat

What does this student need? reteach support intervention

At Home in a Cave

Genre: Magazine Article

Many animals live in caves. A cave is a good choice for a home. A cave is a cool place. It protects animals from heat. Animals can hide in caves. They can usually find water in caves. Some animals live all their lives in caves. Others live part of their lives in caves.

Some bears live in caves for part of the year. They eat a lot of food in the summer and fall. Then they sleep in caves all winter. They do not leave the caves for many weeks. They even have their babies in the caves. Finally, they leave the caves in the spring. They growl and make new homes outside.

Bears can hibernate for a long time because their fur helps keep them warm.
1. Invisible ink, cipher wheels, and hidden messages—these are the spy gadgets of the past. Modern spy devices include unmanned aircraft and other spy planes. But between these times, people used decoding machines to crack the codes of their enemies. During World War II, intelligence information was encoded. This means that a code was used to transfer information. If someone could crack the code, he could understand what the enemy was saying. This feat had far-reaching implications. One of the most famous codebreakers of the WWII era is Alan Turing.

2. Alan Turing worked hard to help his country during World War II. He did not, however, serve on the front lines. Turing, a British man, worked at his country’s crypt-analytic department called Bletchley Park. It was there that he cracked the code called the German Enigma. Turing used advanced computing to aid in his work. He is considered by many to be one of the founding fathers of the field of computer science.

3. Turing was born in London in 1912. At the time, his father worked in the Indian Civil Service. India was a British colony then, so many Britons lived and worked there. Turing’s parents lived in India until his father retired in 1926, but Turing and his brother remained in the United Kingdom for their childhoods. They lived with friends and relatives until their parents returned.

4. Turing studied mathematics at Cambridge University. When he taught there after he was finished with school, he worked in the field of quantum mechanics. During his time working at Cambridge University, Turing devised a proof that is considered fundamental to the field of computing today. The proof states that automatic computation cannot solve all mathematical problems. What this means is that there are problems that are so complex, a computer, no matter how fast it works, cannot solve them.

5. In 1936, Turing went to Princeton University in America. When he returned to London in 1938, he began working secretly for the Government Code and Cypher School. This was an arm of the British government that was focused on spying and cracking codes. When World War II broke out in 1939, Turing began working in the center for deciphering codes at Bletchley Park full time.

6. During wartime, countries usually go to great lengths to maintain secrecy of their military plans. The element of surprise is a huge factor in gaining the upper hand. For this reason, armies develop and use code languages. If someone from the opposition were to intercept a coded message, he would not be able to understand it—that is, if the code is good enough.
Analyze

Alan Turing: Codebreaker

(Genre: Biography/Historical Nonfiction)

1. Invisible ink, cipher wheels, and hidden messages—these are the spy gadgets of the past. Modern spy devices include unmanned aircraft and other spy planes. But between these times, people used decoding machines to crack the codes of their enemies. During World War II, intelligence information was encoded. This means that a code was used to transfer information. If someone could crack the code, he could understand what the enemy was saying. This feat had far-reaching implications. One of the most famous codebreakers of the WWII era is Alan Turing.

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3. Turing was born in London in 1912. At the

What does this student need?
- reteach
- support
- intervention
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Alan Turing worked hard to help his country during World War II. He did not, however, serve on the front lines. As a British man, working in the analytical department was there that he could. Turing was there that he could.

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How Do I Choose?  
What is the root cause of the struggle?

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- Student reads slowly → does he know his sight words? does he know his phonics?

start with the “rootest” root cause first - what does the student need first or most?
DOCUMENTATION OF YOUR INSTRUCTION AND INTERVENTIONS
### Purpose of Today's Meeting:

**Goal(s):**

Evidence of Success: How will we know student has achieved goal(s)?

### I. Actions: Student

What will I do as a part of this team to achieve the goal(s)?

**Timeline** – include the date of your next meeting/discussion, when you will check the progress of the goal, etc.

### II. Actions: Teacher(s)

What will I do as a part of this team to achieve this goal(s)?

If junior high, list each teacher.

**Timeline** – include the date of your next meeting/discussion, when you will check the progress of the goal, etc.

### III. Actions: Parent/Guardian

What will I do as a part of this team to achieve the goal(s)?

**Timeline** – include the date of your next meeting/discussion, when you will check the progress of the goal, etc.

### IV. Principal and/or School

What will I do as a part of this team to achieve the goal(s)?

**Timeline** – include the date of your next meeting/discussion, when you will check the progress of the goal, etc.

---

**What do I know?**

**What does the student need?**

**What will I do?**

**What will the student, parent, school do?**

**How will I know if it worked? (or didn’t)**
**Tier 2 Instructional Strategies Plan and Results**

**Attach Work Samples**

**Student Name:**

**Grade:**

**Teacher's Name:**

Data used to determine placement in Tier II

Initial Results

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<th>INTERVENTION/STRATEGIES</th>
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*Implement strategies/intervention for at least 20 days.*

*Progress monitor at least every 5 days.*

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</table>

*Implement strategies/intervention for at least 20 days.*

*Progress monitor at least every 5 days.*

---

**Progress Key:**

- PROGRESSING
- NO CHANGE
- REGRESSING

Adapted from http://www.barrow.k12.ga.us/hes/html/rti_forms.html by The Center for Catholic School Effectiveness School of Education Loyola University Chicago
## ACTION PLAN

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### Assessments Administered & Brief Results

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<th>Student’s Challenges ( )</th>
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### My Estimated Intervention Plan (Rx)

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PM = Progress Monitor
READING ‘ASSESSMENT’ THROUGH ANECDOTAL NOTES AND INFORMATION
### Sixth grade Class List

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<td>28.</td>
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</tbody>
</table>
Seventh grader:
9/8/17 Mariana’s summary was difficult to read – written in very light pencil
9/9/17 Mariana did an outstanding job in her small discussion group about the book I read aloud to the class
9/10/17 Mariana refused to read aloud a sentence while she and I were conferencing together.
9/12/17 Mariana scored a 4/15 on her spelling test
<table>
<thead>
<tr>
<th>Daniella</th>
<th>Carlos</th>
<th>Deonte</th>
<th>Michael</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jimmy</td>
<td>Chloe</td>
<td>Anna</td>
<td>Stephen</td>
</tr>
<tr>
<td>Kelise</td>
<td>Charlie</td>
<td>Aniyah</td>
<td>London</td>
</tr>
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</table>

Week of _________________

Third Grade CLASSWORK

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<table>
<thead>
<tr>
<th>Daniella</th>
<th>Carlos</th>
<th>Deonte</th>
<th>Michael</th>
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<tbody>
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<td>Kelise</td>
<td>Charlie</td>
<td>Aniyah</td>
<td>London</td>
</tr>
</tbody>
</table>

**R.L3.1/R.I.3.1 Ask and answer questions about key details in a text.**
<table>
<thead>
<tr>
<th>Date</th>
<th>Conference #1</th>
<th>Conference #2</th>
<th>Conference #3</th>
<th>Conference #4</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
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<td>Name (s)</td>
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<td>take note of…</td>
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<td>1-2 teaching points:</td>
<td>1-2 teaching points:</td>
<td>1-2 teaching points:</td>
<td>1-2 teaching points:</td>
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</tbody>
</table>

**Standards:**

- **Reading:**
  - take note of…
  - 1-2 teaching points:

- **Speaking & Listening:**
  - take note of…
  - 1-2 teaching points:

- **Language:**
  - take note of…
  - 1-2 teaching points:
## Independent Reading Observations

<table>
<thead>
<tr>
<th>Reader</th>
<th>Preferences</th>
<th>Engagement</th>
<th>Record Keeping</th>
<th>Commitment</th>
<th>Selection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>school</td>
<td>abandoned</td>
<td>recommendations</td>
<td></td>
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<tr>
<td>reading level</td>
<td>text difficulty</td>
<td>home</td>
<td></td>
<td>plan</td>
<td>other</td>
</tr>
</tbody>
</table>

Currently reading: What number book is this for the year?

---

**Preferences**

- Does the student show preferences for genres, authors, series? What is the text difficulty of the books he/she reads?

**Engagement**

- How engaged is the student during reading time? Is the student reading at home?

**Record Keeping**

- Is the student using his/her reader’s notebook to keep accurate reading records?

**Commitment**

- Does the student abandon books? What is the student’s plan for future reading?

**Selection**

- How does the student primarily choose his/her books?
# 10-Day Guided Reading/Conferring

<table>
<thead>
<tr>
<th>Guided Reading: Week 1</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Group I: Kassandra, Rafael, and Julian</td>
<td>Group I: Kassandra, Rafael, and Julian</td>
<td>Group I and K: Partner Read</td>
<td>Group I and K: Partner Read</td>
<td>Group I and K: Test/Project</td>
</tr>
<tr>
<td></td>
<td>Group L and M: Partner Read</td>
<td>Group L and M: Test/Project</td>
<td>Group N: Partner Read</td>
<td>Group N: Partner Read</td>
<td>Group N: Partner Read</td>
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</table>

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<thead>
<tr>
<th>Guided Reading: Week 2</th>
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<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
<td></td>
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<td>Group I and K: Partner Read</td>
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</tr>
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<td></td>
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<td>Group N: Partner Read</td>
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</table>

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<tr>
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</thead>
<tbody>
<tr>
<td></td>
<td>Anthony</td>
<td>Jazmine</td>
<td>Kassandra</td>
<td>Rafael</td>
<td>Anne Marie</td>
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<tr>
<td></td>
<td>Cristian C.</td>
<td>Horacio</td>
<td>Julian</td>
<td>Mauricio</td>
<td>Malik</td>
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<td></td>
<td>Khloe</td>
<td>Renata</td>
<td>Mark</td>
<td>Christian J.</td>
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<td>Alex</td>
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<td>Anthony</td>
<td>Jazmine</td>
<td>Kassandra</td>
<td>Rafael</td>
<td>Anne Marie</td>
</tr>
<tr>
<td></td>
<td>Mark</td>
<td>Renata</td>
<td>Julian</td>
<td>Mauricio</td>
<td>Andre</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Christian J.</td>
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</tr>
</tbody>
</table>

**Group I:** Kassandra, Rafael, and Julian  
**Group K:** Mark, Mauricio, and Cristian J.  
**Group L:** Anthony, Jazmine, Anne Marie, Andre, and Renata  
**Group M:** Laysa, Cristian C., Khloe, Horacio, and Malik

- **decoding strategies:** decoding strategies for root words and suffixes
- **fluency:** fluency; comprehension of nonfiction
- **long vowel patterns:**
TURN AND TALK

• How do you collect anecdotal or observational data now?

• How do you use it to adjust instruction or provide interventions?
YOUR TAKE AWAY

• What was one thing that validated your current practice?

• What is one new thing that you learned?

• What is something that you plan to omit to or add from your reading instruction?

• What question(s) do you have?
SURVEYS AND INVENTORIES

ASSESSING INTEREST
INVENTORIES AND SURVEYS

• informal

• students self-report

• students likes, dislikes, strengths, and challenges
WHO ARE YOU AS A READER?

Do you like to read? Circle one:

YES     NO     SORT-OF

Do you read for fun? Circle one:

ALWAYS!     NEVER     SOMETIMES

How do you find books that you enjoy reading? CIRCLE ALL THAT APPLY:

Library     friends     Internet

Teachers     Parents

__________________________ (you can also make up your own)

What 3 words come to mind when you think of reading? (It’s okay to be honest 😎)

__________________________  __________________________

Circle your favorite(s):

Fantasy     Science Fiction     Historical Fiction

Informational     Realistic Fiction

Stories about people’s lives     Mystery

Mythology     Legends     Folktales

Poetry
How many books did you read last school year? (make your best guess!)

0-5   6-10   11-20
21-30 31-40  40 or more

How many books did you read over the summer? (estimate!)

0-3   4-6   7-9   10-12
13-15 15 or more

What are your strengths as a reader? Put a check next to any you think describe you:

- picking just right books
- reading out loud
- figuring out what new words mean
- writing about what you are reading
- talking about what you are reading
- reading for long periods of time
- making predictions as you read
- imagining the story in your head

What is one thing you want to work on when it comes to reading? ____________________________
Reading Survey

Name _______________________________  Birthdate __________________  Age ________

Favorite Book: _________________________________________________________________

Favorite Series: _____________________________________________________________

Favorite Author: _______________________________________________________________

Check the boxes that apply to you:

I read -

☐ Every chance I get    ☐ Everyday    ☐ A few times a week    ☐ Sometimes
☐ Hardly ever    ☐ Never (when I can get away with it)

I like to read -

☐ Fiction    ☐ Nonfiction    ☐ Fantasy    ☐ Mystery    ☐ Suspense    ☐ Scary stories
☐ Historical Fiction    ☐ Humor    ☐ Realistic Fiction    ☐ Poetry    ☐ Magazines
☐ Internet articles    ☐ Comic books    ☐ Fairytales    ☐ Folktales & Legends

I think I am a -

☐ Excellent reader    ☐ Very good reader    ☐ Good reader    ☐ Okay reader
☐ Poor reader

When I read I have trouble -

☐ Remembering what I read when I left off    ☐ Keeping track of the words
☐ Understanding what is happening    ☐ Keeping the facts straight
☐ Seeing pictures in my mind    ☐ Thinking about what I'm reading
☐ Connecting reading to my life    ☐ Reading for a long time
☐ Reading the words    ☐ Reading at a just right speed
☐ Picking out just right books    ☐ Answering questions about it

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My Feelings About Reading

Name ___________________________ Date _____________

1. I like to read
   YES  SOMETIMES  NO

2. I read at home.
   YES  SOMETIMES  NO

3. Reading is hard for me.
   YES  SOMETIMES  NO

4. I like picture books.
   YES  SOMETIMES  NO

5. Reading is fun.
   YES  SOMETIMES  NO

6. I like to read long stories.
   YES  SOMETIMES  NO

7. I like someone to read to me.
   YES  SOMETIMES  NO

8. Reading is boring.
   YES  SOMETIMES  NO

9. I am a good reader.
   YES  SOMETIMES  NO

10. I like the stories we read in school.
    YES  SOMETIMES  NO
Interest Inventory

Name ___________________________ Date __________________

1. What is the name of your favorite book?

2. What do you like to do after school?

3. What do you like to do on Saturday?

4. Do you like to read for fun? Yes ____ No ____

5. What sports do you like to play?

6. What is your favorite subject in school?

7. Of the types of books listed below, which ones do you like to read for fun?

   Sport stories _____
   Adventure stories _____
   Stories about people _____
   Funny stories _____
   Mystery stories _____
   Stories about real events/people _____
   Poetry _____
   Other:

   ____________________________________________

8. If you could pick two books to have in your library, what would they be?
# Reading Interest Inventory

**Name__________________**  
**Date__________________**

I like to read.  
(circle)  
**YES**  
**NO**  
**SOMETIMES**

I like to read the following:

- **fantasy**  
- **mysteries**  
- **science fiction**

- **horror**  
- **plays**  
- **poetry**

- **manga**  
- **comic books**  
- **myths**

- **biographies**  
- **informational**  
- **series**

- **graphic novels**  
- **humorous books**  
- **action stories**

- **magazines**  
- **newspaper**  
- **true stories**

My favorite author is __________________ because ____________

________________________________________________________________________

________________________________________________________________________.

My favorite book is __________________

because __________________________________________________________________

________________________________________________________________________.

My favorite magazine is __________________

because __________________________________________________________________

________________________________________________________________________.
YOU CAN’T JUDGE A BOOK BY ITS COVER... OR CAN YOU?

**DIRECTIONS:** Take some time to preview some of the books in Mr. Amato’s classroom (front & back cover, first page, etc.). Then, give each book an initial ranking (1 – no interest in reading this book, 5 – can I start reading this now?)!

<table>
<thead>
<tr>
<th>Name of Book</th>
<th>Author</th>
<th>Ranking (Circle 1)</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
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<td>1 2 3 4 5</td>
<td></td>
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</tbody>
</table>
READING REFLECTION

1. What books are you most excited to read this year?


2. How would you describe yourself as a reader? How do you feel about reading?


3. How can Mr. Amato help you get better at reading/enjoy reading more?


4. Do you like when everyone in the class reads the same book? YES ____ NO ____

Why?


5. Do you like when everyone in the class chooses his/her own book? YES ____ NO ____

Why?


6. What book would you like to read first this year?

Why?


tweeted by @jarredamato
Interest Inventory

Please ✓ all that apply!

1. Do you like to read?
   ____ yes   ____ sometimes   ____ no

2. What kinds of texts do you like to read? (✓ all that apply)
   ____ animals   ____ science   ____ true stories   ____ series books
   ____ make-believe   ____ biographies   ____ science fiction   ____ game manuals
   ____ mysteries   ____ poetry   ____ humor   ____ how to
   ____ myths   ____ folktales   ____ plays   ____ scary stories
   ____ riddles/jokes   ____ picture books   ____ chapter books   ____ other

3. Which do you prefer?
   ____ hard copy text   ____ electronic text

4. Who is your favorite author?

5. What is your favorite book?

6. What book would you like to read?

7. What magazines do you like to read?

8. Which do you like best?
   ____ hardcover books   ____ softcover books
   Why?

9. What helps you to choose a book or other text to read?
<table>
<thead>
<tr>
<th>Title</th>
<th>Subtitle</th>
<th>Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accessible</td>
<td>Assessment</td>
<td>Michael P. Cole and James A. Eaker</td>
</tr>
<tr>
<td>How 9 Sensible Techniques Can Power DATA-DRIVEN Reading Instruction</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Class Matrix

| Student Name | Animals | True stories | Series books | Make-believe | Stories about people | Science fiction | Game manuals | Mysteries | Poetry | Humor | Myths | Other | Other |
|--------------|---------|--------------|--------------|--------------|----------------------|-----------------|--------------|-----------|--------|-------|-------|-------|-------|-------|
|              |         |              |              |              |                      |                 |              |           |        |       |       |       |       |       |
## Class Matrix

| Student Name | Animals | True stories | Series books | Make-believe | Stories about people | Science fiction | Game manuals | Mysteries | Poetry | Honor | Myths | Other | Other |
|--------------|---------|--------------|--------------|--------------|---------------------|----------------|-------------|-----------|-------|-------|-------|-------|-------|-------|
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
|              |         |              |              |              |                     |                |             |           |       |       |       |       |       |       |
ANALYZE THE DATA YOU GLEAN FROM INVENTORIES AND SURVEYS

• Student leaves favorite book blank. When you ask about it, he says he doesn’t have a favorite book.

• Student says she loves to read at school but hates to read at home.

• Student doesn’t check any of the genres yet you watch him devour graphic novels.

• Student doesn’t list any strengths.

Intervention needed? Re-teaching needed?
TURN AND TALK ABOUT THESE FAQs

• “So 80% of my students report on their interest inventory that they don’t like to read nonfiction. Do I not have them read nonfiction?”

• “All of the boys in my class shun any book that has a girl on the cover. What do I do?”

• “All of the girls in my class shun any book that has a boy on the cover. What do I do?”

• “Many students on their interest inventories indicated that they like graphic novels. I think that graphic novels are not real reading. I also don’t have any in my library.”
THANK YOU!

Michelle P. Lia, Ed.D.
mlia@luc.edu
312-915-6925

Loyola University Chicago
School of Education
Andrew M. Greeley Center
for Catholic Education

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