

# Word Identification Group Descriptions

|                      |   |
|----------------------|---|
| <b>RED</b>           | <p>Word identification is at a level of primer or lower.</p> <p>Language comprehension is within 2 levels of grade level.</p>   |
| What should you see? | <ul style="list-style-type: none"> <li>● All teacher-directed work is with single syllable words.</li> <li>● Blending and segmenting sounds to read or spell words.</li> <li>● Focus on spelling patterns within words (e.g., -at, -in).</li> <li>● Emphasis on using familiar words or word parts to read unfamiliar words.</li> <li>● Interactive use of word walls.</li> </ul>   |
| Red Flags            | <ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Reading the entire period</li> <li>● Students only watching as teacher builds the words</li> <li>● Literature discussions or whole class shared reading</li> </ul>   |
| Intervention Focus   | Development of phoneme-by-phoneme decoding, onset-rime decoding, and automaticity in word identification through wide reading of very easy text.  |
| Materials            | Modified Systematic Sequential Phonics They Use (Revised Word Lessons)<br>Words their Way<br>SIPPS  |
| <b>BLUE</b>          | <p>Word identification is at a level of primer or lower.</p> <p>Language comprehension is 2 or more levels below grade level.</p>   |
| What should you see? | <ul style="list-style-type: none"> <li>● All teacher-directed work is with single syllable words.</li> <li>● Arranging and rearranging letters to make words as directed by the interventionist.</li> <li>● Focus on spelling patterns within words (e.g., -at, -in).</li> <li>● Emphasis on using spelling patterns in familiar words to read and spell unfamiliar words.</li> <li>● Interactive use of word walls.</li> </ul> |
| Red Flags            | <ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Reading the entire period</li> <li>● Students only watching as teacher builds the words</li> <li>● Literature discussions or whole class shared reading</li> </ul>   |
| Intervention Focus   | Development of phonics using a spelling based approach (e.g., making words)   |
| Materials            | Modified Systematic Sequential Phonics They Use (Revised Word Lessons)<br>Guess the Covered Word for 1 <sup>st</sup> Grade<br>Making Words for 1 <sup>st</sup> Grade<br>Words Their Way<br>SIPPS  |

|                      |  |
|----------------------|--|
| <b>GREEN</b>         | Word identification is at the 1 <sup>st</sup> grade level.   |
| What should you see? | <ul style="list-style-type: none"> <li>● Predominantly focused on single syllable words; easy two syllable words might be introduced (e.g., baseball).</li> <li>● Focus on spelling patterns within words (e.g., -ight, -ain).</li> <li>● Emphasis on using spelling patterns in familiar words to read and spell unfamiliar words.</li> <li>● Interactive use of word walls.</li> </ul> |
| Red Flags            | <ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Reading the entire period</li> <li>● Students only watching as teacher builds the words</li> <li>● Literature discussions or whole class shared reading</li> </ul>  |
| Intervention Focus   | <p>Analogy-based (onset-rime) approaches to reading words.<br/>Two-syllable word decoding.<br/>Development of automaticity in word identification through wide reading of very easy text.</p>  |
| Materials            | <p>Systematic Sequential Phonics<br/>Reading/Writing Simple Rhymes: Rhymes with One Spelling Pattern<br/>Words Their Way<br/>SIPPS</p>   |
| <b>ORANGE</b>        | <p>Word identification is at the 2<sup>nd</sup> grade level.<br/>Student is not successful in decoding unknown words with 2 or more syllables, but may have letter-sound approaches to try to “sound out” unknown words.</p>   |
| What should you see? | <ul style="list-style-type: none"> <li>● Predominantly focused on two syllable words</li> <li>● Focus on chunking words based on familiar spelling patterns.</li> <li>● Emphasis on using parts of familiar words to read and spell unfamiliar words.</li> <li>● Interactive use of word walls.</li> </ul>   |
| Red Flags            | <ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Reading the entire period</li> <li>● Students only watching as teacher builds the words</li> <li>● Literature discussions or whole class shared reading</li> </ul>  |
| Intervention Focus   | <p>Teach students to recognize more complex spelling patterns in one and two syllable words.<br/>Teach students to read unknown words using an analogy-based approach. Wide reading of text at the 2<sup>nd</sup> grade or lower to build automaticity in word identification.</p>   |
| Materials            | <p>Big Words for Big Kids<br/>Reading/Writing Complex Rhymes: Rhymes with More Than One Spelling Pattern<br/>Guess the Covered Word for Second Grade<br/>Words Their Way<br/>SIPPS</p>   |

|                             |  |
|-----------------------------|--|
| <p><b>PURPLE</b></p>        | <p>Word identification is at the 3<sup>rd</sup> grade level.</p>   |
| <p>What should you see?</p> | <ul style="list-style-type: none"> <li>● Predominantly focused on words with clearly identified prefixes, suffixes, and roots.</li> <li>● Emphasis is on pronouncing words using prefixes, suffixes, and roots not on the meaning of the words.</li> <li>● Students are learning to use prefixes, suffixes, and roots from familiar words to help them read unfamiliar words.</li> </ul> |
| <p>Red Flags</p>            | <ul style="list-style-type: none"> <li>● Worksheets</li> <li>● Reading the entire period</li> <li>● Students only watching as teacher builds the words</li> <li>● Literature discussions or whole class shared reading</li> </ul>  |
| <p>Intervention Focus</p>   | <p>Teaching strategies to read big words using word parts (prefixes, suffixes and roots).</p>  |
| <p>Materials</p>            | <p>Prefixes and Suffixes: Systematic Sequential Phonics and Spelling<br/> Guess the Covered Word for 3<sup>rd</sup> Grade<br/> Big Words for Big Kids</p>  |

|                      |   |
|----------------------|---|
| <b>BLACK</b>         | Word identification is at or above the 4 <sup>th</sup> grade level or higher with silent reading at least one level higher.   |
| What should you see? | <ul style="list-style-type: none"> <li>● Students are spending the vast majority of time reading silently.</li> <li>● Emphasis is on helping students engage in sustained reading without interruption.</li> <li>● Oral reading is used to motivate silent reading practice.</li> <li>● Interventionists draw student attention to their intonation during oral reading.</li> <li>● Group is treated just like a print processing group.</li> <li>● Students have access to a wide range of reading materials that are easy for them to read silently.</li> <li>● Students are encouraged to read books from series.</li> <li>● Materials such as reader's theater and poems in two voices are practiced silently by individual students, and minimal time (less than 10 minutes per week) is spent on oral reading performance.</li> <li>● Students are encouraged to read with intonation in oral and silent reading.</li> <li>● Students reading books from series.</li> </ul> |
| Red Flags            | <ul style="list-style-type: none"> <li>● Worksheets or students writing</li> <li>● Literature discussions or whole class shared reading</li> </ul>  |
| Intervention Focus   | The intervention for this group is much more like the print processing interventions than word identification. These students can read words, they have many strategies, but they haven't developed automaticity in word identification beyond the 4 <sup>th</sup> grade. The only way to build that automaticity is through wide reading of text with an aim toward building automaticity and fluency.   |
| Materials            | A wide selection of books, poems, song lyrics and other texts at the 4 <sup>th</sup> grade level and lower.   |

# Language Comprehension Group Descriptions

|                             |  |
|-----------------------------|--|
| <p><b>ORANGE</b></p>        | <p>Listening comprehension is at the primer level or lower.</p>  |
| <p>What should you see?</p> | <ul style="list-style-type: none"> <li>● Students are being asked to make connections between the text and their personal knowledge and experience and share them through discussions.</li> <li>● Interventionists are guiding the conversation without dominating it.</li> <li>● Interventionists may be reading aloud, reading with students (choral or echo reading), or students might be reading on their own.</li> </ul>   |
| <p>Red Flags</p>            | <ul style="list-style-type: none"> <li>● Worksheets that require students to focus on more than the purpose for the lesson.</li> <li>● Round-Robin reading</li> <li>● Reading the entire period</li> <li>● Texts above the primer level</li> <li>● Teacher asking questions and students answering (Quiz Questions)</li> <li>● Students not discussing the text with each other at any point in the period</li> <li>● Students not knowing the purpose for reading that day</li> </ul> |
| <p>Intervention Focus</p>   | <p>Teach students to make connections while reading and/or listening to text. Focus on early text-to-self and text-to-world type connections. Maximize interactions while reading the text. Use a variety of listening, echo reading, choral reading, and silent reading formats.</p>  |
| <p>Materials</p>            | <p>Anchor Read Apply Lessons --Interventionist reads books aloud.<br/>         Primer level (Guided Reading Level E) and lower texts. for independent reading.<br/>         Book sets (Guided Reading Level E and lower) for student shared reading.</p>   |

|                             |   |
|-----------------------------|---|
| <p><b>Green</b></p>         | <p>Listening comprehension is at the 1<sup>st</sup> or 2<sup>nd</sup> grade level.</p>  |
| <p>What should you see?</p> | <ul style="list-style-type: none"> <li>● Students spend more time reading the same text, than talking about what they have read. Teacher talks very little.</li> <li>● Purposes relate primarily to the central idea: <ul style="list-style-type: none"> <li>○ Read to find the title.</li> <li>○ Read to tell what it is all about in 1 sentence.</li> <li>○ Read to tell the big idea.</li> <li>○ Read to identify details that tell about part of the story.</li> </ul> </li> </ul>            |
| <p>Red Flags</p>            | <ul style="list-style-type: none"> <li>● Worksheets that require students to focus on more than the purpose for the lesson.</li> <li>● Round-Robin reading</li> <li>● Reading the entire period</li> <li>● Texts above the students' reading level</li> <li>● Teacher asking questions and students answering (Quiz questions)</li> <li>● Students not discussing the text with each other at any point in the period</li> <li>● Students not knowing the purpose for reading that day</li> </ul> |
| <p>Intervention Focus</p>   | <p>Teach students to read and/or listen to increasingly longer sections of text. Emphasis is on setting a purpose and allowing students to read independently to achieve the purpose. Focus on the central idea. Students should have a common text when they are reading independently.</p>  |
| <p>Materials</p>            | <p>Anchor Read Apply Lessons --Interventionist reads books aloud and transitions students to independent reading of short chapter books</p> <p>Short texts – selections from basals and other sources that can be read in a single session</p> <p>Book sets at the first and second grade level or lower for shared text</p>  |

|                             |   |
|-----------------------------|---|
| <p><b>RED</b></p>           | <p>Listening comprehension is at the 3<sup>rd</sup> or 4<sup>th</sup> grade level.</p>  |
| <p>What should you see?</p> | <ul style="list-style-type: none"> <li>● Students spend more time reading shared text than talking about what they have read. Teacher talks very little.</li> <li>● Students are encouraged to generate their own questions while reading.</li> <li>● Purposes relate to a broad range of issues including but not limited to: <ul style="list-style-type: none"> <li>○ Read to summarize.</li> <li>○ Generate their own questions while reading</li> <li>○ Read to complete a graphic organizer.</li> <li>○ Read to infer the characters' intentions.</li> <li>○ Read to decide if the character was right/wrong.</li> </ul> </li> </ul> |
| <p>Red Flags</p>            | <ul style="list-style-type: none"> <li>● Worksheets that require students to focus on more than the purpose for the lesson.</li> <li>● Round-Robin reading or teacher reading to students for more than a few min.</li> <li>● Reading the entire period</li> <li>● Texts above the students' reading level</li> <li>● Teacher asking questions and students answering</li> <li>● Students not discussing the text with each other at any point in the period</li> <li>● Students not knowing the purpose for reading that day</li> </ul>  |
| <p>Intervention Focus</p>   | <p>Teach students to read independently for predetermined purposes.</p>   |
| <p>Materials</p>            | <p>Anchor- Read -Apply lessons using chapter books, readings from Time for Kids , poetry, students read independently for the 15-20 Read section of the lesson.<br/> Soar to Success<br/> Don Johnson Start-to-Finish Blue<br/> Reading materials at the 3<sup>rd</sup> or 4<sup>th</sup> grade level and easier (Same text for each student)</p>   |

|                      |  |
|----------------------|--|
| <b>BLUE</b>          | Listening comprehension is at the 5 <sup>th</sup> grade level or higher.   |
| What should you see? | <ul style="list-style-type: none"> <li>● Emphasis is on students reading silently and independently for clearly stated purposes. <ul style="list-style-type: none"> <li>● Students spend more time reading than talking about what they have read. Teacher talks very little.</li> <li>● Students are encouraged to generate their own questions while reading.</li> <li>● Purposes relate to a broad range of issues including but not limited to: <ul style="list-style-type: none"> <li>○ Read to summarize</li> <li>○ Generate their own questions while reading</li> <li>○ Use graphic organizers</li> <li>○ Infer character/author's intentions</li> <li>○ Interpret figurative language or theme</li> <li>○ Evaluate literary elements</li> </ul> </li> </ul> </li> </ul> |
| Red Flags            | <ul style="list-style-type: none"> <li>● Worksheets that require students to focus on more than the purpose for the lesson.</li> <li>● Round-Robin reading</li> <li>● Reading the entire period</li> <li>● Texts above the students' reading level</li> <li>● Teacher asking questions and students answering</li> <li>● Students not discussing the text with each other at any point in the period</li> <li>● Students not knowing the purpose for reading that day</li> </ul>   |
| Intervention Focus   | Teach students to read independently for predetermined purposes.   |
| Materials            | <p>Anchor -Read-Apply lessons using common chapter books, readings from Time for Kids, poetry,</p> <p>Students read independently for the 15-20 Read section of the lesson.</p> <p>Modified, pre-designed language comprehension lesson plans</p> <p>Strategies that Work</p> <p>Reading materials at the 5<sup>th</sup> grade level and easier.</p>   |



## Print Processing Group Descriptions

|                      |  |
|----------------------|--|
| <b>GREEN</b>         | Silent reading comprehension is at the 1 <sup>st</sup> grade level or lower.   |
| What should you see? | <ul style="list-style-type: none"> <li>● Main Focus: Eyes on Print</li> <li>● Students reading books that they choose from a selection of books shared with them by the interventionists.</li> <li>● Students reading lots of books</li> <li>● Students may choose to read the same book over and over</li> </ul>  |
| Red Flags            | <ul style="list-style-type: none"> <li>● Students doing anything except reading (Once a week they may perform a script for a few min.)</li> <li>● Students reading text above their level.</li> <li>● Students on the computer</li> <li>● spending more than 5 minutes of the 30 minutes doing anything other than reading the text.. The five minutes would include any quiz or review of the book.</li> </ul>  |
| Intervention Focus   | Provide students with lots of practice with text below the 1 <sup>st</sup> grade level. Emphasis reading with intonation in oral and silent reading. Use strategies like repeated readings of easy texts, reading books in a series, reader's theater with silent reading practice, poems in two voices.   |
| Materials            | <p>Wide selection of books, poems, song lyrics and other reading materials at the 1<sup>st</sup> grade level and lower.</p> <p>Readers Theater for Building Fluency: Strategies and Scripts for Making the Most of This Highly Effective, Motivating, and Research-Based Approach to Oral Reading</p> <p>Messing Around on the Monkey Bars: and Other School Poems for Two Voices by Betsy Franco and Jessie Hartland</p> <p>Don Johnson Start-to-Finish Literacy Starters</p> |

|                             |   |
|-----------------------------|---|
| <p><b>ORANGE</b></p>        | <p>Silent reading comprehension is at the 2<sup>nd</sup>-3<sup>rd</sup> grade level.</p>  |
| <p>What should you see?</p> | <ul style="list-style-type: none"> <li>● Main Focus: Eyes on Print</li> <li>● Students have access to a wide range of easy to read materials including easy chapter books.</li> <li>● Students engaging in repeated readings of texts and/or read books from series. ● Students reading with intonation in oral and silent reading.</li> <li>● Interventionists having quiet, side by side conferences to listen to students read aloud.</li> </ul> |
| <p>Red Flags</p>            | <ul style="list-style-type: none"> <li>● Students on the computer</li> <li>● Spending more than 5 minutes of the 30 minutes doing anything other than reading the text.. The five minutes would include any quiz or review of the book.</li> <li>● Students doing anything except reading (Once a week they may perform a script for a few min.)</li> <li>● Students reading text above their level.</li> </ul>                                     |
| <p>Intervention Focus</p>   | <p>Provide students with lots of practice with text below the 2<sup>nd</sup> grade level. Emphasis reading with intonation in oral and silent reading. Use strategies like repeated readings of easy texts, reading books in a series, reader's theater with silent reading practice, poems in two voices.</p>  |
| <p>Materials</p>            | <p>Wide selection of books, poems, song lyrics and other materials at the 2<sup>nd</sup> grade level and lower.</p> <p>Reader's Theater Scripts, Grade 2<br/>         Big Talk: Poems for Four Voices<br/>         I am Phoenix: Poems for Two Voices<br/>         Start-to-Finish Gold, Don Johnson</p>  |

|                             |  |
|-----------------------------|--|
| <p><b>BLUE</b></p>          | <p>Silent reading comprehension is at the 4<sup>th</sup> grade level or higher.</p>  |
| <p>What should you see?</p> | <ul style="list-style-type: none"> <li>● Main Focus: Eyes on Print</li> <li>● Students reading books from series.</li> <li>● Students reading with intonation in oral and silent reading.</li> <li>● Interventionists having quiet, side by side conferences to listen to students read aloud.</li> <li>● Materials such as reader’s theater and poems in two voices are practiced silently by individual students, and minimal time (less than 10 minutes per week) is spent on oral reading performance.</li> <li>● Students silently practicing reading the first page or two of each chapter (if they are reading a chapter book) as they come to it for fluency, intonation, expression, and pacing. After practicing, they read it aloud to the interventionist. If the student is fluent, they can read the rest of the chapter independently.</li> </ul> |
| <p>Red Flags</p>            | <ul style="list-style-type: none"> <li>● Students doing anything except reading (Once a week they may perform a script.)</li> <li>● Students reading text above their level.</li> <li>● Students on the computer</li> <li>● spending more than 5 minutes of the 30 minutes doing anything other than reading the text.. The five minutes would include any quiz or review of the book.</li> </ul>  |
| <p>Intervention Focus</p>   | <p>Provide students with lots of practice with text below the student’s silent reading level. Emphasis reading with intonation in oral and silent reading. Use strategies like repeated readings of easy texts, reading books in a series, reader’s theater with silent reading practice, poems in two voices.</p>   |
| <p>Example Materials</p>    | <p>Tarheelreader.org, Kindle, ipad , ipod,or any other web based text--monitor carefully to make sure the students eyes are on the text.Joyful Noise: Poems for Two Voices You Read to Me; I Read to You<br/> Start-to-Finish Blu, Don Johnson<br/> Books from series)<br/> A wide selection of books, poems, song lyrics and other texts at the 4<sup>th</sup> grade level and lower</p>  |

## **Whole to Part Reading Assessment**

1. Assess Word Identification – start at beginning of Powerpoint
2. Assess Listening Comprehension - one level lower than highest level on Word Identification Assessment
3. Assess Reading Comprehension – begin at Word Identification or Listening Comprehension level – whichever is lowest

### **Assessment Materials**

1. PowerPoint-based Word Identification lists.
2. Word Identification recording form.
3. Passages for Listening and Silent Reading.
4. Questions with recording forms to accompany each passage.

### **Completing the Word Identification Assessment**

1. Start at the beginning of the Powerpoint presentation with the easiest list (AA).
2. Say, “Thank you for coming to work with me. I’m going to ask you to read with me. First, you’ll read some words that I show you on a computer screen. Then you’ll listen to me read and answer some questions. After that, you will read a passage by yourself and some questions. We’re going to start with words on the computer. The word will flash very quickly right in the middle of the screen. Say the word as soon as you read it. I’ll give you some extra time to read the words if you need it.”
3. Click the right arrow one time to get to the blank, black screen. When you are sure the student is looking at the screen, click the right arrow two times very quickly to flash the word and return to a black screen.
4. On the recording sheet give the student 1 point for each word read correctly when it flashes.
5. If the student misses the word, left click to reveal the word again. Let the student read the word while you time for 5 seconds. If the student can read the word within 5 seconds, give the student ½ point. If the student is unable to read the word or reads the word incorrectly, record 0 points.
6. At the end of each set of 20 words, calculate the total score. If the student received 17 or more POINTS, continue to the next level.

### **Listening Comprehension** – Start one level lower than highest level on word identification assessment.

1. Say, “I’m going to read a passage to you. I want you to listen carefully. When I finish reading, I’m going to ask you some questions about it.”
2. Read the passage out loud beginning to end a single time. Do not allow the student to look at the passage while you read it. Do not reread the passage.
3. Read the questions aloud one at a time giving the student ample time to respond. If the student is unable to answer a question, say, “Let’s come back to that question and go on to another question.” Then come back and give the student another attempt to answer the question later.
4. Score each response right (1) or wrong (0) while you administer the test. Record enough information that you can recall the student’s responses at a later time.
5. If the student scores 80% or better, then move on to the next level.

6. If the student scores below 80% drop down one level or stop if the prior level was already completed.

**Reading Comprehension** – Start at the word identification or listening comprehension level, whichever is LOWER.

1. Hand the student the student copy of the passage.

2. Say, “ Please read this passage to yourself. Make sure you do your best reading. When you’re done, I’m going to ask some questions.”

3. When the student finishes reading the passage, remove the passage. The student is not allowed to refer to the passage to answer the questions.

4. Read the questions aloud one at a time giving the student ample time to respond. If the student is unable to answer a question, say, “Let’s come back to that question and go on to another.” Then come back and give the student another attempt to answer the question later.

5. If the student is able to answer 80% of the questions correctly, then move to the next level. Record the student’s answers on the recording sheet.

6. If the student scores below 80% drop down one level or stop if the prior level was already completed.