TRI
Targeted Reading Interventions

Power Hour
: Making Minutes Count
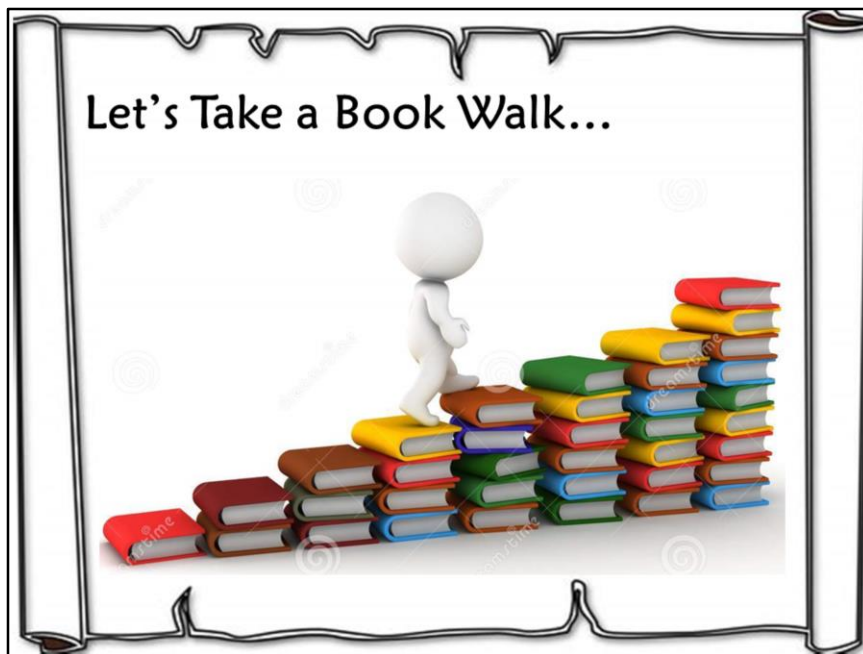
Presented by
Grace Westlake
Bilingual/ESL Curriculum Coordinator

: Making Minutes Count

The Goal of
Targeted **R**eading **I**nterventions for ELLs is to accelerate language proficiency for the purpose of strengthening their content knowledge while improving their literacy development

Look through every section of your Power Hour manual, so that you become familiar with what is in it and where things are. There is a lot of good information in it that may answer questions you may have concerning instruction and assessing your students.

Making Minutes Count — Grades K–12 | LISTENING

Found Under PLD section

	Beginning	Intermediate	Advanced	Advanced High
	Beginning English language learners (ELLs) have little or no ability to understand spoken English used in academic and social settings.	Intermediate ELLs have the ability to understand simple, high-frequency spoken English used in routine academic and social settings.	Advanced ELLs have the ability to understand, with second language acquisition support, grade-appropriate spoken English used in academic and social settings.	Advanced high ELLs have the ability to understand, with minimal second language acquisition support, grade-appropriate spoken English used in academic and social settings.
1st Descriptor — Type of spoken English understood and how much the understanding is dependent on supports and linguistic adaptations	These students: struggle to understand simple conversations and simple discussions even when the topics are familiar and the speaker uses linguistic supports (e.g., visuals, slower speech and other verbal cues, gestures)	These students: usually understand simple or routine directions, as well as short, simple conversations and short, simple discussions on familiar topics; when topics are unfamiliar, require extensive linguistic supports and adaptations (e.g., visuals, slower speech and other verbal cues, simplified language, gestures, preteaching to preview or build topic-related vocabulary)	These students: usually understand longer, more elaborated directions, conversations, and discussions on familiar and some unfamiliar topics, but sometimes need processing time and sometimes depend on visuals, verbal cues, and gestures to support understanding	These students: understand longer, elaborated directions, conversations, and discussions on familiar and unfamiliar topics with only occasional need for processing time and with little dependence on visuals, verbal cues, and gestures; some exceptions when complex academic or highly specialized language is used
2nd Descriptor — Degree of comprehension demonstrated when interactions are not modified to include supports and linguistic adaptations	struggle to identify and distinguish individual words and phrases during social and instructional interactions that have not been intentionally modified for ELLs	often identify and distinguish key words and phrases necessary to understand the general meaning (gist) during social and basic instructional interactions that have not been intentionally modified for ELLs	understand most main points, most important details, and some implicit information during social and basic instructional interactions that have not been intentionally modified for ELLs	understand main points, important details, and implicit information at a level nearly comparable to native English-speaking peers during social and instructional interactions
3rd Descriptor — Degree of need to seek clarification to understand or confirm meaning of spoken English	may not seek clarification in English when failing to comprehend the English they hear; frequently remain silent, watching others for cues	have the ability to seek clarification in English when failing to comprehend the English they hear by requiring/requesting the speaker to repeat, slow down, or rephrase speech	occasionally require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear	rarely require/request the speaker to repeat, slow down, or rephrase to clarify the meaning of the English they hear

In your Power Hour manual, you will also find the PLDs. Make sure you become familiar with them, as you must know where your students are and set goals for them as to where they should be at the middle and end of the year.

: **Making Minutes Count**

Found
Under
PLD
section

Plot students' names according to their individual language proficiency rating in each designated domain.

LIAG Fillable Class Language Proficiency Ratings

	Listening	Speaking	Reading	Writing
Beginning				
Intermediate				
Advanced				
Advanced High				

Based on material originally included in the ELPS Academy Linguistic Instructional Alignment Guide, Copyright © Texas Education Agency 2012

TEA

Once you know where your students are linguistically, plot them on this sheet. This will help you keep track of their progress. This form will be filled out at the beginning of the year, the middle of the year and the end of the year.

ELPS 2-12 Leader Pathway
Suggested Teacher Behaviors

Teacher _____
Content _____
Grade Level _____

Number of ELLs/TELPAS Proficiency Levels
Beginning ____ Intermediate ____ Advanced ____ Advanced High ____

Observation Dates:
BOY: ____ MOY: ____ EOY: ____

	Listening	Speaking	Reading	Writing	Feedback
Beginning	• Extensively uses gestures and checks for understanding • Speaks in a clear, concise manner, uses shorter sentences and fewer pronouns • Provides clarification in native language, including assistance from peers	• Respects silent period • Accepts single word responses or phrases from memorized vocabulary • Frequently models intonation and pronunciation of words and accepts errors	• Reads aloud to model enunciation and use of English language structure • Displays examples of environmental print including but not limited to labels, signs, and logos • Uses simplified, decodable texts with visuals and highly-familiar English words students have learned	• Presents, publishes, and displays whole-class writing projects as examples of print conventions of high-frequency concrete words and simple sentences • Utilizes various graphic organizers for vocabulary development, word wall, and personal vocabulary notebooks/journals • Implements shared writing activities	
Intermediate	• Frequently uses visual cues, verbal cues, and gestures • Employs simplified language, high-frequency vocabulary and pre-teaches academic vocabulary • Provides students with phrases or simple sentence frames	• Allows for wait time • Provides simple sentence frames, answer choices, or graphic organizers • Focuses on content of students' responses, not pronunciation or grammatical errors • Respects use of simple, present tense sentences and minimal details	• Allows students to read independently and provides additional time to read slowly and reread • Provides high-interest texts with common vocabulary used routinely in everyday oral and academic language • Provides visuals, peer support, pre-taught topic-related vocabulary, and predictable stories for comprehension	• Creates interactive word wall for students' use during independent or group writing • Assigns independent reflective writing for personal connections using present and past tense • Anticipates students' writing samples may have L1 interference	
Advanced	• Moderately uses visual cues, verbal cues, and gestures • Accepts students' wait time to process information • Occasionally rephrases, repeats, and/or slows down discussion or explanation at students' request	• Provides opportunities for oral presentations • Provides students with practice using content-based terms and common abstract vocabulary • Uses graphic organizers for use of present, past, and future tense • Facilitates cooperative group work to support peer interaction	• Reads and thinks aloud to focus on main points, details, context clues, and abstract vocabulary • Pre-teaches low frequency and multiple meaning vocabulary used in social and academic contexts • Uses cooperative grouping to encourage and provide students with oral reading opportunities	• Uses concept mapping to develop students' ability to write more detailed and narrative writing samples • Assigns personal narratives requiring the use of a graphic organizer to compose a first draft	
Advanced High	• Occasionally uses visual cues, verbal cues, and gestures during longer/elaborate academic instructional discussion and allows students to seek clarification • Provides multiple opportunities to hear grade-appropriate spoken English in various academic and social settings	• Students narrate and describe problem-solving strategies using complex sentences • Introduces, models, practices, and reviews the use of idioms and colloquialisms in a variety of social and academic contexts	• Uses grade-appropriate text to promote vocabulary development of low-frequency words • Assigns research projects that are grade and/or content specific • Students read texts that require higher-order comprehension skills such as understanding expository text and drawing conclusions	• Assigns independent or group research projects to support or contradict findings to present and publish • Provides multiple examples of texts that were written for a variety of purposes and audiences	

Adapted from *ELPS Linguistic Instructional Alignment Guide*, Texas Education Agency, 2012
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TEA

This is a checklist of *teacher* behaviors that should be observable in the classroom as you provide guidance and instruction. These behaviors are scaffolds that will help make content accessible to ELLs. Reflect on your delivery of instruction using this form. How many of these behaviors are you exhibiting? This is not an exhaustive list.
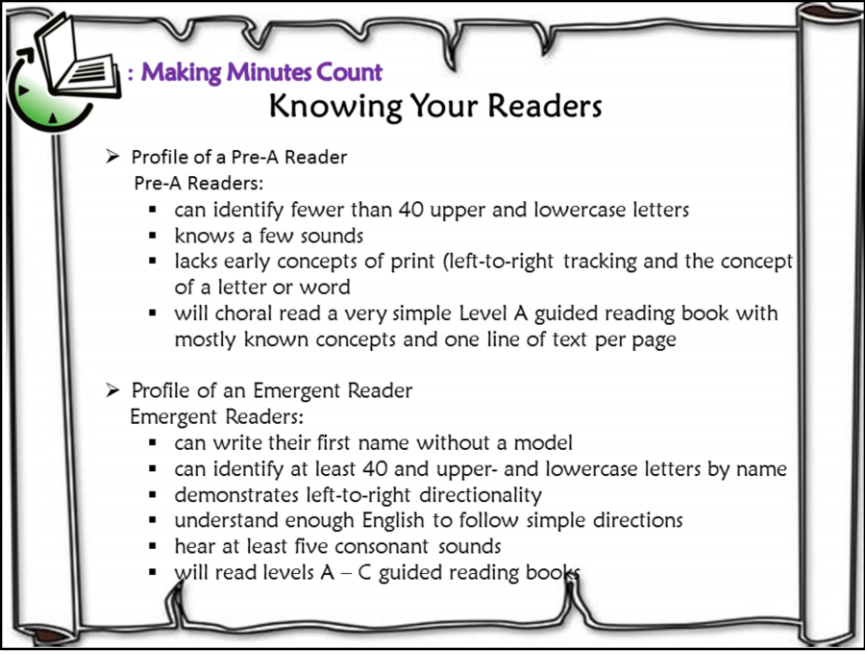
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Found Under Monitoring Section

These language structures are categorized by levels. They indicate what students are able to do at each level. Pay attention to how students speak as you conduct lessons in your classroom and in any social setting you might be able to observe, to gain insight as to what level they are on. Their writing will also give you indications of what they have transferred from what they have learned.

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Knowing Your Readers

➤ Profile of a Pre-A Reader
  Pre-A Readers:
  - can identify fewer than 40 upper and lowercase letters
  - knows a few sounds
  - lacks early concepts of print (left-to-right tracking and the concept of a letter or word
  - will choral read a very simple Level A guided reading book with mostly known concepts and one line of text per page

➤ Profile of an Emergent Reader
  Emergent Readers:
  - can write their first name without a model
  - can identify at least 40 and upper- and lowercase letters by name
  - demonstrates left-to-right directionality
  - understand enough English to follow simple directions
  - hear at least five consonant sounds
  - will read levels A – C guided reading books

In order to meet the needs of any student, we must know where they are. These are profiles of readers at different levels. This information is important because it will help you more accurately identify your students' reading level. This profile may be useful in making placement decisions during your RTI meetings

: Making Minutes Count

Knowing Your Readers

➢ Profile of an Early Reader
Early Readers:
- know the letters and their sounds, but they may still be learning how to apply these skills to attack challenging words
- should be able to read about 30 – 60 sight words (otherwise they will struggle with fluency
- will read Levels D – I texts

➢ Profile of a Transitional Reader
Transitional Readers:
- need to work on one or more of the following areas:
  - decoding multisyllabic words
  - increasing fluency
  - expanding vocabulary
  - improving comprehension
- will read texts at Levels J – M

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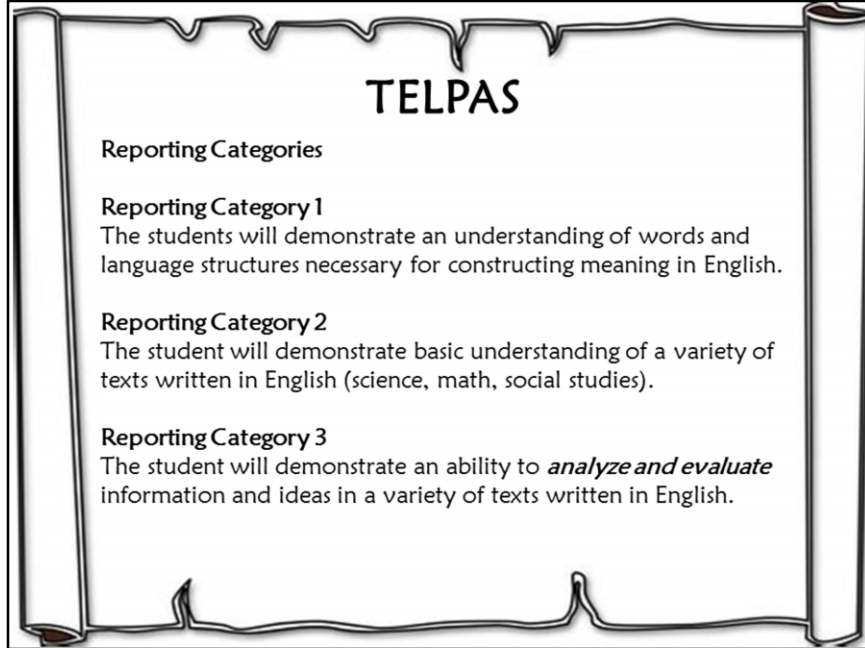
Knowing Your Readers

➢ Profile of a Fluent Reader
A Fluent Reader:
- is a good decoder
- is able to explore the deeper levels of comprehension by rereading challenging text
- may read at or above Level N

Now that you know the linguistic and reading level of you students, it is time for the next step.

TELPAS

Reporting Categories

Reporting Category 1
The students will demonstrate an understanding of words and language structures necessary for constructing meaning in English.

Reporting Category 2
The student will demonstrate basic understanding of a variety of texts written in English (science, math, social studies).

Reporting Category 3
The student will demonstrate an ability to *analyze and evaluate* information and ideas in a variety of texts written in English.

TELPAS is the Texas English Language Proficiency Assessment System. Each reporting category identifies a goal for our ELL students. Keep these in mind as we proceed to TRI.

TRI

Targeted Reading Interventions

: **Making Minutes Count**

4th and 5th Grade

50 total minutes

20 minutes for shared reading (whole group)
- big book/projected book
- comprehension strategies (process standards)
- language structures (grammar)
- academic vocabulary (*general and content*)
- fluency

15 minutes for guided reading (small gr. w/teacher)
- reinforce shared reading concept
- focus on literacy instruction

15 minutes for word study (small gr. w/inst. aide)
- phonics
- word attack skills

This slide and the next explain how the 50 minute intervention block is divided. After the 20 minutes of shared reading, the students will be divided between two groups. They will receive instruction at these two groups for 15 minutes. After 15 minutes, they will switch and be instructed again in the other group for 15 minutes. This makes 30 minutes of small group instruction.

: **Making Minutes Count**
3rd Grade

50 total minutes

20 minutes for shared reading (whole group)
- big book/projected book
- comprehension strategies (process standards)
- language structures (grammar)
- academic vocabulary (general and content)
- fluency

15 minutes for Spelling TPRI (small group, teacher)

15 minutes for Word Reading TPRI (small group, aide)

4th – 5th Grade Power Hour Planning Guide: Beginner Intermediate

	Time	Group Type	Intervention	Instructional Material	Instructional Activity for Intervention	Teacher Notes
M O N D A Y	20 Min.	Whole Group	Shared Reading	Big Book/Mentor Text:	Comprehension Strategy: Language Structure: Vocabulary: Fluency:	
	15 Min.	Sm. Group: Teacher	Guided Reading	Book Title(s):		
	15 Min.	Sm. Group (Aide)	Word Study	Letter cards: Pocket chart: _____		

Third Grade Power Hour Planning Guide: Beginner Intermediate

	Time	Group Type	Intervention	Inst. Material	Instructional Activity for Intervention	Teacher Notes
M O N D A Y	20 Min.	Whole Group	Language Development through Shared Reading	Big Book / Mentor Text:	Comprehension Strategy: Language Structure: Vocabulary: Fluency:	
	15 Min.	Sm. Group: Teacher	TPRI GK-1 Spelling	TPRI Grouping Mat Lesson		
	15 Min.	Sm. Group: Aide	WR-1 Word Reading	TPRI Grouping Mat Lesson		

Additional Teacher Notes: (Include student groups)

> Reading Comprehension Strategies:
>   o Making Predictions (Activating Prior Knowledge)
>   o Making Connections
>   o Monitoring For Sense
>   o Inferring
>   o Visualizing
>   o Questioning

> Methods for Building Academic Vocabulary
>   o Marzano's Six Effective Strategies for Vocabulary Instruction
>   o Interactive Word Walls
>   o Graphic Organizers
>   o Vocab. Games
>   o Visuals/Pictures/Drawings
>   o Personal Glossaries

> Methods for Building Fluency:
>   o * Choral Reading
>   o * Echo Reading
>   o Paired Reading

*Track print to provide a scaffold
Assess with running records.

This is a sample of the Planning Guide provided for the teacher. It is very simple to complete, but will provide direction

20 minutes for shared reading (whole group)
- big book/projected book
- comprehension strategies
- language structures
- academic vocabulary
- fluency

Building Background Knowledge

To enhance comprehension and lessen the cognitive load of your ELLs, it is best for students to obtain background knowledge on the story they will be working with:
- May be done during an earlier read-aloud
- May be enhanced during content area reading

Make as many connections to content as possible, to build upon that already founded background knowledge.

Making Predictions

An Introductory Shared Reading Lesson

In this lesson, students will be engaged in making predictions. Students need to, understand that when they make predictions in reading, they find clues in the pictures or in the text and put it together with what they already know, meaning using their prior knowledge, to make good predictions. Help students express themselves by having them use language structures such as the following when they make their predictions:

To make a prediction and support it:

I predict _____ is/are going to _____ because _____,

I predict _____ will _____ because _____

To revise a prediction:

At first, I thought _____, but now I think _____ because _____.

Before I thought _____, was/were going to _____, but now I think _____.

Before I thought _____ would _____, but now I think _____ because _____,

Does this Look Familiar?
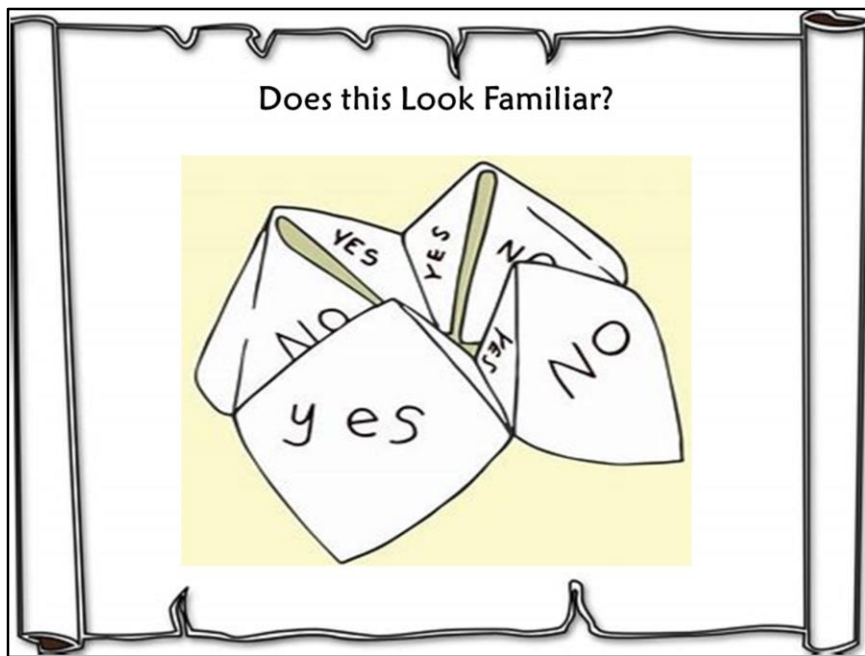
Have students share what they know about this fortune telling foldable, as a means of getting them engaged.

When readers use information from the text *and* combine it with what they already know in order to figure out what may happen next in the story, is called making a *prediction*.

Continue to engage students by having them examine this picture. Say: Did you know you too can predict the future? Look at this picture carefully. What do you think is going to happen? What do you predict will occur? Why do you think so? After a few seconds, have them turn to their elbow partner and share their ideas. Ask for volunteers to share what they think is going to happen and why (Remember to have them use the language structures). After they have shared their ideas, tell them that what they have done is called making predictions. Good readers use the clues in the story, or pictures, and together with what they know, they make a prediction, or tell what they think will happen next.

Good readers make predictions before, during and after they read to stay focused on the text. They are constantly thinking ahead and also adjusting their predictions as more clues arise while they read. This strategy helps students make connections between their prior knowledge and the text, thus allowing them to better comprehend the story.

To help students improve oral language, introduce the language structures to ensure they utilize the proper tenses correctly and are also practicing academic vocabulary.

To make a prediction and support it:

I predict _____ is/are going to _____ because
_____,

I predict _____ will _____ because
_____

To revise a prediction:

At first, I thought _____, but now I think _____ because
_____.

Before I thought _____ was/were going to _____, but now I
predict _____.

Before I thought _____ would _____, but now I predict
_____ because _____,

Have an anchor chart ready for students to reference as they attempt to make their predictions in the next activity.

To make a prediction and support it:

I predict _____ will _____ because
_____.

I predict _____ is/are going to _____ because
_____.

Point out to students that predictions have to do with the future. Explain to them how we use the verbs **will**, **is** and **are** when making predictions. Make sure to emphasis the use of these verbs as you continue the lesson and as they practice reading their predictions.

To make a good prediction, I'm going to "read" this picture *and* think about what I already know about what's happening in it.

Using a think-aloud with this picture, *model* **(this is the I do portion of the lesson)** for the students the thought process for making a prediction. For example, you might say," I see a man walking while he is texting on his phone. I know he is texting because I see the onomatopoeia, tec, TEC tec TEC in the picture. The fact that he is composing a text also tells me that he is having to think about what he is going to say and how he is going to write it. This tells me that he is really concentrating on that text and not on his path. I also see a sign that says DANGER next to the hole. But he doesn't see it because he is thinking about what he is writing. I have seen many people like him that are so into their phone that they do not pay attention to their surroundings. All of these clues and the fact that his right foot is hovering over the hole, helps me predict that he is going to fall into it and probably get hurt.

Let students discuss how you made your prediction. Guide them in noticing how you used information from the "text" and from your background knowledge. When they do their predictions, have them go beyond surface thinking, such as, I think he is going to fall into the hole. Make them notice clues and think about their thinking process so they can verbalize it like you did. This makes them analyze the text, go deeper in their thinking and better understand the story, or picture, as the case may be.

Show the students this picture and say, "Now, let's make a
prediction together **(This is the we portion of the lesson).** Look closely at this
picture.
What is going on?
What will happen next?
How do you know?

Have students predict what they think will happen next, and discuss the
steps/evidence as a class. Remember that they need to use the proper sentence
structure to practice answering correctly. Write down their responses on chart tablet
and read them together, for additional practice on oral language and academic
vocabulary.

Tell students that now they are going to work with a partner to make a prediction by "reading" this image. **(This is the "you" portion of the lesson.)** Encourage them to discuss what is happening in the picture and what they already know, and then make a prediction that makes sense. Remind them that strong predictions contain ***a lot of evidence***.

This time have pairs **write down** their predictions using a sentence frame. Make sure to circulate around the groups to listen in and monitor the way in which they are applying what they have learned. Then, call on volunteers to share their predictions. Again, they must use the correct language structure to share their responses.

Probe students for details to make them think about how they arrived at their predictions.
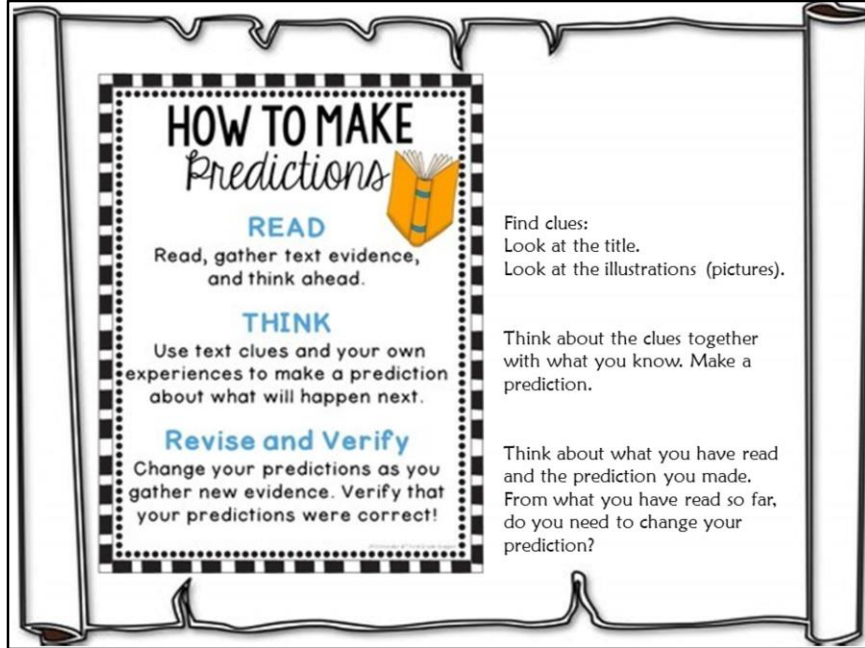
Have an anchor chart ready for students to reference as they attempt to make their predictions in the next activity. Keep the chart handy, as it will be used time and again when they make predictions outside of Power Hour.

Make sure you have a chart tablet ready with the language structures as well.

Sample books for making predictions.

Extension: Select three books with interesting covers. In groups of 5, have students use what they have learned to make predictions about one of the books. Have them share with the class, in detail, how they arrived at their predictions. Remember to have them use the language structures for correct English usage.

A Sample lesson on making predictions.

JULIUS
THE BABY OF THE WORLD

STARRING THE SPIRITED HEROINE OF LILLY'S PURPLE PLASTIC PURSE

KEVIN HENKES
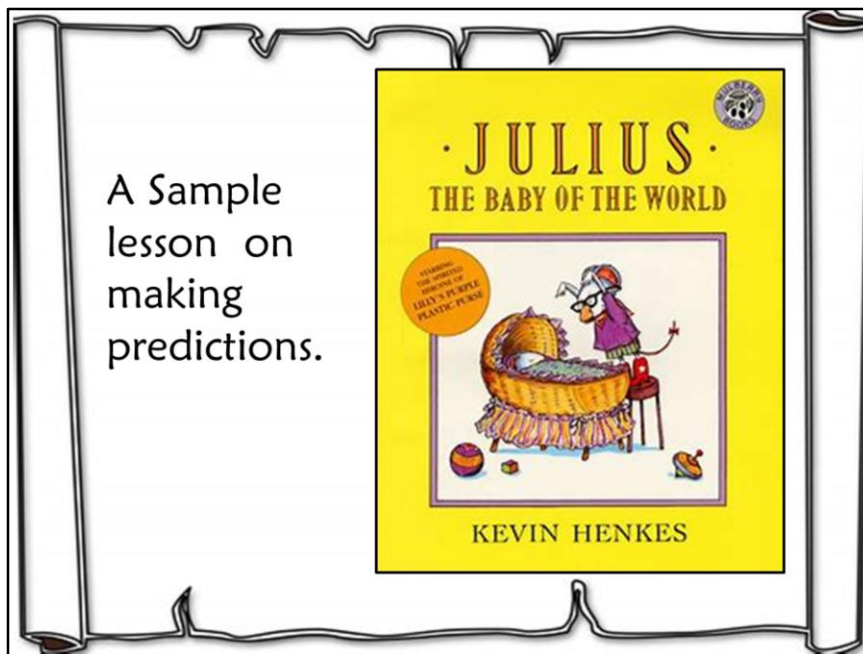
Before you continue with the lesson, preview the anchor chart on how to make predictions one more time to remind students of the steps. Then have them look at the cover of the book and make their predictions.

Tell students that you will be reading a story called, **Julius, the Baby of the World**, by Kevin Henkes. Tell them that they will use the clues in the picture and what they know to make a prediction; to tell what they think the story will be about. Remember to have them use the language structures to speak in complete sentences while they practice oral language. Have the language structures written down on chart tablet so that students may reference them.

Write down their predictions, as you will use them again the next day. Have them choral read the predictions for added oral language practice.

To make a prediction and support it:

I predict _____ will _____
because _____.

I predict _____ is/are going to
_____ because
_____.

You can have this laminated and use it with nouns or pronouns. You can have words on cards to place in the lines. For example, students could say:

I predict **Lily** will **continue to be mean** because **she is upset that Julius gets so much attention**.

Side Note on pronouns...

To make a prediction and support it:

I predict (Lily) will continue to be mean because (Julius) gets more attention than she does.

I predict she will continue to be mean because he gets more attention than she does.

she, he, it, we, you,

You can have this laminated and use it with nouns or pronouns. You can have words on cards to place in the lines. For example, students could say:

I predict **Lily** will **continue to be mean** because **Julius gets more attention than she does**.

You could build on how to use proper nouns and pronouns, since this is an area where ELLs get confused. You can laminate an anchor chart and provide word cards with pronouns they can substitute and then have them read their new sentences for added oral language practice.

How to Build Language Using Graphic Organizers

GRAPHIC ORGANIZERS
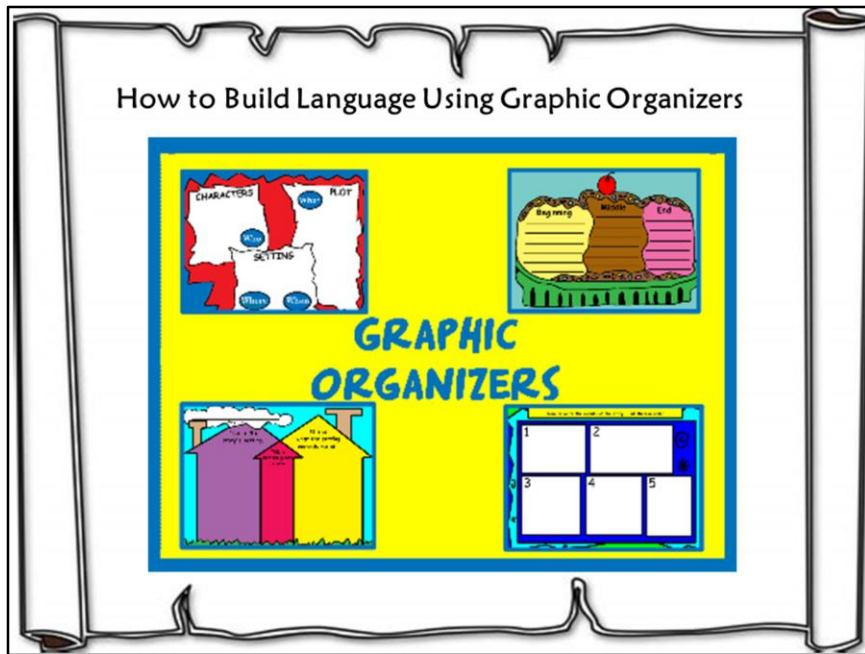
On day 2, you could present a lesson on vocabulary they will encounter in the text, before reading the story.

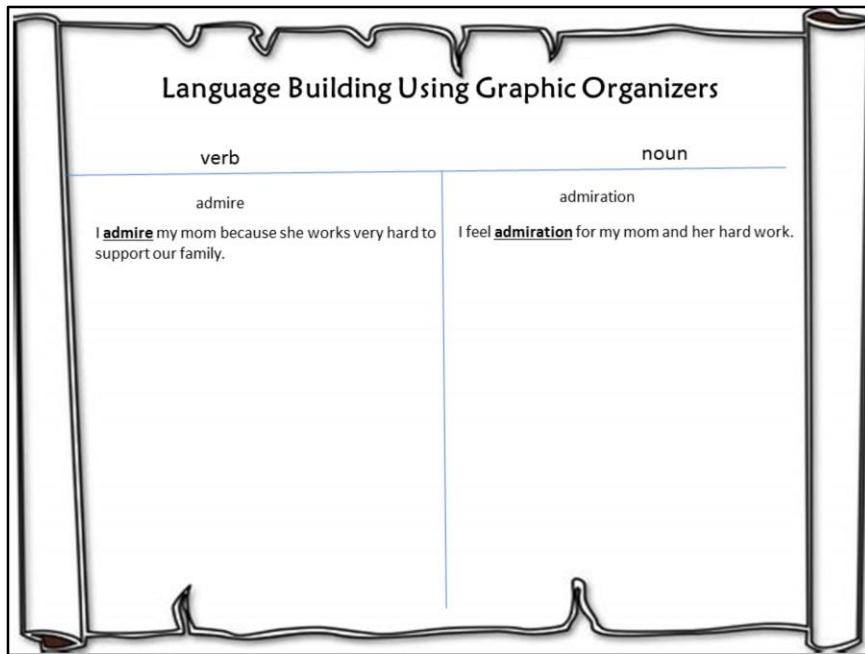Language Building Using Graphic Organizers: T - Chart

Vocabulary word/phrase	Example
insulting comments	Insulting comments are unkind words: You are not pretty. You don't know anything. _____
slime/slimy	The slime on his hand feels slimy. _____ Fish feel slimy and slippery when they are wet. _____
beady eyes	The man and the mouse both have beady eyes because they are small and round.
disgusting	The boy thinks his food is disgusting because he doesn't like how it tastes. _____ _____
admire/admires/admired	When someone admires you, they think you are awesome! I admire my dad because he knows how to fix things that are hard to fix.
stroke/strokes/stroked	My cat likes me to stroke his head. _____

On one side of this T – chart, write vocabulary word/phrase. On the other side, write the word example. Read first the left side, then go on to the right side. Try to see if students can tell you the definition of the word before you tell them what they mean. These words were chosen based on importance to the meaning of the text. You should select no more then 8 words to direct teach.
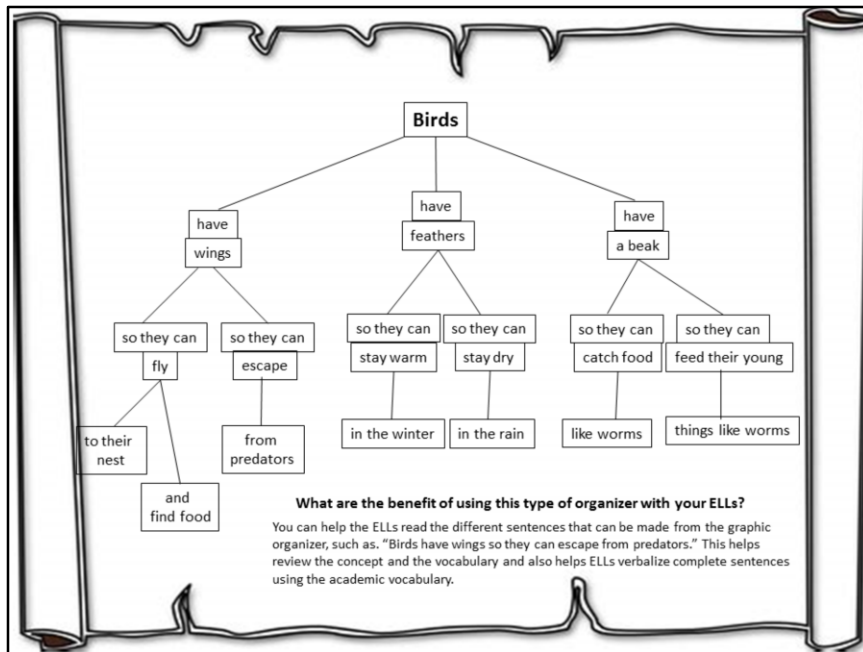
After making predictions and pre-teaching the vocabulary, it is time to read the story. By now, the title, cover and activities they have done should have activated prior knowledge and peaked interest. It is time to read the story. Again, have the anchor charts and language structures visible, as they will be practicing making predictions as you read the story.

Language Building Using Graphic Organizers

| Vocabulary word/phrase	Examples from the story
insulting comments	
slime/slimy	
beady eyes	
disgusting	
admire/admires/admired	
stroke/strokes/stroked	

After the story has been read, have them complete this graphic organizer to review the vocabulary words they learned. This time, examples should be given from the story.

Language Building Using Graphic Organizers

verb	noun
admire	admiration
I **admire** my mom because she works very hard to support our family.	I feel **admiration** for my mom and her hard work.

This is another way to utilize the t-chart to teach vocabulary. The possibilities as endless, it just takes a little practice.

Birds

- have **wings**
  - so they can **fly**
    - to their nest
    - and find food
  - so they can **escape**
    - from predators
- have **feathers**
  - so they can **stay warm**
    - in the winter
  - so they can **stay dry**
    - in the rain
- have **a beak**
  - so they can **catch food**
    - like worms
  - so they can **feed their young**
    - things like worms

What are the benefit of using this type of organizer with your ELLs?

You can help the ELLs read the different sentences that can be made from the graphic organizer, such as. "Birds have wings so they can escape from predators." This helps review the concept and the vocabulary and also helps ELLs verbalize complete sentences using the academic vocabulary.

This is another graphic organizer used to review vocabulary, content and speaking in complete sentences. Picture could also be drawn to scaffold further.
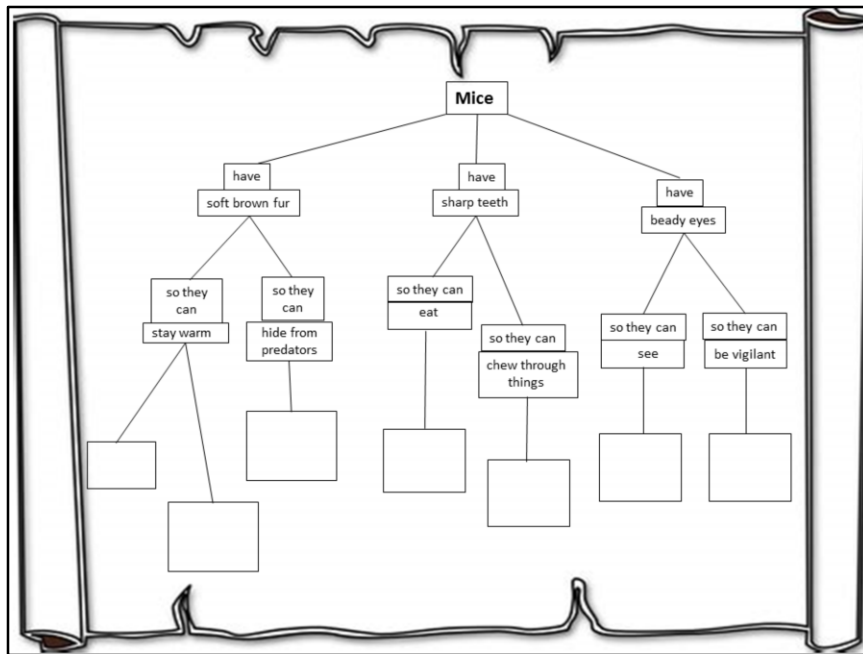
If you are studying animal traits, you could include this type of graphic organizer as well, to extend a science lesson.

Continue working on making predictions, vocabulary development, language structures and oral language development throughout the week. Practice choral reading and echo reading for fluency. Have students use a graphic organizer such as a plot diagram to retell the story. Talk about how the main character changed from the beginning to the end. There are many possibilities on how to teach language structures to help students improve their grammar and vocabulary development.

The next portion gives an example on how to do guided reading for 4th and 5th grade students during Power Hour TRI.

Guided Reading

The purpose of guided reading is to practice reading strategies with teacher support.

Guided reading is conducted in a small group setting. Students are assigned a book to read on their instructional level. Students read the text independently while the teacher coaches students in that small group.

Guided Reading
Know Your Students

Reading Stages	Alphabetic Levels	Text Level Range
Emergent	A – C	K
Early	D – I	1st
Transitional	J – P	$2^{nd} - 3^{rd}$
Fluent	Q – Z	$4^{th} - 6^{th}$
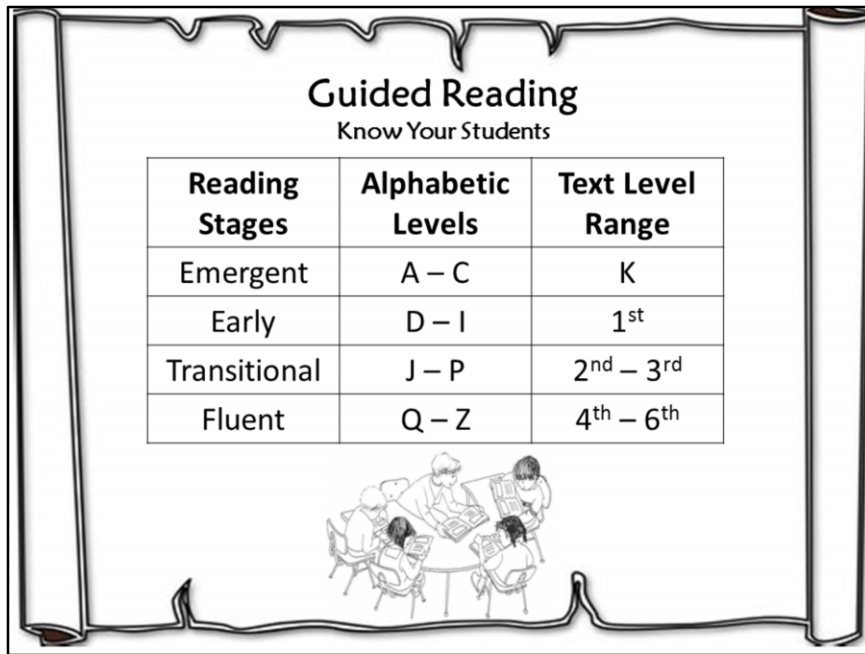
This is a chart identifying the reading stages and levels of your students.

Knowing Your Readers

➢ Profile of a Pre-A Reader
  Pre-A Readers:
  - can identify fewer than 40 upper and lowercase letters
  - knows a few sounds
  - lacks early concepts of print (left-to-right tracking and the concept of a letter or word
  - will choral read a very simple Level A guided reading book with mostly known concepts and one line of text per page

➢ Profile of an Emergent Reader
  Emergent Readers:
  - can write their first name without a model
  - can identify at least 40 and upper- and lowercase letters by name
  - demonstrates left-to-right directionality
  - understand enough English to follow simple directions
  - hear at least five consonant sounds
  - will read levels A – C guided reading books

Again, use your profiles to indicate the reading level of your students.

This is a word knowledge inventory. This inventory helps identify student needs as well. You can utilize this information to target your lessons in your guided reading groups.

Sight Word Charts for Monitoring Progress

Sight Word Chart for Monitoring Progress—Level C	Student 1	Student 2	Student 3	Student 4
and				
are				
come				
for				
got				
here				
not				
play				
said				
you				

Sight Word Chart for Monitoring Progress—Level D	Student 1	Student 2	Student 3	Student 4
day				
down				
into				
looking				
she				
they				
went				
where				
will				
your				

This is a progress monitoring chart for sight words. We need to keep track of how students are moving along with their sight words as well. This will help to monitor how the word study is progressing.

Strategies and Skills for Level C

Use this chart to plan your lessons and guide acceleration decisions.

This chart provides strategies that may be used in guided reading as well. Some of this is already being done in Word Study. Make sure to look at *comprehension in the last column.* You can incorporate this in guided reading to reinforce comprehension.
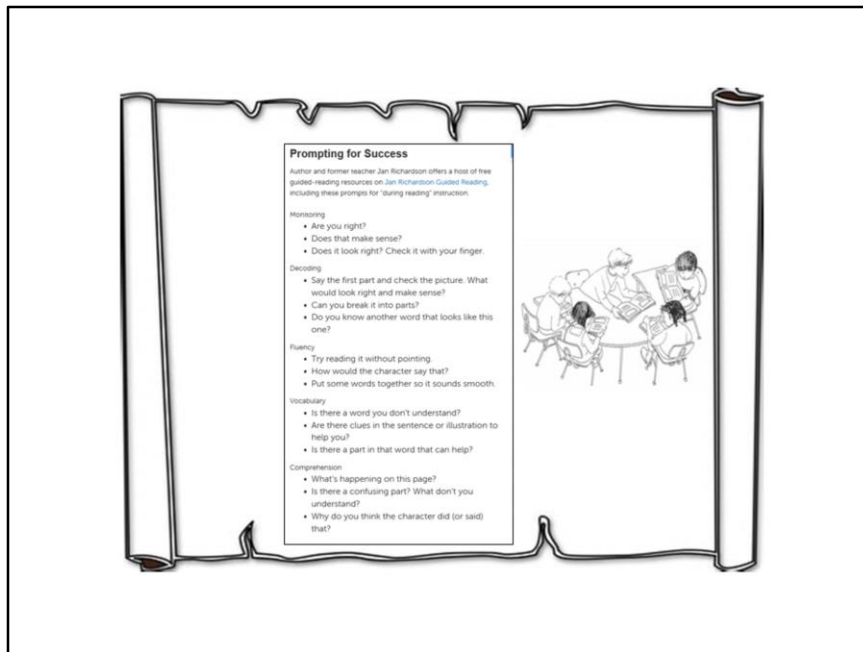
This last slide is on utilizing reading prompts for when students get stuck. They are scaffolds to use to get them thinking about the problem they are having and how to solve it.

Make sure you read over your manual and understand its importance to the academic advancement of our students, as it pertains to oral language, vocabulary, fluency and comprehension. Please call should anything be unclear. I may be reached at extension 4084. Your strategist is also available to answer questions and to provide guidance.

Thank you and have a fantastic school year!

Grace Westlake
Bilingual/ESL Curriculum Coordinator
San Felipe Del Rio C.I.S.D.
Ext. 4084