Session 1:

Student:

Teacher: Breanna Wisnor

1. Administer Interest Inventory

**Respond honestly to the questions below.**

I like when people read to me: yes no

I like to read books with someone: yes no

I like to read books by myself: yes no

I like to read stories that are: real make-believe

I like to read stories that are: funny happy sad

I am happy when it is time for reading. yes no

I read outside of school. yes no

I like to read different kinds of books. yes no

I read for fun at least once a day. yes no

It is important to me that I am a good reader. Yes no

Reading is important. Yes no



I have read 1  **2** 3 4 5 6 7 8 9 10+ books this summer,

|  |  |
| --- | --- |
| My favorite movie is: | My favorite game/toy is: |
| My favorite thing to do is: | My favorite book is:  |

2. BRI graded word lists

 Independent Level-Form: Grade:

 Score:

 Miscues:

 Instructional Level-Form: Grade:

 Score:

 Miscues:

 Frustration Level-Form: Grade:

 Score:

 Miscues:

3. Fluency passage at instructional level \*Photocopy and drop off tomorrow

 Title:

 Form: Grade:

 Miscues on attempt 1: (Tell him his mistakes) WPM:

 Miscues on attempt 2: (Tell him his mistakes) WPM:

4. Fry’s Sight Words LIST HERE:

 1. Select list at his instructional level and have him read it

 3. Select 10 words he does not know

 4. (on white board) Write the word and say together

 5. OG pound and tap out sounds + trace on sandpaper

 6. He writes word in red on back of card

 7. He makes up a sentence with the word

 -You write on dry erase board and he copies onto lined side

 8. OG segment, spell and slide down arm

5. Finish with read aloud at his frustration level

\*Write about what he read in his reader’s response journal (include date)

 \*Photocopy page and include in his data binder

Materials:

 -Phone (Timing and recording)

 -Computer (and charger if needed)-access Fry Word List

 -Index cards and file box

 -Red crayon/colored pencil

 -Sandpaper

 -Library books

 -Bin for keeping them in

 -Fidget Toy (Stress ball)

 -Dry erase board, marker and cloth

 -Reader’s response journal

 -Bookmark

Fluency Progress

Passage Title:

 Date (Session 1):

Passage Title:

 Date (Session 2):

Passage Title:

 Date (Session 3):

Passage Title:

 Date (Session 4):

Passage Title:

 Date (Session 5):

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 100 |  |  |  |  |  |  |  |  |  |  |
| 90 |  |  |  |  |  |  |  |  |  |  |
| 80 |  |  |  |  |  |  |  |  |  |  |
| 70 |  |  |  |  |  |  |  |  |  |  |
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| 50 |  |  |  |  |  |  |  |  |  |  |
| 40 |  |  |  |  |  |  |  |  |  |  |
| 30 |  |  |  |  |  |  |  |  |  |  |
| 20 |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |
|  | 1-1 | 1-2 | 2-1 | 2-2 | 3-1 | 3-2 | 4-1 | 4-2 | 5-1 | 5-2 |

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

\*Also, find a poem in the Shel Silverstein book of poems that is your favorite! Write the title of the poem and the page it’s on below.

My favorite poem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page #: \_\_\_\_\_

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

\*Also, find a poem in the Shel Silverstein book of poems that is your favorite! Write the title of the poem and the page it’s on below.

My favorite poem: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Page #: \_\_\_\_\_

**Reading Log**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Title** | **Author** | **Minutes** | **Reader** |
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**Reading Log**

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| --- | --- | --- | --- | --- |
| **Date** | **Title** | **Author** | **Minutes** | **Reader** |
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**Reading Log**

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| --- | --- | --- | --- | --- |
| **Date** | **Title** | **Author** | **Minutes** | **Reader** |
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**Reading Log**

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| **Date** | **Title** | **Author** | **Minutes** | **Reader** |
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**Reading Log**

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| --- | --- | --- | --- | --- |
| **Date** | **Title** | **Author** | **Minutes** | **Reader** |
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Session 2:

Student:

Teacher: Breanna Wisnor

1. BRI Oral reading and comprehension

 \*Objective: Determine independent, instructional and frustration levels

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

2. Fluency passage at instructional level \*CHART ON FLUENCY PROGRESS CHART

\*Read same passage from last week.

\*If mastered, select next level’s passage for him to read. After today’s session, make a photocopy and drop off the next day.

 Title:

 Form: Grade:

 Miscues on attempt 1: (Tell him his mistakes) WPM:

 Miscues on attempt 2: (Tell him his mistakes) WPM:

3. Fry’s Sight Words LIST HERE:

 1. Review cards from last week

 2. Any words not recognized within 3 seconds, keep in the mix

 3. Replace any known words with new unknown words from Fry’s list

-Put a star on known word cards and keep for review but leave out when assessing next week

 4. (on white board) Write the word and say together

 5. OG pound and tap out sounds + trace on sandpaper

 6. He writes word in red on back of card

 7. He makes up a sentence with the word

 -You write on dry erase board and he copies onto lined side

 8. OG segment, spell and slide down arm

4. Look at the poem he selected.

 -Read the poem aloud to him.

 -Ask him to read the poem aloud.

 -Give feedback and have him read again.

 -Have him read it a 3rd time and tell him you’re going to record it this time.

5. Have him read what he wrote last week and your note back to him.

THEN, read aloud another part of book at his frustration level.

\*Write about what he read in his reader’s response journal (include date)

 \*Photocopy page and include in his data binder

Materials:

 -Phone (Timing and recording)

 -Computer (and charger if needed)-access Fry Word List

 -Index cards and file box

 -Red crayon/colored pencil

 -Sandpaper

 -Library books (Return old and bring new)

 -Bin for keeping them in

 -Fidget Toy (Stress ball)

 -Dry erase board, marker and cloth

 -Reader’s response journal

 -Reading program handout

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

Session 3:

Student:

Teacher: Breanna Wisnor

1. BRI Silent reading comprehension

 \*Objective: Determine independent, instructional and frustration levels

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

2. Fluency passage at instructional level \*CHART ON FLUENCY PR0GRESS CHART

\*Read same passage from last week.

\*If mastered, select next level’s passage for him to read. After today’s session, make a photocopy and drop off the next day.

Title:

 Form: Grade:

 Miscues on attempt 1: (Tell him his mistakes) WPM:

 Miscues on attempt 2: (Tell him his mistakes) WPM:

3. Fry’s Sight Words LIST HERE:

 1. Review cards from last week

 2. Any words not recognized within 3 seconds, keep in the mix

 3. Replace any known words with new unknown words from Fry’s list

-Put a star on known word cards and keep for review but leave out when assessing next week

 4. (on white board) Write the word and say together

 5. OG pound and tap out sounds + trace on sandpaper

 6. He writes word in red on back of card

 7. He makes up a sentence with the word

 -You write on dry erase board and he copies onto lined side

 8. OG segment, spell and slide down arm

4. Watch last week’s video-CONFERENCE: What do you think we can improve?

Read the poem aloud to him.

 -Ask him to read the poem aloud thinking about those improvements

 -Give feedback and have him read again.

 -Have him read it a third time and tell him you’re going to record it.

5. Have him read what he wrote last week and your note back to him.

THEN, read aloud another part of book at his frustration level.

\*Write about what he read in his reader’s response journal (include date)

 \*Photocopy page and include in his data binder

Materials:

 -Phone (Timing and recording)

 -Computer (and charger if needed)-access Fry Word List

 -Index cards and file box

 -Red crayon/colored pencil

 -Sandpaper

 -Library books (Return old and bring new)

 -Bin for keeping them in

 -Fidget Toy (Stress ball)

 -Dry erase board, marker and cloth

 -Reader’s response journal

 -Reading program handout

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

Session 4:

Student:

Teacher: Breanna Wisnor

1. BRI Auditory comprehension

 \*Objective: Determine independent, instructional and frustration levels

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

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8.

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10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

2. Fluency passage at instructional level \*CHART ON FLUENCY PR0GRESS CHART

\*Read same passage from last week.

\*If mastered, select next level’s passage for him to read. After today’s session, make a photocopy and drop off the next day.

Title:

 Form: Grade:

 Miscues on attempt 1: (Tell him his mistakes) WPM:

 Miscues on attempt 2: (Tell him his mistakes) WPM:

3. Fry’s Sight Words LIST HERE:

 1. Review cards from last week

 2. Any words not recognized within 3 seconds, keep in the mix

 3. Replace any known words with new unknown words from Fry’s list

-Put a star on known word cards and keep for review but leave out when assessing next week

 4. (on white board) Write the word and say together

 5. OG pound and tap out sounds + trace on sandpaper

 6. He writes word in red on back of card

 7. He makes up a sentence with the word

 -You write on dry erase board and he copies onto lined side

 8. OG segment, spell and slide down arm

4. Watch last week’s video-CONFERENCE: What do you think we can improve?

Read the poem aloud to him.

 -Ask him to read the poem aloud thinking about those improvements

 -Give feedback and have him read again.

 -Have him read it a third time and tell him you’re going to record it.

5. Have him read what he wrote last week and your note back to him.

THEN, read aloud another part of book at his frustration level.

\*Write about what he read in his reader’s response journal (include date)

 \*Photocopy page and include in his data binder

Materials:

 -Phone (Timing and recording)

 -Computer (and charger if needed)-access Fry Word List

 -Index cards and file box

 -Red crayon/colored pencil

 -Sandpaper

 -Library books (Return old and bring new)

 -Bin for keeping them in

 -Fidget Toy (Stress ball)

 -Dry erase board, marker and cloth

 -Reader’s response journal

 -Reading program handout

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

*\*Gather props for next week’s dramatic poetry reading.*

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

**3. Practice reading fluency passage at least once every day.**

*\*Gather props for next week’s dramatic poetry reading.*

Session 5:

Student:

Teacher: Breanna Wisnor

1. BRI Re-assess graded word lists to determine new levels

 -Begin at initial independent level

Independent Level-Form: \_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

 Score:

 Miscues:

 Instructional Level-Form: \_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

 Score:

 Miscues:

 Frustration Level-Form: \_\_\_\_\_\_\_\_\_\_ Grade: \_\_\_\_\_\_\_\_\_\_

 Score:

 Miscues:

**\*Use this data to plan oral reading and comprehension assessments**

2. Fluency passage at instructional level \*CHART ON FLUENCY PR0GRESS CHART

\*Read same passage from last week.

\*If mastered, see if he can get the same results this week.

Title:

 Form: Grade:

 Miscues on attempt 1: (Tell him his mistakes) WPM:

 Miscues on attempt 2: (Tell him his mistakes) WPM:

3. Fry’s Sight Words

 1. Review all sight word cards and determine progress

2. Repeat 3 times and time each round (Review words he didn’t know at the end of each round)

 3. See if he can improve his score each time

 4. Star words he is able to recognize automatically

 5. Let him keep the words to continue practicing

4. Watch last week’s video-CONFERENCE: What do you think we can improve?

Read the poem aloud to him then have him “rehearse”

 -Ask him to “rehearse” the poem aloud thinking about those improvements

 -Give feedback and have him “rehearse” again.

 -Poetry performance! Video record and have mom watch

5. Have him read what he wrote last week and your note back to him.

THEN, read aloud another part of book at his frustration level.

\*Write about what he read in his reader’s response journal (include date)

 \*Photocopy page and include in his data binder

Materials:

 -Phone (Timing and recording)

 -Computer (and charger if needed)-access Fry Word List

 -Index cards and file box (For him to keep)

 -Red crayon/colored pencil (Take home)

 -Sandpaper (put in file box for him to keep)

 -Library books (Return old and bring new)

 -Bin for keeping them in (Take home)

 -Fidget Toy (Stress ball)

 -Dry erase board, marker and cloth

 -Reader’s response journal (Photocopy and return at assessment visit)

 -Reading program handout (Let him keep to redeem his prizes)

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

*\*ENJOY THE REST OF YOUR SUMMER AND HAVE A GREAT SCHOOL YEAR!*

Homework:

 **1. Read for 25-30 minutes every day.**

-Mom can read to you for part of the time, but YOU need to read to her or by yourself for at least 15 minutes every day.

*-Record on your reading log!*

 **2. Practice all flash cards every day.**

*\*ENJOY THE REST OF YOUR SUMMER AND HAVE A GREAT SCHOOL YEAR!*

Evaluation Session

Student:

Teacher: Breanna Wisnor

1. BRI Assessment

 \*Objective: Determine independent, instructional and frustration levels for oral reading, silent reading and listening comprehension to assess progress

 \*Use a different test form. Determine starting points based on Word lists

**ORAL READING COMPREHENSION**

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Passage Title:

Form Number: Grade Level: Page Number:

Miscues on oral reading:

Level:

Comprehension Questions

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

**LISTENING COMPREHENSION**  (Read next leveled passage after frustration)

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions (Note the types of questions he is missing)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

**SILENT READING COMPREHENSION (**Instructional level using new form)

Passage Title:

Form Number: Grade Level: Page Number:

Comprehension Questions (Note the types of questions he is missing)

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

Number of questions missed:

Comprehension Level:

Parent Conference

\*Review students binder

\*Show growth

\*Discuss strengths and weaknesses

\*Next steps to continue improvement

\*Parent comments