



# Contents

	<b>Foreword</b> by Gay Su Pinnell	6
<b>CHAPTER 1</b>	<b>Introduction</b>	7
	Assessment: The Key to Differentiating Instruction	7
	A Research-Based Model That Works	8
	How to Use This Book	8
<b>CHAPTER 2</b>	<b>Factors Influencing Literacy Development</b>	10
	Brain Functions	10
	Home Environment	12
	School Setting	12
	Overall Impact	14
<b>CHAPTER 3</b>	<b>Aspects of Literacy Instruction in K-2</b>	15
	Understandings of Overall Literacy Development	15
	Understandings of Print Conventions	16
	Understandings of Word Recognition Development	17
	Understandings of Comprehension Development	18
	Understandings of Writing Development	19
	Expectations of Instruction in K-2	20
	Kindergarten	20
	Grade 1	22
	Grade 2	24
	Balanced Guided Reading Instruction	25
<b>CHAPTER 4</b>	<b>Using Assessments to Keep Students Learning</b>	26
	What Are the Assessments?	26
	What Do the Assessments Evaluate?	28
	How Are the Assessments Administered?	29
	Special Needs Students	31
	Looking Ahead	31
<b>CHAPTER 5</b>	<b>Kindergarten Assessments</b>	32
	<i>Kindergarten Diagnostic Placement Test</i>	38
	<i>12 Week Assessment</i>	39
	<i>24 Week Assessment</i>	41
	<i>36 Week Assessment</i>	48



<b>CHAPTER 6</b>	<b>Grade 1 Assessments</b> .....	55
	12 Week Assessment .....	61
	24 Week Assessment .....	69
	36 Week Assessment .....	78
<b>CHAPTER 7</b>	<b>Grade 2 Assessments</b> .....	87
	12 Week Assessment .....	92
	24 Week Assessment .....	98
	36 Week Assessment .....	104
<b>CHAPTER 8</b>	<b>Introduction to the Interventions</b> .....	107
<b>CHAPTER 9</b>	<b>Intervention Instruction for Print Conventions</b> .....	110
	Factors That Influence the Learning of Print Conventions .....	110
	Recommended Best Practices for Learning Print Conventions .....	111
	Intervention Activities for Print Conventions .....	111
<b>CHAPTER 10</b>	<b>Intervention Instruction for Word Recognition Development</b> .....	117
	Recommended Best Practices for Word Recognition .....	118
	Intervention Activities for Word Recognition .....	123
	Literacy Readiness .....	125
	Cueing Strategies .....	125
	Oral Fluency .....	131
	Word Study .....	132
<b>CHAPTER 11</b>	<b>Intervention Instruction for Comprehension</b> .....	135
	Basic Understandings About Teaching Comprehension .....	136
	Recommended Best Practices for Teaching Comprehension .....	137
	Intervention Activities for Comprehension .....	138
	Cloze Activities .....	139
	Retelling/Summarizing Activities .....	142
	Oral Language Activities (Grades K and 1) .....	143
	Fiction Text Activities .....	145
	Nonfiction Text Activities .....	148
	Finding Facts Activities .....	149
	Problem/Resolution Activities .....	149
	Detail Activities .....	150
<b>CHAPTER 12</b>	<b>Intervention Instruction for Writing</b> .....	151
	Learning How to Write .....	152
	Best Practices for Teaching Writing .....	153



Intervention Activities for Writing . . . . .	154
Alphabet Activities . . . . .	156
Mechanics Activities . . . . .	157
Genre Writing Activities . . . . .	158
Response Writing Activities . . . . .	160
Enhancement Writing Activities . . . . .	161

**APPENDIX**

How to Make the Mini-Books . . . . .	162
Class Record Sheet . . . . .	163
Stationery A . . . . .	164
Stationery B . . . . .	165
Literary Elements Chart . . . . .	166
Letter Recognition Scoring Sheet . . . . .	167
Letter Recognition Presentation Sheet . . . . .	168
Writing the Alphabet Teacher Directions . . . . .	169
Writing the Alphabet . . . . .	170
<i>I Like Fruit</i> . . . . .	171
<i>I Like to Eat Food</i> . . . . .	175
<i>At the Zoo</i> . . . . .	180
<i>Fish</i> . . . . .	185
<i>Little Bug, Little Bug</i> . . . . .	190
<i>My Cat is Lost</i> . . . . .	194
<i>Frisco and Pippin are Friends</i> . . . . .	199
<i>Mystery of the Missing Cat Food</i> . . . . .	205
<i>Lost in the Snow</i> . . . . .	211
<i>Jane Goodall and the Chimps</i> . . . . .	217
Bibliography . . . . .	223
Weaver Literacy Research Support . . . . .	224





## Chart of Print Conventions Expectations/Assessment Items/Intervention Activities

Kindergarten Expectations	Assessment Items	Intervention Activities
<ul style="list-style-type: none"> <li>• Identify where the print is on the page.</li> <li>• Identify the cover of the book.</li> <li>• Identify the title of the book.</li> <li>• Understand which way to read (left to right).</li> <li>• Identify the word boundaries of the print.</li> <li>• Demonstrate voice-print match.</li> <li>• Identify and understand purpose of period and question mark.</li> </ul>	KAR.1 Finds front of book; finds back of book.	Print Conventions: Book Familiarity
	KAR.2 Understands print is on page.	Print Conventions: Book Familiarity
	KAR.3 Follows story read.	Print Conventions: Text Concepts
	KAR.4 Knows reading goes from left to right.	Print Conventions: Book Familiarity
	KBR.1 Points to title.	Print Conventions: Book Familiarity
	KBR.2 Understands directionality/voice-print match.	Print Conventions: Book Familiarity/ Text Concepts
	KBR.4 Identifies period with purpose.	Print Conventions: Text Features
	KBR.5 Counts words in sentence.	Print Conventions: Text Concepts
	KBR.6 Counts letters in word.	Print Conventions: Text Concepts
	KCR.1 Points to title.	Print Conventions: Book Familiarity
	KCR.2 Understands directionality/voice-print match.	Print Conventions: Book Familiarity/ Text Concepts
	KCR.4 Identifies question mark with purpose.	Print Conventions: Text Features
	KCR.5 Counts words in sentence.	Print Conventions: Text Concepts
KCR.6 Counts letters in word.	Print Conventions: Text Concepts	
Grade 1 Expectations	Assessment Items	Intervention Activities
<ul style="list-style-type: none"> <li>• Understand how the text moves from line to line, or return sweep.</li> <li>• Understand the meaning of boldface, italic, and all-caps type.</li> <li>• Identify and understand punctuation: exclamation point, comma, quotation marks, in addition to periods and question marks.</li> <li>• Demonstrate voice-print match consistently.</li> </ul>	IAR.1 Points to the title.	Print Conventions: Book Familiarity
	IAR.3 Points to three words when given by teacher.	Print Conventions: Text Concepts
	IAR.4 Isolates one and two letters and words in print.	Print Conventions: Text Concepts
	IAR.6 Identifies and explains use of question mark and exclamation point.	Print Conventions: Text Features
	IBR.3 Identifies and explains the use of comma and quotation marks.	Print Conventions: Text Features



## Related Words or Sentences

**Memory Sentences.** Read a sentence and have students repeat it. They need to repeat the words exactly in order to be correct. Sentences should begin with 5 words and increase over time to 12 words.

Words	Sample Sentences:
5	I had a party today. Saturday is my tenth birthday.
6	I like pears and sometimes plums. The teacher is kind and good.
7	Trees are brown and green in color. We buy food in the grocery store.
8	Tomorrow is a big day in my life. Thursday is game day for all the students.
9	Valentine's Day is a very fun day for me. Bowling is a fun sport that everyone should play.
10	Tomorrow we will begin our long trip to Sandy Beach. We take our vacation in July when it is hot.
11	I would like to paint my room blue with white trim. Can we have chocolate cake with peach and banana ice cream?
12	Yesterday, we went to the zoo and saw the big gray elephants. Let's carefully plan our vacation to England for the month of July.

## VISUAL MEMORY

**Ten-Second Memory Game.** Present objects to the students and have them look at them for about ten seconds. Then hide the objects and ask students to recall what they saw. Begin with a small number of objects (3 to 5) and increase to 10 to 12 objects.

**Concentration.** This familiar game, in which players turn over cards and try to match pairs, is an excellent visual memory activity. The cards can have letters, words, or pictures on them, depending on the level of the students. Students take turns and turn over two cards to see if they match. If they match, the student gets the cards and an extra turn. If there is no match, the player's turn ends. The next player takes a turn. When all the cards have been collected, the player with the most cards wins. Cards for this concentration game can be made up and should relate to what is presently being taught in any subject area. For the visual memory practice, students **do not** read the letters or words, or say the picture. They are just using visual cues.

**Look, Remember, Draw.** For this fun activity, hold up a simple design for students to look at for about ten seconds. Then challenge students to replicate the design on a sheet of paper. The designs should become more complicated.



# Kindergarten Diagnostic Placement Test

Note: You will need the Individual Student Profile (p. 34) and Class Record Sheet (p. 163) for all assessments.

Reading	Assessment Areas	Directions
<b>Grouping:</b> Individual <b>Timeframe:</b> 15 minutes <b>Materials:</b> <ul style="list-style-type: none"><li>• <i>I Like Fruit</i> by Brenda M. Weaver; see Appendix</li><li>• Individual Student Profile, p. 34</li></ul>	K 1 Holds the book appropriately.	Give book to the child turned over with cover face down. Ask: <i>If you were going to read this book, how would you hold it? Show me.</i>
	K 2 Points to print on page.	Point to words in the title and read the title aloud. Explain that the book is about different kinds of fruit. Then open to pages 2 and 3. Read these pages aloud and have the child point to the words. Say: <i>Point to the words while I read these pages to you.</i>
	K 3 Reads any words.	Read page 4. Then turn to page 5, point to it and ask: <i>Can you read any of the words on this page?</i> Turn to page 6 and say: <i>Try to read this page for me.</i> Child reads page 6 and continues to read if capable. Otherwise, you read the rest of the book as the child points to the words.
	K 4 Speaking language is appropriate for kindergarten (speaks with appropriate grammar and in sentences).	Finish reading the book aloud. Then ask: <i>Is there a fruit that you like to eat? What is it? Tell me why you like it.</i>
Reading	Assessment Areas	Directions
<b>Grouping:</b> Individual or small group <b>Timeframe:</b> 15–20 minutes <b>Materials:</b> <ul style="list-style-type: none"><li>• Stationery A, p. 164</li><li>• Individual Student Profile, p. 34</li></ul>	K 5 Writes name.	Point to the paper and say: <i>Can you write your name here?</i> When the child is done, ask: <i>Can you tell me the letters in your name?</i>
	K 6 Identifies letters in name in print.	