

# Appendices

## APPENDIX A (Chapter 1) A Comprehensive Intervention Model

---

Appendix A Rtl Plan for Aligning and Layering Literacy Interventions 129

## APPENDIX B (Chapter 2) Comprehensive Assessment System

---

Appendix B1	Progress Monitoring Forms	
	Progress Monitoring Form Grade 1	130
	Progress Monitoring Form Grade 2	131
	Progress Monitoring Form Grade 3	132
Appendix B2	Reading Behaviors Checklists	
	Emergent Reading Behaviors: Attending to Print	133
	Beginning Early Reading Processing Behaviors	134
	Late Early Reading Processing Behaviors	135
	Transitional Reading Processing Behaviors	136
	Fluent Reading Processing Behaviors	137
Appendix B3	Reading Comprehension Guides	
	Comprehension Guide for Narrative Text	138
	Comprehension Guide for Expository Text	139
Appendix B4	Writing about Reading Checklists	
	Writing in Response to Reading, Emergent	140
	Writing in Response to Reading, Beginning Early	141
	Writing in Response to Reading, Late Early	142
	Writing in Response to Reading, Transitional	143
Appendix B5	Writing Behavior Checklists	
	Emergent Writing Behaviors	144
	Beginning Early Writing Behaviors	145
	Late Early Writing Behaviors	146
	Transitional Writing Behaviors	147
Appendix B6	Recording Sheet for Guided Reading Plus Word Study	148

## APPENDIX C (Chapter 3) Differentiated Classroom Instruction

---

Appendix C1	Scoring Guides for Writing Proficiency	
	Kindergarten Scoring Guide	149–150
	First Grade Scoring Guide	151–152
	Second Grade Scoring Guide	153–154
	Third Grade Scoring Guide	155–156

## APPENDIX D (Chapter 4) Assisted Writing Intervention

---

Appendix D1	Guidesheet for Interactive Writing	
	Phase One: Reading	157–158
	Phase Two: Writing	159
Appendix D2	Writing Checklist for Interactive Writing	160
Appendix D3	Planners for Interactive Writing	
	Phase One: Reading	161
	Phase Two: Writing	162

- Appendix D4 Writing Guides for Writing Aloud  
 Personal Narrative Text Map and Writing Guide 163  
 Narrative Story Text Map and Writing Guide 164  
 Expository Sequential Text Map and Writing Guide (Sequence) 165  
 Expository Sequential Text Map and Writing Guide (How To—Instructions or Recipes) 166  
 Expository Descriptive Text Map and Writing Guide 167  
 Persuasive Text Map and Writing Guide 168
- Appendix D5 Guidesheet for Writing Aloud  
 Phase One: Reading 169  
 Phase Two: Writing 170
- Appendix D6 Lesson Planners for Assisted Writing: Writing Aloud  
 Phase One: Reading 171  
 Phase Two: Writing 172
- Appendix D7 Writing Checklists for Writing Aloud  
 For Grades 1–2 173  
 For Grades 3–4 174

## **APPENDIX E (Chapter 5) Guided Reading Plus Intervention**

---

- Appendix E1 Guidesheets for Guided Reading Plus Groups  
 Phase One 175  
 Phase Two 176
- Appendix E2 Lesson Planners for Guided Reading Plus  
 Phase One 177  
 Phase Two 178

## **APPENDIX F (Chapter 6) Learning about Letters and Words**

---

- Appendix F1 Path of Movement for Learning About Letters 179
- Appendix F2 Becoming Aware of the Phonological and Orthographic Systems:  
 Emergent Processing Level 180  
 Increasing Awareness of the Phonological and Orthographic Systems:  
 Beginning Early Processing Level 181  
 Gaining Control of the Phonological and Orthographic Systems:  
 Late Early Processing Level 182  
 Developing Control of the Phonological and Orthographic Systems:  
 Transitional Processing Level 183
- Appendix F3 Word/Spelling Patterns 184–186

## **APPENDIX G (Chapter 7) Implementing the CIM as an RtI Method**

---

- Appendix G1 Environmental Scale for Assessing Implementation Levels (ESAIL) 187–192
- Appendix G2 Washington School for Comprehensive Literacy Assessment System  
 2009–2010 193–195
- Appendix G3 Data Collection Sheet 196
- Appendix G4 Literacy Collaboration Plan 197
- Appendix G5 Collaboration Goal Sheet 198
- Appendix G6 Progress Monitoring Forms  
 Emergent Level (Levels A–C) 199  
 Early Level (Levels D–G) 200  
 Transitional Level (Levels H–M) 201  
 Fluent Level (Levels N–Z) 202
- Appendix G7 Determining Appropriate Intervention Service (DAIS)  
 Supplemental Teacher Form 203–204  
 Student File Form 205–206
- Appendix G8 Look-Fors in Small Group Intervention 207

# Appendix A1

## RtI Plan for Aligning and Layering Literacy Interventions

Student Goal: Developing a Self-Regulated Learner

Student \_\_\_\_\_ Grade \_\_\_\_\_ Classroom Teacher \_\_\_\_\_ Date \_\_\_\_\_

		DEGREES OF INTENSITY				
		Individual	Small Group	Whole Class	Independent Work	
LAYERS OF SUPPORT/EXPERTISE	Classroom: Tier 1	Universal	<input type="checkbox"/> Reading Conference <input type="checkbox"/> Writing Conference	<input type="checkbox"/> Guided Reading Group <input type="checkbox"/> Literature Discussion Group <input type="checkbox"/> Reading and Writing Conferences <input type="checkbox"/> Language Investigations <input type="checkbox"/> Genre, Text, and Author Studies <input type="checkbox"/> Tailored Minilessons	<input type="checkbox"/> Read Aloud <input type="checkbox"/> Shared Reading <input type="checkbox"/> Minilessons <input type="checkbox"/> Spelling/Phonics <input type="checkbox"/> Share Time	<input type="checkbox"/> Familiar/Easy Reading <input type="checkbox"/> Writing Process <input type="checkbox"/> Phonics or Vocabulary Tasks <input type="checkbox"/> Literature Extensions <input type="checkbox"/> Research Projects <input type="checkbox"/> Internet Projects
		Intervention	1:1 or Small Group (2-3)	Small Group (4-5)	Plan/Monitoring/Duration	
	Intervention Specialist	Tier 2	Small Group (2-3)	Small Group (4-5)	Plan/Monitoring/Duration	
		Tier 3	1:1		Plan/Monitoring/Duration	
		Tier 4	1:1	Small Group (2-5)	Plan/Monitoring/Duration	
	Special Education	Tier 4	<input type="checkbox"/> Targeted Intervention	<input type="checkbox"/> Guided Reading Plus Group <input type="checkbox"/> Comprehension Focus Group <input type="checkbox"/> Assisted Writing Group <input type="checkbox"/> Writing Process Group (push-in)		

Team Members Present \_\_\_\_\_ Next Meeting: \_\_\_\_\_

Adapted and used with permission from *The Journal of Reading Recovery*.

## Appendix B1

### Progress Monitoring Form

Progress Monitoring <b>Grade 1</b>						Student:						Teacher:														
Book Level	Record Instructional Level																									
J																										
I																										
H																										
G																										
F																										
E																										
D																										
C																										
B																										
A																										
<A																										
Book Title, Accuracy Rate, Self-Correction Rate																										
Date of Progress Monitoring Interval																										
Week of Intervention	01				08					16					24					32					Post-test	
Tier 1																										
Tier 2																										
Tier 3																										
Tier 4																										
Layering and Mixing Interventions	RR: Reading Recovery						IW: Interactive Writing						CRI: Classroom Intervention													
	GRP: Guided Reading Plus						WA: Writing Aloud																			
	CFG: Comprehension Focus Group						WP: Writing Process																			

## Appendix B1 *(continued)*

Progress Monitoring <b>Grade 2</b>				Student:								Teacher:											
Book Level	Record Instructional Level																						
N																							
M																							
L																							
K																							
J																							
I																							
H																							
G																							
F																							
E																							
D																							
C																							
Book Title, Accuracy Rate, Self-Correction Rate																							
Date of Progress Monitoring Interval																							
Week of Intervention	01				08					16					24				32			Post-test	
Tier 1																							
Tier 2																							
Tier 3																							
Tier 4																							
Layering and Mixing Interventions	GRP: Guided Reading Plus				IW: Interactive Writing				WP: Writing Process														
	CFG: Comprehension Focus Group				WA: Writing Aloud				CRI: Classroom Intervention														

*(continued)*

Appendix B1 (continued)

Progress Monitoring <b>Grade 3</b>				Student:								Teacher:								
Book Level	Record Instructional Level																			
Q																				
P																				
O																				
N																				
M																				
L																				
K																				
J																				
I																				
H																				
G																				
F																				
Book Title, Accuracy Rate, Self-Correction Rate																				
Date of Progress Monitoring Interval																				
Week of Intervention	01			08				16					24				32	Post-test		
Tier 1																				
Tier 2																				
Tier 3																				
Tier 4																				
Layering and Mixing Interventions	GRP: Guided Reading Plus				IW: Interactive Writing				WP: Writing Process											
	CFG: Comprehension Focus Group				WA: Writing Aloud				CRI: Classroom Intervention											

## Appendix B2

### Emergent Reading Behaviors: Attending to Print

(Assessing Processing Behaviors to Check on Teaching, Learning and Group Placement)

#### Guided Reading Levels: A–C

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title/Text Level: \_\_\_\_\_ Genre: \_\_\_\_\_

Accuracy Rate: \_\_\_\_\_ Self-Correction Ratio: \_\_\_\_\_

Reading Behaviors	Observed Unprompted <i>Behaviors Observed During Reading</i>	Not Observed Prompted <i>Behaviors Prompted for After Reading</i>
Uses meaning and language to read simple text.		
Points to words in a one-to-one match throughout two to three lines of text.		
Notices (self-monitors) on unknown words; searches for cues in picture and print.		
Rereads to cross check first letter with meaning and structure cues.		
Uses knowledge of some letter-sound relationships to initiate an action at point of difficulty; articulates first letter and attends to some endings.		
Reads known high-frequency words with fluency.		
Self-corrects using known high-frequency words and other print cues.		

Note: At the emergent level, teachers will not use the comprehension guide or oral fluency scale.

(continued)

## Appendix B2 (continued)

### Beginning Early Reading Processing Behaviors

(Assessing Processing Behaviors to Check on Teaching, Learning and Group Placement)

#### Guided Reading Levels: D–E

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title/Text Level: \_\_\_\_\_ Genre: \_\_\_\_\_

Accuracy Rate: \_\_\_\_\_ Self-Correction Ratio: \_\_\_\_\_

Reading Behaviors	Observed Unprompted <i>Behaviors Observed During Reading</i>	Not Observed Prompted <i>Behaviors Prompted for After Reading</i>
Reads without using finger to track print.		
Notices errors (self-monitors); <i>cross-checks</i> multiple sources of information to make self-correction (checks to be sure the reading makes sense, sounds right and looks right).		
Uses knowledge of letter-sound relationships to initiate an action at point of difficulty.		
Searches through unknown words in a left-right sequence; blends letters into sounds; repeats words to confirm. ( <i>s-u-n, h-o-p</i> )		
Takes apart simple unknown words using simple word parts/patterns. ( <i>s-un, h-op</i> )		
Reads known high-frequency words with fluency.		
Uses simple punctuation to regulate phrasing and fluency (prosody).		

#### Oral Reading Fluency Scale

Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.	
Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.	
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.	
Level 1	Reads primarily word by word. Occasional two-word or three-word phrases may occur, but these are infrequent and/or they do not preserve meaningful syntax.	

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

(continued)



## Appendix B2 *(continued)*

### Late Early Reading Processing Behaviors

(Assessing Processing Behaviors to Check on Teaching, Learning and Group Placement)

#### Guided Reading Levels: F–G

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title/Text Level: \_\_\_\_\_ Genre: \_\_\_\_\_

Accuracy Rate: \_\_\_\_\_ Self-Correction Ratio: \_\_\_\_\_

Reading Behaviors	Observed Unprompted <i>Behaviors Observed During Reading</i>	Not Observed Prompted <i>Behaviors Prompted for After Reading</i>
Notices errors (self-monitors); initiates multiple attempts to self-correct; <i>integrates</i> multiple sources of information (checks to be sure the reading makes sense, sounds right and looks right).		
Self-monitors with greater ease; uses known words, word parts/patterns and inflectional endings to check on reading and self-corrects.		
Takes unknown words apart at the larger unit of analysis including onset and rime or at meaningful and logical units. ( <i>out/side; wh-ite, g-ir-l-s</i> )		
Reads known high-frequency words with fluency.		
Uses simple punctuation to regulate phrasing and fluency (prosody).		

#### Oral Reading Fluency Scale

Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.	
Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.	
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.	
Level 1	Reads primarily word by word. Occasional two-word or three-word phrases may occur, but these are infrequent and/or they do not preserve meaningful syntax.	

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

*(continued)*

## Appendix B2 *(continued)*

### Transitional Reading Processing Behaviors

(Assessing Processing Behaviors to Check on Teaching, Learning and Group Placement)

#### Guided Reading Levels: H–M

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title/Text Level: \_\_\_\_\_ Genre: \_\_\_\_\_

Accuracy Rate: \_\_\_\_\_ Self-Correction Ratio: \_\_\_\_\_

Reading Behaviors	Observed Unprompted <i>Behaviors Observed During Reading</i>	Not Observed Prompted <i>Behaviors Prompted for After Reading</i>
<i>Orchestrates</i> multiple sources of information (meaning, structure, and visual cues); reads texts with greater accuracy and more efficient self-correction.		
Takes apart multi-syllabic words; uses knowledge of syllables and word parts/ patterns to solve words quickly. ( <i>far/mer, kit/chen</i> )  Uses word meanings to solve problems (e.g., prefixes, suffixes, compound parts).  Expands reading vocabulary; shows interest in unknown words.		
Reads complex high-frequency words with fluency and ease.		
Uses more complex punctuation to regulate phrasing and fluency (prosody).		

#### Oral Reading Fluency Scale

Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.	
Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.	
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.	
Level 1	Reads primarily word by word. Occasional two-word or three-word phrases may occur, but these are infrequent and/or they do not preserve meaningful syntax.	

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

*(continued)*

## Appendix B2 *(continued)*

### Fluent Reading Processing Behaviors

(Assessing Processing Behaviors to Check on Teaching, Learning and Group Placement)

#### Guided Reading Levels: N–T

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Book Title/Text Level: \_\_\_\_\_ Genre: \_\_\_\_\_

Accuracy Rate: \_\_\_\_\_ Self-Correction Ratio: \_\_\_\_\_

Reading Behaviors	Observed Unprompted <i>Behaviors Observed During Reading</i>	Not Observed Prompted <i>Behaviors Prompted for After Reading</i>
Orchestrates multiple sources of information (meaning, structure, and visual cues); reads texts with greater accuracy and more efficient self-correction.  Reads longer text with specialized content and unusual words; learns new words daily.  Applies knowledge about word meanings across different texts; makes predictions about word meanings and checks within texts; refines word knowledge.		
Takes apart multisyllabic words on the run and with flexibility; uses knowledge of syllables and more complex word parts/patterns to solve words quickly ( <i>con/tain/er, ex/pl/an/a/tory</i> ); makes excellent attempts at solving multisyllabic words.		
Reads complex high-frequency words with fluency and ease.		
Uses complex punctuation to regulate phrasing and fluency (prosody).		

#### Oral Reading Fluency Scale

Level 4	Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.	
Level 3	Reads primarily in three- or four-word phrase groups. Some small groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.	
Level 2	Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.	
Level 1	Reads primarily word by word. Occasional two-word or three-word phrases may occur, but these are infrequent and/or they do not preserve meaningful syntax.	

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, National Assessment of Educational Progress (NAEP), 2002 Oral Reading Study.

## Appendix B3

### Comprehension Guide for Narrative Text

(Assessing *Literal Level* Comprehension on an Instructional Level Text)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: After the student reads the instructional level text, the teacher uses the following prompt to stimulate a discussion. The teacher may use some sample prompts as needed to probe for further understanding.

Teacher's prompt: "Tell me in your own words about the story you just read."

Comprehension Behaviors	Unprompted	Sample Prompts to Probe for Further Understanding	Student's Response
Summarizes story in logical order. Uses some important details when describing events.		What happened first? What happened after that? What happened at the end?	
Identifies setting. Identifies main character. Describes main character. Describes how . . . changed over time.		Where did the story take place? Who was the main character in the story? Can you think of some words to describe . . . ? Describe how . . . changed over time. What was he/she like at the beginning, middle and end of the story?	
Identifies problem, goal, and/or solution.		What was the problem? What was the goal? Was the problem solved? If so, how was it solved?	
Asks questions (e.g., word meanings, characters actions, or an event).		Was there any vocabulary that the author used that you didn't understand? Do you have any questions about a specific character in the story? Do you have any questions about what happened in the story?	

(continued)

## Appendix B3 (continued)

### Comprehension Guide for Expository Text

(Assessing *Literal Level* Comprehension on an Instructional Level Text)

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Directions: After the student reads the instructional level text, the teacher uses the following prompt to stimulate a discussion. The teacher may use some sample prompts as needed to probe for further understanding.

Teacher's prompt: "What did you learn about . . . from reading this book?"

Comprehension Behaviors	Unprompted	Sample Prompts to Probe for Further Understanding	Student's Response
States the main idea from text. Includes key points from text to support main idea.		What was this book mostly about?  What were some important facts you learned about . . . ?  Can you tell me more about . . . ?	
Uses some content specific vocabulary from text.		What language did the author use to teach you about . . . ?  What language did the author use to describe the . . . ?	
Uses text features/aids to support understanding.		Why did the author include some text features in the book?  Can you give me an example of how some of the features supported your understanding about . . . ?	
Identifies new learning. Compares previous understandings to new learning.		What was new information for you?  How is what you learned today different from what you already knew?	
Asks questions (e.g., content, vocabulary, etc.).		Do you have any questions about any of the information presented in the book?  Was there any vocabulary that the author used that you didn't understand?	

## Appendix B4

Student:										
<b>Writing in Response to Reading for Emergent Intervention</b> (Guided Reading Levels A–C) Check all behaviors observed without support.										
<b>Writing Behavior</b> (Spelling Strategies and Writing Fluency)	Writes letters fluently and with correct formation.									
	Writes easy high-frequency words fluently. ( <i>is, me, the, at</i> )									
	Says words slowly; hears and records beginning and ending consonants; at times, vowels may appear although they may not be correct.									
	Uses simple VC phonogram patterns to help spell words. ( <i>c-up, c-at</i> )									
	Uses resources to help with writing letters and spelling words. (ABC Chart)									
	Uses a practice page to think strategically about writing letters and spelling unknown words.									
	Demonstrates movement from semi-phonetic to phonetic stage of spelling.									
<b>Composing</b>	Rehearses response; holds language in memory while transcribing message.									
	Uses the rereading strategy (returns to beginning of sentence) to remember the next word and to monitor meaning and language.									
<b>Comprehension</b>	Demonstrates understanding of text and prompt.									
	Incorporates some vocabulary that reflects attention to reading.									
<b>Language Structure</b>	Uses written language structures that reflect a shift from informal oral language structures to more conventional written language structures. <ul style="list-style-type: none"> <li>• Composes simple sentences (noun + verb)</li> <li>• Uses prepositional phrases (<i>on the floor, in the bag</i>)</li> <li>• Uses conjunctions (<i>and</i>)</li> </ul>									
<b>Conventions</b>	Controls left to right and top to bottom representation; leaves spaces between words.									
	Demonstrates some awareness of ending punctuation (periods) but over-generalizes (i.e., uses a period as a marker to separate words or designate the end of each line or page).									
<b>Progress Monitoring Date</b>										
<b>Total Number of Observed Behaviors</b>										

(continued)

## Appendix B4 *(continued)*

Student:										
<b>Writing in Response to Reading for Beginning Early Intervention</b> (Guided Reading Levels D–E) Check all behaviors observed without support.										
<b>Writing Behavior</b> <small>(Spelling Strategies and Writing Fluency)</small>	Writes simple high-frequency words fluently. ( <i>come, here, have</i> )									
	Uses a practice page to think strategically about writing letters and spelling unknown words.									
	Says words slowly; hears and records beginning and ending consonants and some middle consonants; includes a vowel in each word; spells three-letter words correctly. ( <i>can, cat, ham</i> )									
	Uses known letters, familiar words and word parts to assist with spelling unknown words; uses word endings ( <i>s, ing</i> ) correctly; uses simple rime patterns (phonogram patterns) to spell unknown words. ( <i>can, man</i> )									
	Demonstrates the phonetic stage of spelling development.									
<b>Composing</b>	Rehearses response; holds language in memory while transcribing message.									
	Uses the rereading strategy (rereads a phrase) to remember the next word and to monitor meaning and language.									
<b>Comprehension</b>	Response reflects understanding of the text and prompt.									
	Incorporates some vocabulary that reflects attention to reading; uses vocabulary appropriate for topic.									
<b>Language Structure</b>	Demonstrates use of language structures that reflect increasing complexity in language patterns. <ul style="list-style-type: none"> <li>• Composes simple sentences (noun + verb)</li> <li>• Uses prepositional phrases (<i>on the floor, in the bag</i>)</li> <li>• Uses conjunctions (<i>and, but</i>)</li> </ul>									
<b>Conventions</b>	Rereads writing and thinks about punctuation and capitalization. <ul style="list-style-type: none"> <li>• Uses ending punctuation appropriately (periods and question marks)</li> <li>• Capitalizes sentence beginnings</li> </ul>									
<b>Progress Monitoring Date</b>										
<b>Total Number of Observed Behaviors</b>										

*(continued)*

## Appendix B4 *(continued)*

Student:										
<b>Writing in Response to Reading for Late Early Intervention</b> <b>(Guided Reading Levels F–G)</b> Check all behaviors observed without support.										
<b>Writing Behavior</b> (Spelling Strategies and Writing Fluency)	Writes more complex high-frequency words fluently. <i>(there, where, when)</i>									
	Uses a practice page to think strategically about spelling unknown words.									
	Says words slowly; hears and records beginning, ending, and middle consonants including blends, clusters, and diagraphs; spells most words using visual analysis. <i>(bike, stripe)</i>									
	Uses familiar words and word parts to spell unknown words; spells word endings ( <i>s, ing, ed, es</i> ) correctly; uses complex rime patterns (phonogram patterns) to spell unknown words. <i>(down-crown)</i>									
	Demonstrates movement from phonetic to the transitional stage of spelling development.									
<b>Composing</b>	Uses the rereading strategy (phrases, words, word) as needed to help with writing a meaningful response.									
	Response is longer and more complex; reflects fluency of thinking, fluency of encoding, and an increase in language control.									
<b>Comprehension</b>	Response reflects understanding of the text and prompt.									
	Incorporates a writing vocabulary that reflects attention to reading; uses vocabulary appropriate for topic.									
<b>Language Structure</b>	Demonstrates use of language structures that reflects increasing complexity in conventional language patterns; i.e., <ul style="list-style-type: none"> <li>• Composes simple sentences (noun + verb)</li> <li>• Uses prepositional phrases (<i>on the floor, in the bag</i>)</li> <li>• Uses conjunctions (<i>and, but</i>)</li> <li>• Uses modifiers (<i>red dress</i>)</li> </ul>									
<b>Conventions</b>	Rereads writing and thinks about punctuation and capitalization. <ul style="list-style-type: none"> <li>• Uses ending punctuation appropriately (periods, exclamation marks, question marks)</li> <li>• Capitalizes sentence beginnings and proper names</li> </ul>									
<b>Progress Monitoring Date</b>										
<b>Total Number of Observed Behaviors</b>										

*(continued)*



## Appendix B4 *(continued)*

Student:										
<b>Writing in Response to Reading for Transitional Intervention</b> (Guided Reading Levels H–M) Check all behaviors observed without support.										
<b>Writing Behavior</b> <small>(Spelling strategies and writing fluency)</small>	Writes more complex high-frequency words fluently. <i>(because, once, knew)</i>									
	Uses complex rime patterns (phonogram patterns) to spell unknown words. <i>(down-crown)</i>									
	Breaks multi-syllabic words into parts and records new words in parts.									
	Uses transitional and/or conventional spelling for most words.									
<b>Composing</b>	Plans response (notes, outline, chart, web) on the planning page to organize thinking.									
	Uses the rereading strategy (phrases, words, word) as needed to help with writing a meaningful response.									
<b>Comprehension</b>	Response reflects understanding of the text and prompt.									
	Incorporates a writing vocabulary that reflects attention to reading; uses vocabulary appropriate for topic.									
<b>Language Structure</b>	Demonstrates use of language structures that reflects increasing complexity in conventional language patterns. <ul style="list-style-type: none"> <li>• Uses modifiers (<i>red dress</i>)</li> <li>• Uses two phrases linked by a relative pronoun (<i>who, that, what, which</i>)</li> <li>• Uses two phrases linked by an adverb (<i>when, where, how, however, whenever, wherever</i>)</li> </ul>									
<b>Conventions</b>	Rereads writing and thinks about punctuation. <ul style="list-style-type: none"> <li>• Uses ending punctuation appropriately (periods, exclamation marks, question marks)</li> <li>• Uses additional forms of punctuation appropriately (quotation marks, apostrophes in contractions or possessives, commas to identify a series, ellipses to show pause)</li> <li>• Capitalizes sentence beginnings and proper names</li> </ul>									
<b>Progress Monitoring Date</b>										
<b>Total Number of Observed Behaviors</b>										

## Appendix B5

### Emergent Writing Behaviors

(Assessing Writing Behaviors to Check on Teaching, Learning and Group Placement)

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Genre: \_\_\_\_\_

Writing Behaviors	Observed Unprompted <i>Behaviors Observed During Writing</i>	Not Observed Prompted <i>Behaviors Prompted During Writing</i>
Establishes a relationship between print and pictures.  Writes left to right across several lines of text; uses spaces between words with greater accuracy.		
Holds simple sentences in memory while encoding message; rereads to remember next word.		
Writes some alphabet letters fluently and with correct formation.		
Analyzes unknown words using slow articulation; records letters in word sequence.  Uses a practice page to try out letters or word spellings.  Uses resources for sound-letter link (e.g., ABC chart, name chart and/or letter books).		
Spells most unknown words phonetically drawing on phonemic awareness and sound-letter relationships.  Writes easy high-frequency words fluently and accurately.		
Uses syntax of oral language; may include some book language and content specific vocabulary.		
Experiments with simple punctuation (e.g., uses punctuation as markers between words or to designate the end of each line or page).		

*(continued)*

## Appendix B5 *(continued)*

### Beginning Early Writing Behaviors

(Assessing Writing Behaviors to Check on Teaching, Learning and Group Placement)

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Genre: \_\_\_\_\_

Writing Behaviors	Observed Unprompted <i>Behaviors Observed During Writing</i>	Not Observed Prompted <i>Behaviors Prompted During Writing</i>
Holds simple ideas in memory while encoding message.		
Rereads to remember next word or phrase; begins to reflect on meaning, sentence structures and word choice.		
Writes alphabet letters fluently and with correct formation.		
Analyzes unknown words using slow articulation; records letters in word sequence; spells grade level words conventionally (e.g., words comprised of short vowel patterns).  Breaks unknown words into onset and rime or at meaningful and logical units; uses common spelling patterns to spell words conventionally.  Uses known words as a base for adding simple inflectional endings (e.g., <i>s</i> , <i>ing</i> , <i>ed</i> ).  Writes grade level high-frequency words fluently and accurately.		
Uses a practice page to try out letters or word spellings.  Uses resources less often for sound-letter link (e.g., ABC chart, name chart and/or letter books).		
Includes some words that reflect attention to vocabulary and word meanings from reading.		
Applies appropriate standard English grammar.		
Applies appropriate conventions of standard English (e.g., capitalization and punctuation appropriately).		

*(continued)*

## Appendix B5 *(continued)*

### Late Early Writing Behaviors

(Assessing Writing Behaviors to Check on Teaching, Learning and Group Placement)

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Genre: \_\_\_\_\_

Writing Behaviors	Observed Unprompted <i>Behaviors Observed During Writing</i>	Not Observed Prompted <i>Behaviors Prompted During Writing</i>
<p>Holds ideas in memory while encoding message.</p> <p>Rereads to remember next idea; reflects on meaning, sentence structures and word choice.</p>		
<p>Analyzes unknown words on the run; thinks visually about how words look; spells grade level words conventionally (e.g., words comprised of long vowel patterns).</p> <p>Breaks unknown words into syllables, onset, and rime, or at meaningful and logical units; uses common spelling patterns to spell words conventionally.</p> <p>Uses known words as a base for adding inflectional endings (e.g., <i>s, es, ing, ed</i>).</p> <p>Writes grade level high-frequency words fluently and accurately.</p>		
<p>Uses practice page to try out word spellings less often; analyzes unknown words on the run.</p> <p>Begins to use planning page for trying out word choice; begins to consider words and phrases from reading to support craft.</p>		
<p>Includes words that reflect attention to vocabulary and word meanings from reading.</p>		
<p>Applies appropriate standard English grammar.</p>		
<p>Applies appropriate conventions of standard English (e.g., capitalization and punctuation appropriately).</p>		

*(continued)*

## Appendix B5 *(continued)*

### Transitional Writing Behaviors

(Assessing Writing Behaviors to Check on Teaching, Learning and Group Placement)

Student: \_\_\_\_\_ Date: \_\_\_\_\_ Genre: \_\_\_\_\_

Writing Behaviors	Observed Unprompted <i>Behaviors Observed During Writing</i>	Not Observed Prompted <i>Behaviors Prompted During Writing</i>
<p>Holds more complex ideas in memory while encoding message.</p> <p>Rereads to remember next idea; reflects on meaning, sentence structure, and word choice.</p>		
<p>Analyzes unknown words quickly on the run.</p> <p>Breaks unknown words into syllables, syllables into onset and rime, or at meaningful and logical units; uses common and irregular spelling pattern knowledge to spell words conventionally.</p> <p>Uses known words as a base for adding inflectional endings (e.g., <i>s, es, ing, ed</i>).</p> <p>Uses word meanings to spell words conventionally (e.g., prefixes, suffixes and homophones).</p> <p>Writes grade level high-frequency words with fluency and accurately.</p>		
<p>Writing includes words that reflect attention to vocabulary and word meanings from reading.</p> <p>Uses planning page to try out crafting techniques (e.g., word choice, leads, endings, etc.).</p>		
<p>Applies appropriate standard English grammar.</p>		
<p>Applies appropriate conventions of standard English (e.g., capitalization and punctuation appropriately).</p>		

## Appendix B6

## Recording Sheet for Guided Reading Plus Word Study

Group Members: \_\_\_\_\_

High-Frequency Words ✓ Can read and write fluently				Rime Patterns ✓ Taught and have been recorded on students' independent chart			
a*		at*		an		at	
am*		an*		am		ap	
and *		all		and		ash	
are		ask		ack		ank	
asked		after		all		ake	
away		be		ale		ame	
big		but		ain		ate	
by		back		ar		ay	
can*		car		aw			
come		did					
do*		day		et		ed	
for		from		est		ell	
go*		going		eat			
get		gets					
he*		had		in		ip	
has		have		ill		ick	
him		his		ink		ing	
here		her		ine		ice	
how		I*		ide		ight	
I'm		if		ir			
in*		into					
is*		it*		op		ock	
just		like*		oke		or	
look		little		ore			
me*		man					
my*		make		ug		uck	
mom		no*		ump		unk	
not*		now					
on		or					
of		one					
out		our					
over		put					
play		so*					
see*		she*					
saw		said					
to*		too					
the*		them					
than		that					
then		this					
their		there					
up*		us					
very		we*					
will		with					
went		was					
were		when					
what		where					
who		you					
your		zoo					

\* Words that students should know at the end of kindergarten.

## Appendix C

## Kindergarten Scoring Guide for Writing Proficiency

Page 1

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing by drawing a picture.</li> <li><input type="checkbox"/> Demonstrates awareness of where to begin writing and directional movement principle.</li> <li><input type="checkbox"/> Records strings of letters with little or no concept of space.</li> <li><input type="checkbox"/> Writes some letters with correct formation, mostly capital letters.</li> <li><input type="checkbox"/> Demonstrates limited knowledge of hearing and recording sounds in words by recording strings of letters.</li> <li><input type="checkbox"/> Writes name with correct formation using correct upper and lower case letters.</li> <li><input type="checkbox"/> Uses pre-communicative spelling.</li> <li><input type="checkbox"/> Uses label or simple drawings, along with random letters to communicate a written message.</li> <li><input type="checkbox"/> Edits by crossing out letters or words independently.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing with teacher assistance through conversation.</li> <li><input type="checkbox"/> Uses ABC chart, letter book and name chart to support sound-letter match with teacher assistance some of the time.</li> <li><input type="checkbox"/> Demonstrates understanding of where to begin writing and directional movement principle.</li> <li><input type="checkbox"/> Uses spaces between words some of the time.</li> <li><input type="checkbox"/> Writes some letters with correct formation.</li> <li><input type="checkbox"/> Edits by crossing out letters and uses practice pages for trying out letters.</li> <li><input type="checkbox"/> Segments words into individual phonemes with teacher assistance.</li> <li><input type="checkbox"/> Hears and records some consonant letter sounds, but not necessarily in sequential order.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing with teacher assistance through conversation.</li> <li><input type="checkbox"/> Uses ABC chart, letter book and name chart to support sound-letter match with or without teacher assistance some of the time.</li> <li><input type="checkbox"/> Uses spaces between words most of the time.</li> <li><input type="checkbox"/> Writes more letters with correct formation.</li> <li><input type="checkbox"/> Edits by crossing out letters and uses practice pages for trying out letters and experimenting with writing new words.</li> <li><input type="checkbox"/> Segments words into individual phonemes with or without teacher assistance some of the time.</li> <li><input type="checkbox"/> Hears and records some consonant letter sounds in sequential order and some easy to hear vowels may appear randomly.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing with or without teacher assistance.</li> <li><input type="checkbox"/> Uses ABC chart, letter book and name chart to support sound-letter match without teacher assistance some of the time.</li> <li><input type="checkbox"/> Uses spaces between words consistently.</li> <li><input type="checkbox"/> Writes more letters with correct formation.</li> <li><input type="checkbox"/> Edits by crossing out letters and uses practice pages for trying out letters and experimenting with writing new words.</li> <li><input type="checkbox"/> Segments words into individual phonemes without teacher assistance most of the time.</li> <li><input type="checkbox"/> Hears and records most consonant letter sounds and some easy to hear vowels may appear in sequential order.</li> </ul>

(continued)

Appendix C *(continued)*

## Kindergarten Scoring Guide for Writing Proficiency

Page 2

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
	<ul style="list-style-type: none"> <li>❑ Writes a few (1–2) simple high-frequency words accurately that reflect attention to print.</li> <li>❑ Uses rereading strategy with teacher assistance (prompting).</li> <li>❑ Uses precommunicative and some semi-phonetic spellings.</li> <li>❑ Writes a simple message (generally one sentence) that communicates the writer's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Writes some (3–5) high-frequency words accurately that reflect attention to print.</li> <li>❑ Uses rereading strategy some of the time without teacher assistance.</li> <li>❑ Uses pre-communicative and some semi-phonetic spellings.</li> <li>❑ Demonstrates some awareness of end punctuation (overgeneralizes placement).</li> <li>❑ Demonstrates some awareness of beginning capitalization (first word of text).</li> <li>❑ Writes a simple message of one to two sentences that communicate the writer's purpose.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Writes more (6–10) high-frequency words accurately that reflect attention to print.</li> <li>❑ Uses rereading strategy most of the time without teacher assistance.</li> <li>❑ Uses mostly semi-phonetic and some phonetic spellings.</li> <li>❑ Demonstrates increased awareness of end punctuation (placement occurs at end of one sentence text and is misused when text contains more than one sentence).</li> <li>❑ Demonstrates increased awareness of beginning capitalization (first word of text).</li> <li>❑ Writes a simple message of one to three sentences that communicate the writer's purpose.</li> </ul>

*(continued)*



## First Grade Scoring Guide for Writing Proficiency

Page 1

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing with teacher assistance through conversation.</li> <li><input type="checkbox"/> Creates an opening sentence or phrase that leads into the writing with teacher assistance some of the time (through conversation).</li> <li><input type="checkbox"/> Records series of 2–4 events in chronological order from beginning to end with teacher assistance.</li> <li><input type="checkbox"/> Demonstrates awareness of descriptive words, strong nouns, and muscular verbs with teacher assistance (through conversation and read aloud).</li> <li><input type="checkbox"/> Uses rereading strategy independently.</li> <li><input type="checkbox"/> Uses ABC chart, letter book and name chart to support sound-letter match without teacher assistance most of the time.</li> <li><input type="checkbox"/> Uses practice page for problem solving with teacher assistance (working on letters, word spellings and word fluency).</li> <li><input type="checkbox"/> Writes most letters with correct formation.</li> <li><input type="checkbox"/> Segments unknown words into individual phonemes independently.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing with or without teacher assistance some of the time through conversation.</li> <li><input type="checkbox"/> Creates an opening sentence or phrase that leads into the writing with or without teacher assistance some of the time (through conversation).</li> <li><input type="checkbox"/> Records series of events in chronological order from beginning to end (bed-to-bed) with or without teacher assistance some of the time.</li> <li><input type="checkbox"/> Demonstrates increased awareness of descriptive words, strong nouns, and muscular verbs with teacher assistance (through conversation, read aloud and “anchor” charts).</li> <li><input type="checkbox"/> Uses ABC chart, letter book and name chart to support sound-letter match independently.</li> <li><input type="checkbox"/> Uses resources to support spelling knowledge with teacher assistance (spelling trial page, teacher and student created “anchor” charts).</li> <li><input type="checkbox"/> Uses practice page for problem solving with or without teacher assistance some of the time (working on letters, word spellings, trying out different spellings and word fluency).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing without teacher assistance most of the time.</li> <li><input type="checkbox"/> Creates an opening sentence or phrase that leads into the writing without teacher assistance most of the time.</li> <li><input type="checkbox"/> Records series of events in chronological order from beginning to end (bed-to-bed) without teacher assistance most of the time.</li> <li><input type="checkbox"/> Demonstrates understanding of descriptive words, strong nouns, and muscular verbs with or without teacher assistance some of the time (through conversation, read aloud and “anchor” charts).</li> <li><input type="checkbox"/> Uses writing checklist to reflect on writing process with or without teacher assistance some of the time.</li> <li><input type="checkbox"/> Uses resources to support spelling knowledge with or without teacher assistance some of the time (spelling trial page, teacher and student created “anchor” charts).</li> <li><input type="checkbox"/> Uses practice page for problem solving without teacher assistance most of the time (working on letters, word spellings, trying out different spellings and word fluency).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing independently.</li> <li><input type="checkbox"/> Creates an opening sentence or phrase that leads into the writing independently.</li> <li><input type="checkbox"/> Develops and maintains an idea throughout the piece and the ideas are in logical order.</li> <li><input type="checkbox"/> Demonstrates understanding of descriptive words, strong nouns, and muscular verbs without teacher assistance most of the time.</li> <li><input type="checkbox"/> Uses writing checklist to reflect on writing process with or without teacher assistance some of the time.</li> <li><input type="checkbox"/> Uses resources to support spelling knowledge without teacher assistance most of the time (teacher and student created “anchor” charts).</li> <li><input type="checkbox"/> Uses practice page for problem solving independently (working out word spellings, trying out different spellings of words and word fluency).</li> <li><input type="checkbox"/> Segments unknown words using larger units of sound without teacher assistance most of the time (visual patterns are in sequential order).</li> </ul>

*(continued)*

## Appendix C (continued)

## First Grade Scoring Guide for Writing Proficiency

Page 2

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
<ul style="list-style-type: none"> <li>❑ Hears and records all consonant letter sounds and some easy to hear vowels in sequential order.</li> <li>❑ Edits by crossing out letters or words independently.</li> <li>❑ Revises message by using a caret to add a new word or two to the text with teacher assistance.</li> <li>❑ Writes a few simple high-frequency words accurately.</li> <li>❑ Demonstrates understanding of closing punctuation with teacher assistance.</li> <li>❑ Demonstrates understanding of beginning capitalization with teacher assistance (rule is overgeneralized when editing independently).</li> <li>❑ Uses mostly phonetic spelling.</li> <li>❑ Demonstrates awareness of different genre writing (text structure) with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Writes all letters with correct formation.</li> <li>❑ Segments unknown words into individual phonemes and attends to visual patterns in words with teacher assistance (may over-generalize visual letter placement).</li> <li>❑ Edits by circling a few words that do not look right and attempts to self-correct with teacher assistance.</li> <li>❑ Revises message by using a caret to add a word or two to the text with or without teacher assistance some of the time.</li> <li>❑ Writes some basic high-frequency words accurately.</li> <li>❑ Demonstrates understanding of closing punctuation with or without teacher assistance some of the time (placement is overgeneralized when punctuating independently).</li> <li>❑ Demonstrates understanding of beginning capitalization with or without teacher assistance some of the time (rule is overgeneralized when editing independently).</li> <li>❑ Uses phonetic spelling and some transitional spelling.</li> <li>❑ Demonstrates increased awareness of different genre writing (text structure) with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Segments unknown words into individual phonemes and attends to visual patterns in words with or without teacher assistance some of the time (visual patterns are in sequential order some of the time).</li> <li>❑ Edits by circling a few words that do not look right and attempts to self-correct with or without teacher assistance some of the time.</li> <li>❑ Revises message by using a caret to add new words or ideas to the text without teacher assistance most of the time.</li> <li>❑ Writes more basic high-frequency words accurately.</li> <li>❑ Demonstrates understanding of closing punctuation with or without teacher assistance some of the time (placement is more accurate when punctuating independently).</li> <li>❑ Demonstrates understanding of beginning capitalization with or without teacher assistance some of the time (rule is overgeneralized when editing independently).</li> <li>❑ Uses phonetic spelling and some transitional spelling.</li> <li>❑ Demonstrates increased awareness of different genre writing (text structure) with or without teacher assistance some of the time.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Edits by circling some words that do not look right and attempts to self-correct without teacher assistance most of the time.</li> <li>❑ Revises message by using a caret to add new words or ideas to the text independently.</li> <li>❑ Revises message by deleting some words and using proofreading techniques (drawing a line through unwanted text) without teacher assistance most of the time.</li> <li>❑ Writes most basic high-frequency words accurately.</li> <li>❑ Demonstrates understanding of closing punctuation with or without teacher assistance most of the time (placement is more accurate when punctuating independently).</li> <li>❑ Demonstrates understanding of beginning capitalization with or without teacher assistance some of the time (rule is overgeneralized when editing independently).</li> <li>❑ Uses some phonetic spelling, some transitional spelling, and some conventional spelling.</li> <li>❑ Demonstrates understanding of different genre writing (text structure) without teacher assistance most of the time.</li> </ul>

(continued)

## Appendix C (continued)

## Second Grade Scoring Guide for Writing Proficiency

Page 1

Student: \_\_\_\_\_ Date: \_\_\_\_\_

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing and expresses ideas using teacher or peer assistance.</li> <li><input type="checkbox"/> Writes in different modes with some understanding (letters, reports, lists, directions, notes, recipes, labels . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Writing includes an opening phrase or sentence (Did you know the sun is a huge ball of fire?).</li> <li><input type="checkbox"/> Setting is identified in narrative writing.</li> <li><input type="checkbox"/> Characters are identified in narrative writing.</li> <li><input type="checkbox"/> Writing is in logical, sequential order.</li> <li><input type="checkbox"/> Writes complete sentences most of the time.</li> <li><input type="checkbox"/> Uses a variety of sentence structures and lengths.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> <li><input type="checkbox"/> Writing includes some "good word choice" to create mind pictures (e.g., muscular verbs, adjectives, adverbs, dialogue).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing using teacher or peer assistance.</li> <li><input type="checkbox"/> Writes in different modes with some understanding (letters, reports, lists, directions, notes, recipes, labels . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Writing includes an opening with more than one sentence.</li> <li><input type="checkbox"/> Setting is identified in narrative writing.</li> <li><input type="checkbox"/> Characters are identified in narrative writing.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups.</li> <li><input type="checkbox"/> Writes complete sentences most of the time.</li> <li><input type="checkbox"/> Uses a variety of sentence structures and lengths.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures with teacher assistance (e.g., muscular verbs, adjectives, adverbs, dialogue).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing independently.</li> <li><input type="checkbox"/> Writes in different modes with more understanding (letters, reports, lists, directions, notes, recipes, labels . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Writing includes an opening with more than one sentence.</li> <li><input type="checkbox"/> Setting is established.</li> <li><input type="checkbox"/> Main character(s) are clearly introduced.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups.</li> <li><input type="checkbox"/> Writes complete sentences most of the time.</li> <li><input type="checkbox"/> Uses more complex sentence structures.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures with teacher assistance (e.g., muscular verbs, adjectives, adverbs, dialogue).</li> <li><input type="checkbox"/> Uses similes and/or metaphors with some understanding of their usefulness.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Generates topic for writing independently.</li> <li><input type="checkbox"/> Writes in different modes with greater understanding (letters, reports, lists, directions, notes, recipes, labels . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Writing includes an opening that moves smoothly into the body of the writing.</li> <li><input type="checkbox"/> Setting is established and somewhat described.</li> <li><input type="checkbox"/> Main character(s) are clearly introduced and somewhat described.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups.</li> <li><input type="checkbox"/> Writes complete sentences most of the time.</li> <li><input type="checkbox"/> Uses more complex sentence structures.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures.</li> <li><input type="checkbox"/> Uses similes and/or metaphors with more understanding of their usefulness.</li> </ul>

(continued)

Appendix C *(continued)*

## Second Grade Scoring Guide for Writing Proficiency

Page 2

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
<ul style="list-style-type: none"> <li><input type="checkbox"/> Begins to use similes and/or metaphors with limited understanding.</li> <li><input type="checkbox"/> Writing includes a sense of closure (It was fun! I had a great time at the zoo.).</li> <li><input type="checkbox"/> Demonstrates some accurate use of closing punctuation.</li> <li><input type="checkbox"/> Demonstrates some accurate use of beginning capitalization.</li> <li><input type="checkbox"/> Writes some high-frequency words correctly.</li> <li><input type="checkbox"/> Uses phonetic and some transitional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Uses similes and/or metaphors with some understanding.</li> <li><input type="checkbox"/> Writing includes a sense of closure (It was fun! I had a great time at the zoo.).</li> <li><input type="checkbox"/> Demonstrates more accurate use of closing punctuation.</li> <li><input type="checkbox"/> Demonstrates more accurate use of beginning capitalization.</li> <li><input type="checkbox"/> Writes more high-frequency words correctly.</li> <li><input type="checkbox"/> Uses phonetic and more transitional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing includes a sense of closure.</li> <li><input type="checkbox"/> Demonstrates more accurate use of end punctuation.</li> <li><input type="checkbox"/> Demonstrates more accurate use of capitalization at the beginning of sentences and proper nouns.</li> <li><input type="checkbox"/> Writes more high-frequency words correctly.</li> <li><input type="checkbox"/> Uses more transitional spelling and some conventional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Writing includes a sense of closure.</li> <li><input type="checkbox"/> Demonstrates more accurate use of end punctuation.</li> <li><input type="checkbox"/> Demonstrates more accurate use of capitalization at the beginning of sentences and proper nouns.</li> <li><input type="checkbox"/> Writes more high-frequency words correctly.</li> <li><input type="checkbox"/> Uses more transitional spelling and some conventional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist).</li> </ul>

*(continued)*

## Appendix C *(continued)*

### Third Grade Scoring Guide for Writing Proficiency

Page 1

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
<ul style="list-style-type: none"> <li><input type="checkbox"/> Records ideas with some fluency.</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Generates topics for writing independently.</li> <li><input type="checkbox"/> Writes in different modes with some understanding (letters, lists, directions, notes, recipes, labels, paragraph reports, persuasive, process writing . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Writing includes an opening that moves smoothly into the body of the writing and somewhat grabs the audience's attention.</li> <li><input type="checkbox"/> Setting is established and somewhat described.</li> <li><input type="checkbox"/> Main character(s) are clearly introduced and somewhat described.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups and use more complex transition words some of the time.</li> <li><input type="checkbox"/> Writes complete sentences most of the time.</li> <li><input type="checkbox"/> Uses more compound and complex sentence structures some of the time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Records ideas with some fluency.</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Generates topics for writing independently.</li> <li><input type="checkbox"/> Writes in different modes with some understanding (letters, lists, directions, notes, recipes, labels, paragraph reports, persuasive, process writing . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Writing includes an opening that moves smoothly into the body of the writing and somewhat grabs the audience's attention.</li> <li><input type="checkbox"/> Setting is established and somewhat described.</li> <li><input type="checkbox"/> Main character(s) are clearly introduced and somewhat described.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups and use more complex transition words some of the time.</li> <li><input type="checkbox"/> Writes complete sentences most of the time.</li> <li><input type="checkbox"/> Uses more compound and complex sentence structures some of the time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Records ideas fluently.</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Generates topics for writing independently.</li> <li><input type="checkbox"/> Writes in different modes with more understanding (letters, lists, directions, notes, recipes, labels, paragraph reports, persuasive, process writing . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Writing includes an opening that moves smoothly into the body of the writing and grabs the audience's attention.</li> <li><input type="checkbox"/> Setting is established and described more.</li> <li><input type="checkbox"/> Main character(s) are clearly introduced and described more.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups and use more complex transition words most of the time.</li> <li><input type="checkbox"/> Writes complete sentences all of the time.</li> <li><input type="checkbox"/> Uses more compound and complex sentence structures some of the time.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Records ideas fluently.</li> <li><input type="checkbox"/> Uses prewriting strategies to plan and organize ideas (talk, questioning, sharing of ideas or graphic organizers).</li> <li><input type="checkbox"/> Generates topics for writing independently.</li> <li><input type="checkbox"/> Writes in different modes with greater understanding (letters, lists, directions, notes, recipes, labels, paragraph reports, persuasive, process writing . . . see appropriate rubrics).</li> <li><input type="checkbox"/> Writing includes an opening that moves smoothly into the body of the writing and grabs the audience's attention.</li> <li><input type="checkbox"/> Setting is established and well described.</li> <li><input type="checkbox"/> Main character(s) are clearly introduced and well described.</li> <li><input type="checkbox"/> Ideas are logically ordered and clustered into groups and use more complex transition words.</li> <li><input type="checkbox"/> Writes complete sentences all of the time.</li> <li><input type="checkbox"/> Uses more compound and complex sentence structures some of the time.</li> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> </ul>

*(continued)*

Appendix C *(continued)*

## Third Grade Scoring Guide for Writing Proficiency

Page 2

Proficiency Behaviors End of 1st Reporting Period	Proficiency Behaviors End of 2nd Reporting Period	Proficiency Behaviors End of 3rd Reporting Period	Proficiency Behaviors End of 4th Reporting Period
<ul style="list-style-type: none"> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures.</li> <li><input type="checkbox"/> Uses similes and/or metaphors with some understanding of their usefulness.</li> <li><input type="checkbox"/> Begins to use literary structure (book language, specialized vocabulary, or structures from text) with some understanding.</li> <li><input type="checkbox"/> Writing includes a sense of closure that begins to tie the story together with some understanding.</li> <li><input type="checkbox"/> Uses subject/verb agreement some of the time.</li> <li><input type="checkbox"/> Uses correct pronouns some of the time.</li> <li><input type="checkbox"/> Demonstrates accurate use of end punctuation.</li> <li><input type="checkbox"/> Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns some of the time.</li> <li><input type="checkbox"/> Writes most high-frequency words correctly.</li> <li><input type="checkbox"/> Uses transitional spelling and some conventional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist, and thesaurus).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Rereads to clarify message by adding or deleting information.</li> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures.</li> <li><input type="checkbox"/> Uses similes and/or metaphors with more understanding of their usefulness.</li> <li><input type="checkbox"/> Uses literary structure (book language, specialized vocabulary, or structures from text) with some understanding.</li> <li><input type="checkbox"/> Writing includes a sense of closure that begins to tie the story together with some understanding.</li> <li><input type="checkbox"/> Uses subject/verb agreement some of the time.</li> <li><input type="checkbox"/> Uses correct pronouns some of the time.</li> <li><input type="checkbox"/> Demonstrates accurate use of end punctuation.</li> <li><input type="checkbox"/> Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns most of the time.</li> <li><input type="checkbox"/> Writes most high-frequency words correctly.</li> <li><input type="checkbox"/> Uses transitional spelling and some conventional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist, and thesaurus).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures.</li> <li><input type="checkbox"/> Uses similes and/or metaphors with more understanding of their usefulness.</li> <li><input type="checkbox"/> Uses literary structure (book language, specialized vocabulary, or structures from text) with some understanding.</li> <li><input type="checkbox"/> Writing includes a sense of closure that begins to tie the story together with some understanding.</li> <li><input type="checkbox"/> Uses subject/verb agreement some of the time.</li> <li><input type="checkbox"/> Uses correct pronouns some of the time.</li> <li><input type="checkbox"/> Demonstrates accurate use of end punctuation and uses other punctuation with some accuracy.</li> <li><input type="checkbox"/> Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns most of the time.</li> <li><input type="checkbox"/> Writes most high-frequency words correctly.</li> <li><input type="checkbox"/> Uses transitional spelling and some conventional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist, and thesaurus).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Revises word choices by substituting richer vocabulary to create mind pictures.</li> <li><input type="checkbox"/> Uses similes and/or metaphors with greater understanding of their usefulness.</li> <li><input type="checkbox"/> Uses appropriate literary structure (book language, specialized vocabulary, or structures from text).</li> <li><input type="checkbox"/> Writing includes a sense of closure that is interesting and ties the story together.</li> <li><input type="checkbox"/> Uses subject/verb agreement.</li> <li><input type="checkbox"/> Uses correct pronouns.</li> <li><input type="checkbox"/> Demonstrates accurate use of end punctuation and uses other punctuation with more accuracy.</li> <li><input type="checkbox"/> Demonstrates accurate use of capitalization at the beginning of sentences and proper nouns all of the time.</li> <li><input type="checkbox"/> Writes all high-frequency words correctly.</li> <li><input type="checkbox"/> Uses transitional spelling and some conventional spelling.</li> <li><input type="checkbox"/> Uses resources to check his or her writing (dictionary, checklist, and thesaurus).</li> </ul>

# Appendix D1

## Guidesheet for Interactive Writing

### Phase One: Reading

**1. Reread Familiar Text (Big Books, Songs, Nursery Rhymes or Poetry):** The goal is for the students to develop knowledge of written and oral language.

- The teacher uses a familiar text to demonstrate how the four language systems—meaning (semantic), structure (syntactic), auditory (phonological), and visual (orthographic)—work. The teacher:
  - Rereads the text with prosody with the students.
  - Discusses with the students specific literary aspects of text and responds personally to the text (e.g., story structure, concepts about print, letter and word knowledge).
  - Uses the text experience to develop phonological and phonemic awareness.
  - Directs the student’s attention to various aspects of the text, including the awareness of sounds in connection with the visual features of words.
  - Engages the students in explicit word analysis (e.g., high-frequency words, saying words slowly, connecting letters to sounds).

**2. Phonological and Phonemic Awareness:** The goal is for students to develop awareness of sound patterns that can be used to learn about words. The teacher:

- Provides an opportunity for the students to develop phonological and phonemic awareness (e.g., manipulate individual sounds and sound patterns).
- Gives explicit instruction in hearing syllables, recognizing rhyming words, generating rhyming words, and segmenting and blending onset and rime to say new words (phonological).
- Shows students how to hear and manipulate individual phonemes in different ways (phonemic).

**3. Shared Reading of ABC Chart**

**ABC Chart:** The goal is for the students to acquire letter-sound alphabet cues to be used during reading and writing. (see Figure 4.4). The teacher:

- Says the name of each upper and lowercase letter fluently, with the students, and points to the adjacent picture that begins with that letter.

- Provides an opportunity for the students to fluently read the ABC chart in a variety of ways to develop print knowledge.

**4. Phonics: Letter/Word Work:**

**Letter Work:** The goal is for students to develop letter knowledge (i.e., become familiar with letters, features of letters, and relate letters to sounds). The teacher:

- Provides explicit instruction in letter learning by helping students learn how to look at letters, for example directing the students’ attention to the features of letters by providing them with an opportunity to trace over letters (sandpaper, magnetic letters, salt, shaving cream) and describing the path of movement.
- Engages students in kinesthetic experiences (salt, sandpaper, shaving cream) to help the students learn the directionality principle, features of letters and letter names.
- Gives the students the opportunity to feel the features of the letters as they trace over the letters.
- Explains letter learning explicitly so that students can learn to make links between letters and sounds.
- Provides an opportunity for students to make links between letters and sounds by reading letter books.
- Encourages students to link letter learning to a key word by using their ABC chart and name chart.
- Provides an opportunity for the students to become fluent and flexible with letter knowledge.
- Helps students with identifying letters (e.g., pull down letters and say letter names quickly) so that students will become fluent with letter identification.
- Provides an opportunity for students to become fluent with writing letters (e.g., write the letter “h” on your board quickly).

AND/OR

(continued)

## Appendix D1 *(continued)*

**5. Word Work:** The goal is for the students to develop knowledge of how words work and to use their phonological and orthographic knowledge to develop systems for learning words. The teacher:

- Provides explicit and systematic instruction to help students learn how words work (e.g., helping the students learn that letters in words occur in a left-to-right order; showing students the directionality principle by building their name, new words or known words; encouraging students to recognize the link between known sounds and letters by building simple one-syllable (CVC) words; building, writing, and locating high-frequency words in print, and promoting fluent word knowledge by prompting the students to write known or partially known words for fluency).
- Provides explicit and systematic instruction in breaking known words into larger parts (onset and rime) (e.g., prompting students to build a known word; encouraging students to apply their orthographic knowledge to break the word into onset and rime; supporting students as they generate other words that sound the same; helping the students to change the onset to make new words; allowing students to read the new words; recording the word pattern and generated words that contain that pattern on a chart and the students read the words fluently).

**6. Personal Dictionary:** The goal is for the students to acquire a core of high frequency words to be used in reading and writing. The teacher:

- Provides an opportunity for the students to record known high-frequency words in their personal dictionary.
- Supports the students as they read their recorded words from several pages in their dictionary for word fluency practice.

**Pattern Chart:** The goal is for the students to acquire knowledge of spelling patterns to be used in reading and writing. The teacher:

- Provides the students with a resource that helps them make connections across words (e.g., providing an opportunity for students to notice simple word patterns; prompting the students to use a known word from a prior word work experience to notice patterns in words).

**7. Introduce a New Text (Poem, Song, Nursery Rhyme, Shared Text or Interactive Read-Aloud):**

The goal is for the student to develop ways of thinking about texts, extend their linguistic structures, and build vocabulary through a supportive and engaging contexts.

*Orientation New Text*

The teacher:

- Introduces the text by reading the title and author; discusses genre.
- Activates background knowledge through a discussion about the title and pictures and allows for predictions to be made based on the summary statement or the major theme of the book, story, or poem.
- Sets the purpose for reading and/or listening comprehension.

*During Reading*

The teacher:

- Reads the text with prosody and at times encourages the students to make predictions, ask questions, or make inferences.
- Allows for ongoing discussions at strategic places as the meaning unfolds.
- Encourages students to join in on repetitive parts if applicable.
- Rereads the text with prosody with the students if applicable.

*After Reading*

The teacher:

- Provides an opportunity for the students to deepen their level of understanding of the text by engaging in a lively and meaningful discussion.
- Encourages the students to go deeper with their understanding of the text by facilitating and scaffolding a discussion about the text (e.g., the author's message or theme and relate text message or theme to the world, respond personally to text and form opinions, make further predictions and inferences, discuss characters' actions and outcomes, retell or summarize the text, or discuss new learning gained from nonfiction reading).

*(continued)*



## Appendix D1 (continued)

### Guidesheet for Interactive Writing

#### Phase Two: Writing

1. **Types of Writing:** The goal is for the students to apply strategies for writing across different genres. The teacher:
  - Thinks critically about the type of writing the students need to learn more about (e.g., informational/explanatory, opinion, narrative or respond to piece of previously read literature).
  - Records the type of writing for the lesson.
2. **Resources to Support Group Writing:** The goal is for the students to use resources to assist them in writing. The teacher:
  - Provides each student with a small copy of the ABC chart and their personal dictionary that houses previously learned high-frequency words.
  - Makes available a large group co-constructed word pattern chart to be referred to during the writing lesson.
  - Prompts the students to use their phonological and word pattern knowledge to write words fluently.
3. **Interactive Writing Lesson:** The goal is for the students to acquire strategies for writing across different genres.
 

*Negotiate and Generate Group Message*  
The teacher:

  - Prompts the students to engage in a conversation around a common experience (e.g., a text that has been previously read and discussed or some new learning).
  - Listens carefully to the students' ideas and converses with them about their ideas.
  - Captures an idea/s from the conversation and gently shifts the conversation to "Could we write that?"

*Record Generated Message*  
The teacher:

  - Records the partial or entire message on lesson planner while the students rehearse the message or part of the message.

*Co-Construction of Message*  
The teacher:

  - Makes a quick decision based on students' knowledge of encoding which letters and/or words to take to fluency, which words to use as a tool for helping the students learn how to create links between sounds, letters, and words (sound analysis), which processes to demonstrate, and which letters, or words to be written by teacher.
  - Shares the responsibility of transcribing the message with the students.
  - Prompts the students to apply writing strategies while encoding message (e.g., reread to think about what word to write next, say words slowly and record letters, use ABC chart, pattern chart and dictionary as resources and reflect on message; that is, does our writing make sense, sound right and look right so far?).
4. **Independent Writing:** The goal is for the students to apply writing strategies. The teacher:
 

*Reflect on Group Message*  
The teacher:

  - Guides the students to use a simple writing checklist to reflect on their problem-solving processes while transcribing the message.
5. **Individual Conferences:** The goal is for the students to learn from teacher assistance. The teacher:
  - Holds a genuine but short conversation with each student about a picture they have drawn in relationship to the previously read text (e.g., a personal experience, an opinion about a specific aspect of story or poem, or some new learning from a nonfiction text).
  - Supports the students as they rehearse their message and provides language scaffolds as needed.
  - Makes sure the language comes from the students.
  - Provides an opportunity for the students to write their message in a journal that includes a blank practice page at the top for applying problem-solving strategies as needed.

Dorn, L., & Soffos, C. (2013, in process). *Interventions that Work: Assisted Writing*. Boston, MA: Pearson.

# Writing Checklist



- Did you start in the right place?
- Did you leave spaces between words to make it easier to read?
- Did you say the words slowly and write the letters that make those sounds?
- Did you use the alphabet chart to help you with letters and sounds?
- Did you reread to help you know the next word to write?
- Did you use your practice page to help you work on the hard parts?
- Did your story make sense?
- Did you use a ? or ! or . at the end of each sentence?

## Appendix D3

### Planner for Assisted Writing: Interactive Writing

#### Phase One: Reading

Group Focus: \_\_\_\_\_ Date: \_\_\_\_\_ Week: \_\_\_\_\_ Lesson: \_\_\_\_\_

Shared Reading of Familiar Text, Phonological Awareness, and Word Study	Introduce and Read New Poem, Shared Text, or Interactive Read-Aloud Text
<p><b>Familiar Text (Poem, Song, Nursery Rhyme or Shared Text):</b> Title of Text: _____</p> <p><b>Phonological/Phonemic Awareness:</b></p> <p><b>Shared Reading of ABC Chart (consider an option below):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read entire ABC chart with fluency</li> <li><input type="checkbox"/> Read every other letter</li> <li><input type="checkbox"/> Read consonants or vowels</li> </ul> <p><b>Phonics: Letter Work and/or Word Work:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter Learning: _____</li>   <li><input type="checkbox"/> Word Work: _____</li> </ul> <p><b>Personal Dictionary and/or Pattern Chart: (consider an option below):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Add _____ word to dictionary</li> <li><input type="checkbox"/> Read words from _____ page(s)</li> <li><input type="checkbox"/> Create pattern chart</li> <li><input type="checkbox"/> Read pattern chart</li> </ul>	<p><b>New Text: (consider an option below):</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read Poem, Song, Nursery Rhyme</li> <li><input type="checkbox"/> Read Big Book</li> <li><input type="checkbox"/> Read-Aloud Text (Narrative or Nonfiction)</li> </ul> <p><b>Orientation to New Text:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Title: _____</li> <li><input type="checkbox"/> Author: _____</li> <li><input type="checkbox"/> Genre: _____</li> </ul> <p><b>Before Reading: (Activate background knowledge and set a purpose for reading and/or listening comprehension)</b></p> <p><b>During Reading: (Identify critical stopping places to support comprehension)</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Page numbers and language prompts: _____</li> </ul> <p><b>Discussion after Reading: (Language prompts to promote deeper comprehension)</b></p>

## Appendix D3 (continued)

## Planner for Assisted Writing: Interactive Writing

## Phase Two: Writing

Group Focus:

Date:

Week:

Lesson:

Planning for Writing Before Co-Construction of Message	During Co-Construction of Group Message and after the Co-Construction of Group Message
<p><b>Planning for Writing:</b></p> <p><b>Type of Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Informational/Explanatory</li> <li><input type="checkbox"/> Opinion</li> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Response to Literature</li> </ul> <p><b>Resources to Support Group Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ABC chart</li> <li><input type="checkbox"/> Personal dictionary</li> <li><input type="checkbox"/> Pattern chart</li> </ul> <p><b>Before Co-construction of Message:</b></p> <p><b>Negotiate and Generate Group Message:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in a genuine and rich conversation around a particular element of a previously read text or topic to be described or explained.</li> </ul> <p><b>Generated Group Message:</b></p>	<p><b>During Co-Construction of Message:</b></p> <p><b>Early Concepts of Print:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> CAP:</li> </ul> <p><b>Fluent Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letter(s):</li> <li><input type="checkbox"/> Word(s):</li> </ul> <p><b>Letters and/or Words to Teach a Process:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Letters:</li> <li><input type="checkbox"/> Word(s):</li> </ul> <p><b>Writing Strategies:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reread to think about next word</li> <li><input type="checkbox"/> Reread to check on meaning, structure, and language</li> <li><input type="checkbox"/> Say words slowly</li> <li><input type="checkbox"/> Hear individual sounds and record corresponding letters</li> <li><input type="checkbox"/> Use resources to assist with sound-letter match</li> </ul> <p><b>After Writing Group Message:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use writing checklist to check on strategies used during writing</li> </ul> <p><b>Independent Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse individual message</li> <li><input type="checkbox"/> Write a meaningful message</li> </ul> <p><b>Individual Conferences:</b> (Record notes on labels)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct one-to-one conferences; validate message and problem-solving processes and prompt student to apply writing strategies</li> </ul>

Dorn, L., & Soffos, C. (2013, in process). *Interventions that Work: Assisted Writing*. Boston, MA: Pearson.

# Appendix D4

## Personal Narrative Text Map and Writing Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Title:</b>	<b>Author:</b>
<b>Introduction (Who, What, When, Where):</b>	

<b>Event:</b> <b>Elaboration:</b>	→	<b>Event:</b> <b>Elaboration:</b>
--------------------------------------	---	--------------------------------------

<b>Event:</b> <b>Elaboration:</b>	→	<b>Event:</b> <b>Elaboration:</b>
--------------------------------------	---	--------------------------------------

<b>Event:</b> <b>Elaboration:</b>	→	<b>Event:</b> <b>Elaboration:</b>
--------------------------------------	---	--------------------------------------

<b>Conclusion:</b>
--------------------

(continued)

## Appendix D4 *(continued)*

### Narrative Story Text Map and Writing Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

<b>Title:</b>			
<b>Who:</b>	<b>What:</b>	<b>When:</b>	<b>Where:</b>
<b>Introduction:</b>			

<b>Major Events</b>
<b>Event 1:</b>  <b>Elaboration:</b>
<b>Event 2:</b>  <b>Elaboration:</b>
<b>Event 3:</b>  <b>Elaboration:</b>
<b>Conclusion:</b>

*(continued)*

## Appendix D4 *(continued)*

### Expository Sequential Text Map and Writing Guide (Sequence)

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Title:	Author:	Topic:
--------	---------	--------

Introduction:
---------------

Event 1: Elaboration:	→	Event 2: Elaboration:
--------------------------	---	--------------------------

Event 3: Elaboration:	→	Event 4: Elaboration:
--------------------------	---	--------------------------

Event 5: Elaboration:	→	Event 6: Elaboration:
--------------------------	---	--------------------------

Conclusion:
-------------

*(continued)*

**Appendix D4** *(continued)***Expository Sequential Text Map and Writing Guide**  
**(How To—Instructions or Recipes)**

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**How To:****Introduction :****Step 1:****Step 2:****Step 3:****Step 4:****Step 5:****Conclusion:***(continued)*



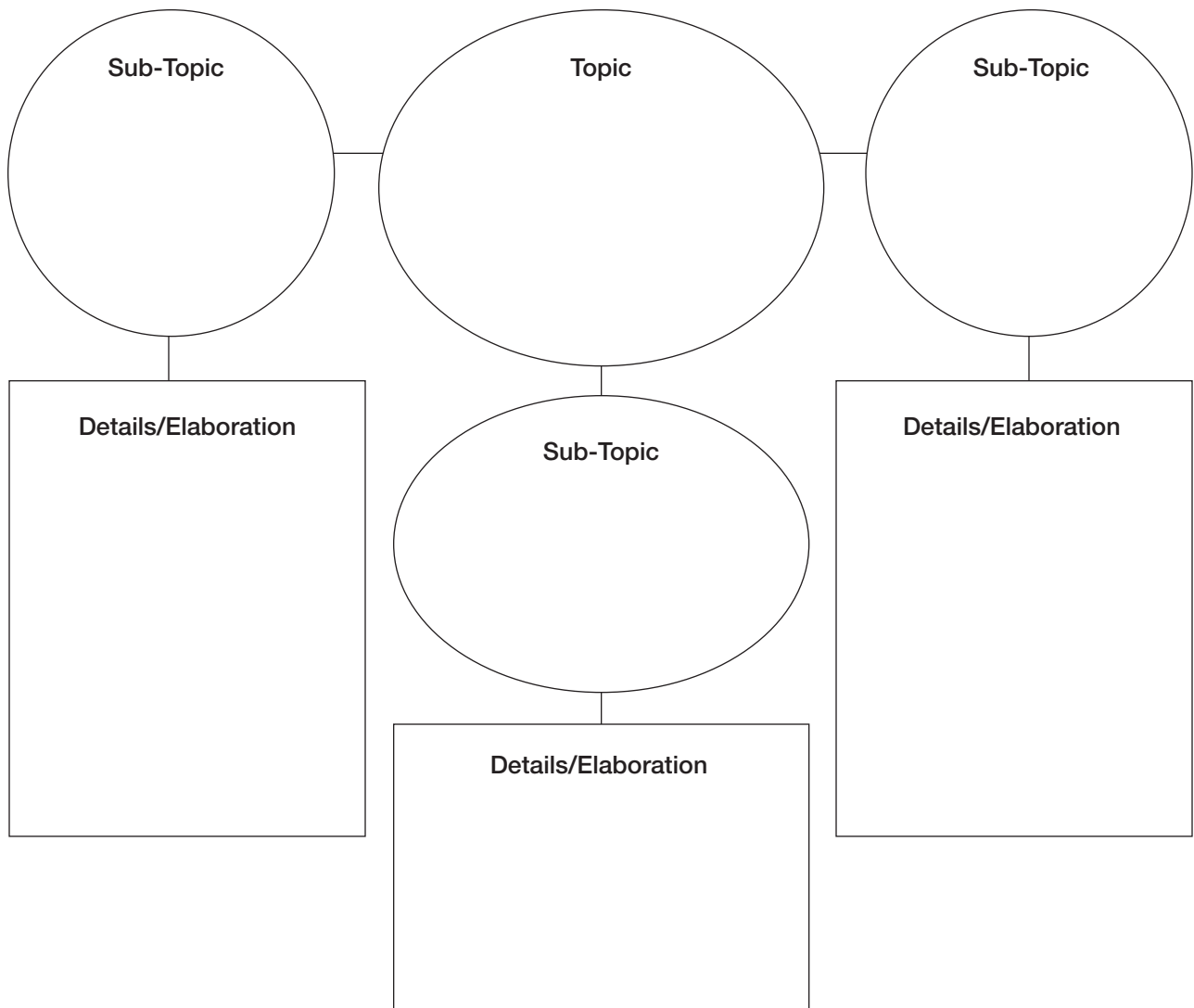
# Appendix D4 *(continued)*

## Expository Descriptive Text Map and Writing Guide

Name: \_\_\_\_\_

Date: \_\_\_\_\_

<b>Title:</b>	<b>Author:</b>
<b>Introduction:</b>	



<b>Conclusion:</b>
--------------------

*(continued)*

## Appendix D4 *(continued)*

### Persuasive Text Map and Writing Guide

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Title:	Author:
Position/Claim:	
Introduction:	

Argument:	Evidence/Support:
Argument:	Evidence/Support:
Argument:	Evidence/Support:

Conclusion/Clincher:
----------------------

## Appendix D5

### Guidesheet for Writing Aloud

#### Phase One: Reading

1. **Reread Shared Poetry:** The goal is for the students to experience the rhythm, rhyme, and cadence of language by rereading poetry over and over again. Reading poetry leads to increased participation and discovery. The teacher:
  - Provides an opportunity for the students to experience language by reading aloud a poem with fluency and prosody.
  - Discusses the poem and encourages the students to respond personally to the text.
  - Uses poetry to direct students' attention to the awareness of sounds in connection with the visual features of words.
  - Engages the students in explicit word analysis
2. **Phonics (Word Work):** The goal is for students to develop knowledge of how words work and to use their phonological and orthographic knowledge to develop a system for learning about words. The teacher:
  - Provides explicit and systematic instruction to help students learn how words work (i.e., helping the students to develop a larger core of more complex site words—contains more complex word patterns using their knowledge of how words work; providing an opportunity for the students to develop a core of more complex high-frequency words; and assisting students as they recognize the link between sound and word patterns).
  - Provides explicit and systematic instruction to help students break known words at meaningful and logical units. The following represent some *possibilities* for expanding their orthographic system. The teacher:
    - Teaches the students a new and important word that would expand their repertoire of known words and support efficient processing during reading and writing.
    - Directs the students' attention to a word pattern and the teacher and students highlight or underline the pattern.
    - Prompts the students to build a known word; prompts the students to break the word at meaningful and logical units; draws the students' attention to the word pattern within the word.
    - Prompts the students to generate other words that have the same sound and visual pattern; prompts the students to categorize the words according to sound and visual patterns.
  - Prompts the students to build two known words; after the teacher asks the student to build two known words, prompts the students to take the onset of one word and the rime from another word and read the new word.
  - Provides the students with an unknown word (written on a card) and prompts them to take the word apart and read the new word; asks the students to draw lines to represent how they took the word apart.
3. **Orientation to New Text (Poem or Interactive Read Aloud):** The goal is for the students to develop ways of thinking about texts, extend their linguistic structures, and to build vocabulary through a supportive and engaging context.
 

*Orientation to New Text*  
The teacher:

  - Introduces the text by reading the title and author.
  - Encourages the students to identify the genre.
  - Activates and builds background through a discussion.
  - Invites students to ask questions and make predictions.
  - Draws the students' attention to the illustrations including charts, graphs, maps, etc.
  - Sets the purpose for reading.

*During Reading*  
The teacher:

  - Reads the text with fluency and prosody.
  - Allows for ongoing discussions at strategic places as the meaning unfolds.
  - Stops at strategic places and prompts the students to think about a word meaning, make connections, summarize information thus far, and check on their understanding.

*After Reading*  
The teacher:

  - Provides an opportunity for the students to go deeper with their understanding of the text by facilitating and scaffolding a discussion about the text (e.g., the author's message or theme in relation to the world, respond personally to text or form opinions, make further predictions and inferences, discuss characters actions and outcomes, retell or summarize the text, or discuss new learning gained from nonfiction reading).

(continued)

## Appendix D5 (continued)

### Guidesheet for Writing Aloud

#### Phase Two: Writing (across subsequent days)

1. **Writing-Aloud Lesson (teacher's message may be modeled over several days):** The goal is for students to acquire knowledge of the writing process through a supportive and engaging context.

##### *Prior Planning for the Writing-Aloud Lesson*

The teacher:

- Considers genre and plans accordingly.
- Composes entire message on paper prior to the writing-aloud lesson.
- Records composing, revising, word-solving, and editing strategies to be demonstrated or modeled at strategic times over the next few days.

##### *Day One: Planning the Message*

The teacher:

- Tells the students that the purpose for the writing is to create a message that others will enjoy and/or learn from.
- Orally shares his or her message with students.
- Organizes his or her thinking on a writing guide related to author's purpose and genre.

##### *Subsequent Days*

The teacher:

- Orally reviews writing guide.
- Considers the part of the pre-planned message to be modeled for this lesson (e.g., introduction, paragraph [events or section] or conclusion).
- Considers all writing strategies needed to be modeled in today's lesson.
- Invites the students to assist her as she composes her message, adds details, and applies spelling strategies.
- Focuses on composing a meaningful message as she models the conventions of writing and spelling strategies.
- Transcribes the message and invites the students to engage in the problem-solving processes throughout the composition of the message.
- Composes her message over several days.
- Completes message and teacher and the students engage in the revision and editing processes.
- Uses a thesaurus or dictionary to reflect on word spellings.
- Guides students to use a writing checklist to reflect on the writing process.

2. **Independent Writing (student's message is written on over several days):** The goal is for the students to apply knowledge of the writing process across genre. The teacher:

- Supports students in choosing a topic to write about (related to the genre and structure the teacher used as a model).
- Provides an opportunity for the students to orally rehearse their message.
- Supports the students if needed as they rehearse their message.
- Gives the students an opportunity to plan their writing using an appropriate writing guide or outline.
- Has students write their message using lined paper and also provides a blank practice/ planning page for applying problem-solving strategies while composing.
- Makes available a dictionary for the students to use to look up word spellings during the editing process.
- Supplies each student with a writing checklist daily to check on where they are in the writing process.

3. **Individual Conferences:** The goal is for the students to learn from teacher assistance. The teacher:

- Supports students with selecting a topic, completing a writing guide or outline for composing their message.
- Prompts students to apply rereading strategies to prepare for next move and to think about meaning and language.
- Encourages students to use resources to support craft.
- Prompts students to apply visual processing strategies within their zone of proximal development.
- Suggests that individual students initiate problem-solving actions needed to complete a specific task.
- Celebrates each student's completed message by allowing the student to reread his or her message.
- Records anecdotal notes on each student's understanding of the planning, crafting, and problem-solving processes used during the writing of the message.

Dorn, L., & Soffos, C. (2013, in process). *Interventions that Work: Assisted Writing*. Boston, MA: Pearson.

## Appendix D6

### Lesson Planner for Assisted Writing: Writing Aloud

#### Phase One: Reading

Group Focus: \_\_\_\_\_ Date: \_\_\_\_\_ Week: \_\_\_\_\_ Lesson: \_\_\_\_\_

Shared Reading of Poetry and Word Work	Introduce New Poem or Read-Aloud Text
<p><b>Reread a Familiar Poem:</b> Title of Poem: _____</p> <p><b>Word Work:</b></p>	<p><b>New Text</b> (consider an option below):</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Read poem</li> <li><input type="checkbox"/> Read Aloud Text (Fiction or Nonfiction)</li> </ul> <p><b>Orientation to New Text:</b> Title: _____ Author: _____ Genre:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Expository (nonfiction)</li> <li><input type="checkbox"/> Poetry</li> </ul> <p><b>Before Reading:</b> (Build and/or activate background knowledge and set a purpose for listening comprehension)</p> <p><b>During Reading:</b> (Identify critical stopping places to support comprehension)</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Page numbers and language prompts:</li> </ul> <p><b>Discussion after Reading:</b> (Language prompts to promote deeper comprehension beyond the text, e.g., revisit purpose for listening and comprehending)</p> <p><b>Build or Add to Language Chart Using Examples from Text:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Text Structure</li> <li><input type="checkbox"/> Author's Craft Including Text Features</li> <li><input type="checkbox"/> Vocabulary Charts (words instead of . . . , examples used to describe being sad and etc.)</li> <li><input type="checkbox"/> Language Use and Conventions (Grammar, Spelling, Punctuation)</li> </ul>

## Appendix D6 (continued)

Lesson Planner for Assisted Writing: Writing Aloud  
Phase Two: Writing

Group Focus: \_\_\_\_\_ Date: \_\_\_\_\_ Week: \_\_\_\_\_ Lesson: \_\_\_\_\_

Planning and Introducing Writing	During the Co-Construction of Message
<p><b>Planning:</b></p> <p><b>Type of Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Informational/Explanatory</li> <li><input type="checkbox"/> Opinion</li> <li><input type="checkbox"/> Narrative</li> <li><input type="checkbox"/> Response to Literature</li> </ul> <p><b>Resources to Support Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Mentor text(s)</li> <li><input type="checkbox"/> Co-constructed language charts</li> <li><input type="checkbox"/> Writing checklist</li> </ul> <p><b>Before Writing Aloud Lesson:</b></p> <p><b>Introduce Lesson:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explain author's purpose:</li> <li><input type="checkbox"/> Genre: (narrative, informational/explanatory or persuasive)</li> <li><input type="checkbox"/> Complete writing guide to support organization</li> </ul> <p style="text-align: center;"><b>OR</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Revisit previous day's writing</li> <li><input type="checkbox"/> Review, as a writer, where you are in the writing process and set purpose for today's composition</li> </ul> <p><b>Message for This Lesson:</b></p>	<p><b>Draw Students' Attention to Writing Strategies During the Composition:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Composing Strategies:</li> <li><input type="checkbox"/> Word-Solving Strategies:</li> <li><input type="checkbox"/> Revising and/or Editing Strategies:</li> </ul> <p><b>After Writing Group Message:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use writing checklist to check on strategies used during writing</li> </ul> <p><b>Independent Writing:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Rehearse individual message</li> <li><input type="checkbox"/> Write a meaningful message</li> </ul> <p><b>Individual Conferences</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conduct one-to-one conferences; validate message and prompt student to apply writing strategies</li> </ul>

Dorn, L., & Soffos, C. (2013, in process). *Interventions that Work: Assisted Writing*. Boston, MA: Pearson.

# Writing Checklist

## For Grades 1–2



### PREWRITING

- Plan your story.

### DRAFTING

- Write your story.
- Reread often to think about the next word.
- Revising
- Reread your story quietly to make sure it makes sense.
- Add to your story or take out what you don't want.
- Check for precise language (adjectives and strong verbs) and use the thesaurus as a resource.

### EDITING

- Read your story and check for correct punctuation (periods, questions marks, commas, etc.)
- Check your writing for capital letters at the beginning of sentences and proper nouns.
- Circle words that do not look right and look up the circled words in the dictionary.

### PUBLISHING

- Decide if this will be a piece you wish to publish now or place in your writing portfolio.

(continued)

Appendix D7 *(continued)*

# Writing Checklist

## For Grades 3–4



### PREWRITING

- Plan your story.

### DRAFTING

- Begin writing your story.
- Reread your story often to make sure it makes sense and sounds right and to help you think about the next word, phrase or idea.

### REVISING

- Read your story to make sure it makes sense and sounds right. (subject–verb agreement, consistent verb tense throughout piece)
- Add to your story or take out what you don't want.
- Check for precise language and use the thesaurus as a resource. (strong verbs, adjectives, onomatopoeia, similes, metaphors)

### EDITING

- Circle words that do not look right and look up the circled words in the dictionary.
- Read your story and check for correct punctuation. (periods, questions marks, commas, etc.)
- Check your writing for capital letters at the beginning of sentences and proper nouns.

### PUBLISHING

- Decide if this will be a piece you want to publish now or place in your writing portfolio.



## Appendix E1

### Guidesheet for Guided Reading Plus Groups

#### Phase One

1. **Fluent Writing:** The goal is for the students to write fluently a large core of high-frequency words. The teacher:
  - Selects one or two partially known high-frequency words for the students to write fluently.
2. **Phonological Awareness:** The goal is for the students to hear and manipulate larger units of sound (e.g., word boundaries); hear, say and generate rhyming words; hear and manipulate smaller phonemes within words, (e.g., phoneme segmentation, deletion, addition, and blending [Phonemic Awareness]). The teacher:
  - Provides explicit instruction in hearing and manipulating the sounds of language.
  - Provides explicit instruction in identifying word boundaries, hearing, and generating rhyming words, segmenting onset and rhyme, and syllables.
  - Provides explicit instruction in hearing and manipulating individual phonemes.

**AND/OR**
3. **Phonics (Letter/Word Work):** The goal is for the students to become familiar with letters and features of letters and to connect letters and sounds; build a core of high-frequency words to be read quickly; use word-solving strategies fast, fluently, and flexibly while processing in continuous text. The teacher:
  - Provides explicit instruction in letter learning.
  - Provides explicit and systematic phonics instruction to help students learn how words work.
  - Provides explicit and systematic instruction in breaking words into parts (e.g., onset and rime or at meaningful and logical units).
  - Provides explicit and systematic instruction in how to use known words and known word parts to build, read and write unknown words.
  - Provides an opportunity for the students to use known words and word patterns to read and write new words.
4. **Personal Dictionary:** The goal is for the students to acquire a core of high-frequency words that can be used in reading and writing. The teacher:
  - Provides an opportunity for the students to record known high-frequency words in their personal dictionary.
  - Provides the students with an opportunity to read their recorded words from a few pages in their dictionary for word fluency practice.

**OR**
5. **Pattern Chart:** The goal is for the students to acquire knowledge of spelling patterns to be used in reading and writing. The teacher:
  - Provides the students with a resource that helps them make connections across words (e.g., provides an opportunity to notice simple word patterns, prompts to use known words from a prior word work experience to notice patterns in words).
6. **Guided Reading**

**Orientation to New Book:** The goal is for the students to apply their knowledge of content, language, and reading strategies to prepare for the text reading. During the discussion, the teacher:

  - Provides an overview of the text and the teacher and the students co-construct meaning by discussing the pictures.
  - Uses specific language structures that will enable the students to predict the language during reading.
  - Discusses relevant or new vocabulary that will help the students read the text with understanding.
  - Guides the students to locate known and/or unknown words using their knowledge of letters and sounds.
  - Points out important features within text (e.g., illustrations, text structure [organization] and/or text features to support comprehension).

**During Reading of New Book:** The goal is for the students to use meaning, structure and visual information in an orchestrated way to read fluently and with comprehension. The teacher:

  - Holds one-to-one conferences, listens to the student read orally and notes his/her reading fluency, word solving strategies, and checks on comprehension through a brief discussion.
  - Prompts the student to think about the text meaning, structure, and/or initiate problem-solving strategies.

**After Reading New Book:** The goal is for the students to engage in a meaningful discussion and to reflect on their problem-solving and comprehending strategies. The teacher:

  - Discusses the book at the meaning level with the students (e.g., theme, new learning, and personal responses to the text).
  - Validates processing strategies used during reading.
  - Explicitly teaches for strategy development if processing strategies were neglected.

(continued)

## Appendix E1 (continued)

### Guidesheet for Guided Reading Plus Groups

#### Phase Two

**1. Reading Assessment:** The goal is for the teacher to code, score and analyze the students's reading behaviors and to use the data to plan for instruction. The teacher:

- Takes a running record on two or more students using the guided reading text from the previous day's lesson.
- Analyzes the behaviors used and/or neglected during reading.
- Uses language to validate and/or activate processing during reading.

**2. Independent Reading:** The goal is for students to read texts with high levels of efficient processing and with comprehension. The teacher:

- Provides an opportunity for students to read easy or familiar texts from their independent reading boxes.

#### 3. Writing about Reading

**Writing about Reading Lesson:** The goal is for the students to extend their understanding of text and apply fluent transcription processes to encode their thinking about the text. The teacher:

- Provides the students with an oral prompt to promote deeper thinking about the text.
- Supports the students in thinking about the text (e.g., supports the planning, encoding and problem-solving processes).
- Models and/or prompts for word-solving strategy use.
- Engages students in problem-solving processes on their individual wipe-off boards, if applicable.
- Prompts the students to use known letters, sounds and words to write unknown words.

OR

**Writing Prompt:** The goal is for students to extend their understanding of text by thinking about the text at higher levels and by using efficient problem-solving writing strategies to transcribe their message fluently. The teacher:

- Provides students with a comprehension prompt that stimulates deeper thinking.
- Supports the students in composing messages in response to prompt.
- Prompts students to rehearse their response before writing and provides support if needed.
- Invites the students to use their practice page to problem-solve on unknown letters or words.
- Encourages the students to use a planning page to organize their thinking before responding and to experiment with word choice, language phrases and creating techniques during composing.

**Individual Conferences:** The goal is for students to initiate writing strategies (composing and transcription) independently. The teacher:

- Prompts students to apply rereading strategies to prepare for next move and to initiate visual processing strategies while encoding their thinking.

**4. Reading and Writing Analysis:** The goal is for the teacher to use data across reading and writing to check on reading and writing and plan next lessons. The teacher:

- Reflects on focus for lessons.
- Uses reading and writing data to validate progress.
- Uses reading and writing data to prepare a new focus and writes predictions of progress.

Dorn, L., & Soffos, C. (2009). *Interventions that Work: Guided Reading Plus*. Boston, MA: Pearson.

## Appendix E2

### Planner for Guided Reading Plus

#### Phase One

Group Focus: \_\_\_\_\_ Date: \_\_\_\_\_ Week: \_\_\_\_\_ Lesson: \_\_\_\_\_

Group Members:			
Fluent Writing, Phonological Awareness, and Phonics	Orientation to New Book	Orientation to New Book	After Reading New Book
<p>Word/s for Fluent Writing:</p>   <p>Phonological/Phonemic Awareness:</p>   <p>Phonics (Letter/Word Work):</p>   <p>Personal Dictionary or Word Pattern Chart:</p>	<p>New Book:</p> <p>Title: _____</p> <p>Level: _____</p> <p>Orientation to New Book:</p>	<p>Unfamiliar Language Structures:</p>   <p>Relevant Vocabulary:</p>   <p>New and Important Word/s:</p>	<p>Discussion Prompts:</p>

*(continued)*

## Appendix E2 (continued)

### Planner for Guided Reading Plus

Phase Two

Group Focus: \_\_\_\_\_ Date: \_\_\_\_\_ Week: \_\_\_\_\_ Lesson: \_\_\_\_\_

Assessment: Running Record	Writing About Reading	Reading & Writing Group Analysis
Book Title:  Book Level:  Student's Name:  Accuracy Rate:  SC Ratio: 1:  Student's Name:  Accuracy Rate:  SC Ratio: 1:	Writing About Reading Lesson or Writing Prompt:	

## Appendix F1

### Path of Movement for Learning about Letters

<b>A</b> slant down, slant down, across	<b>a</b> over, around and down
<b>B</b> down, up around, around	<b>b</b> down . . . n, up and around
<b>C</b> over, around and open	<b>c</b> over, around and open
<b>D</b> down, up, around	<b>d</b> over, around u . . . p and down
<b>E</b> down, across, across, across	<b>e</b> across, over, around and open
<b>F</b> down, across, across	<b>f</b> over, dow . . . n, across
<b>G</b> over, around, across	<b>g</b> over, around, dow . . . n and curve
<b>H</b> down, down, across	<b>h</b> dow . . . n, up and over
<b>I</b> down, across, across	<b>i</b> down, dot
<b>J</b> down, curve, across	<b>j</b> down, curve, dot
<b>K</b> down, slant in, slant out	<b>k</b> dow . . . n, slant in, slant out
<b>L</b> down, across	<b>l</b> dow . . . n
<b>M</b> down, slant down, slant up, down	<b>m</b> down, up, over, up, over
<b>N</b> down, slant down, up	<b>n</b> down, up, over
<b>O</b> over, around, close	<b>o</b> over, around, close
<b>P</b> down, up, around	<b>p</b> dow . . . n, up, around
<b>Q</b> over, around, close, slant out	<b>q</b> over, around, down
<b>R</b> down, up, around, slant out	<b>r</b> down, up, curve
<b>S</b> over, around, curve	<b>s</b> over, around and curve
<b>T</b> down, across	<b>t</b> down, across
<b>U</b> down, curve up	<b>u</b> down, curve up, down
<b>V</b> slant down, slant up	<b>v</b> slant down, slant up
<b>W</b> slant down, slant up, slant down, slant up	<b>w</b> slant down, slant up, slant down, slant up
<b>X</b> slant down, slant across	<b>x</b> slant down, slant across
<b>Y</b> slant down, slant up, down	<b>y</b> slant down, slant dow . . . n
<b>Z</b> across, slant down, across	<b>z</b> across, slant down, across

From *Shaping Literate Minds: Developing Self-Regulated Learners* by Linda J. Dorn and Carla Soffos, copyright © 2001, reproduced with permission of Stenhouse Publishers. [www.stenhouse.com](http://www.stenhouse.com) <<http://www.stenhouse.com>>

## Appendix F2

### Becoming Aware of the Phonological and Orthographic Systems Emergent Processing Level Guided Reading Levels: A–C

#### Possibilities for Strategic Letter Work

- Reads ABC chart chorally; reads in a variety of ways (reads consonants, reads vowels, every other letter).
- Reads letter books chorally.
- Develops knowledge for how to learn letters (describes path of movement).
- Recognizes and sorts distinguishable features of letters.
- Recognizes and names all upper- and lower-case letters fluently.
- Writes most upper- and lowercase letters fluently.

#### Possibilities for Strategic Word Work

(Building word knowledge and supporting visual searching processes)

- Builds name letter by letter in left-to-right order using a model and without a model; breaks word (name) letter by letter; rebuilds word (name) letter by letter; reads word (name) with fluency.

- Builds, breaks, and reassembles grade-level, simple high-frequency words letter by letter in a left-to-right order; reads words with fluency.
- Builds simple one-syllable CVC words in left-to-right order; breaks words letter by letter and blends letter sounds back together to say words (*cat, c-a-t, cat, run, r-u-n, run*); reads words with fluency (*is, at, am*).
- Builds simple one-syllable CVC words in a left-to-right order; distinguishes between similarly spelled words by identifying the sounds of the letters that are different (*bat, sat; cat, can; hit, hot*); reads words.
- Records simple high-frequency words or CVC words in personal dictionary using first letter; reads recorded words with fluency.
- Builds known words with CVC pattern; breaks words using onset and rime; blends parts back together; reads words with fluency.
- Builds known words with a CVC pattern; breaks words using onset and rime; rebuilds words; generates other words that sound the same (*h-am, f-an*); manipulates onset to make new words; reads new words with fluency.

(continued)

## Appendix F2 (continued)

### Increasing Awareness of the Phonological and Orthographic Systems Beginning Early Processing Level Guided Reading Levels: D–E

#### Possibilities for Strategic Letter Work

- Reads ABC chart chorally.
- Reads letter books chorally.
- Develops knowledge for how to form letter (describe path of movement).
- Recognizes and categorizes distinguishable features of letters.
- Identifies and categorizes letters by vowels and consonants.
- Recognizes and names all upper- and lower-case letters fluently.
- Writes most upper- and lowercase letters fluently.

#### Possibilities for Strategic Word Work

(Building word knowledge and supporting visual searching processes)

- Builds, breaks, and reassembles simple grade-level high-frequency words letter by letter in a left-to-right order (*w-e-n-t, went*); reads words with fluency.
- Writes simple high-frequency words (grade appropriate) in a personal dictionary using first letter; reads recorded words with fluency.
- Builds simple VC words in left-to-right order; breaks words letter by letter and rebuilds words; reads words with fluency (*is, at, am*).
- Builds simple one-syllable CVC words in left-to-right order; breaks words letter by letter and rebuilds words; reads words with fluency (*cat, c-a-t, cat; run, r-u-n, run*).
- Builds simple one-syllable CVC words in left-to-right order; manipulates consonants or vowels in the beginning, middle, or ending position to make new words (*cat, hat; hot, hit; stop, step*); reads new words with fluency.
- Builds known words with a CVC pattern; breaks words using onset and rime; generates other words that sound the same (*h-am, f-an*); manipulates onset to make new words; reads words with fluency.
- Builds known words with a CVCe pattern in left-to-right order; breaks words letter by letter; rebuilds words letter by letter; reads words with fluency (*have, h-a-v-e*).
- Builds known words in a left-to-right order; adds inflectional endings (*s, ing, ed*) to make new words (*looks, looking, looked*); reads words with fluency.
- Builds words in left-to-right order with consonant clusters and digraphs in beginning, and ending position; breaks words using onset and rime patterns (*st-ep, f-ish*) or at meaningful and logical units (*sh-i-p, f-i-sh*); builds words; reads words with fluency.

(continued)

## Appendix F2 (continued)

### Gaining Control of the Phonological and Orthographic Language Systems Late Early Processing Level Guided Reading Levels: F–G

#### Possibilities for Strategic Letter Work

- Develops speed, fluency, and ease in identifying and writing all upper- and lowercase letters.

#### Possibilities for Strategic Word Work

(Building word knowledge and supporting visual searching processes)

- Builds, breaks, and reassembles grade level high-frequency words letter by letter in left-to-right order (*w-h-e-n, when; a-w-a-y, away*); reads words with fluency.
- Reads regularly spelled one-syllable words with fluency using knowledge of word patterns (*much, bake, bring*).
- Reads two-syllable words; breaks words (using basic pattern and syllable knowledge); reads words with fluency (*rab-bit, stop-ping*).
- Reads irregularly spelled words (*said, their, there, none, both*); forms generalizations about words; reads words with fluency.
- Builds base words in a left-to-right order and adds inflectional endings (*-ing, -ed*) (*stop-stopped, stopping*); forms generalizations about word ending; reads words with fluency.
- Builds base words in a left-to-right order; adds (*-s* or *-es*) to base word to form plurals; forms generalizations about word meanings; reads words with fluency (*balls, glasses*).
- Reads regularly spelled, one-syllable short and long vowel words; distinguishes between short (CVC: *cat*) and long vowels (CVCe: *bike*; CVVC: *steep*).
- Builds words with long vowel patterns (vowel teams) in a left-to-right order; breaks words at meaningful and logical units (*sh-e-e-t* or *sh-ee-t* or *sh-eet*; *s-e-a-t* or *s-ea-t* or *s-eat*); attends to vowel word patterns; rebuilds words; reads words with fluency.
- Builds words with long vowel patterns (vowel teams); generates other words that sound the same and look the same; forms generalizations of long vowel word patterns; reads words with fluency.
- Builds words with consonant diagraphs (beginning or ending position) in left-to-right order; breaks words at meaningful and logical units (*sh-ir-t; sh-irt; fish, wash*); attends to diagraphs in beginning or ending position; reads words with fluency.
- Uses known patterns or word parts to build and read new words; reads words with fluency (*stop + day = stay*).
- Builds words with *r* controlled vowels in a left-to-right order; breaks words at meaningful and logical units (*c-a-r* or *c-ar; st-a-r-t* or *st-ar-t* or *st-art*); blends parts back together to read words; notices diphthong patterns; generates other words that have the same sound and look the same.
- Builds words with diphthongs in a left-to-right order; breaks words at meaningful and logical units (*h-o-u-s-e* or *h-ou-s-e* or *h-ouse; fl-o-w-e-r* or *fl-ow-er*); blends parts back together to read words; attends to diphthong patterns; generates other words that have the same sound and look the same.
- Reads compound words; breaks words at meaningful and logic units (*out-side, sun-shine*); forms generalizations about words.
- Builds two known words (*l, am*); removes a letter or letters to form a contraction (*l'm*); forms generalizations about words; reads words with fluency.
- Reads unknown words by breaking words into syllables; uses knowledge that every syllable contains a vowel sound to determine the number of syllables in a printed word; reads words with fluency, (e.g., *can/dy*).

(continued)



## Developing Control of the Phonological and Orthographic Language Systems Transitional Processing Level

### Guided Reading Levels: H–M

#### Possibilities for Strategic Word Work

(Building word knowledge and supporting visual searching processes)

- Builds, reads, and writes many high-frequency words with fluency.
- Builds and reads words with long vowel patterns (vowel teams) with fluency.
- Builds words with additional common vowel patterns (vowel teams); breaks words at meaningful and logical units (*l-ou-d, h-oo-p, sn-ow, b-oy, s-oi-l, c-or-n, c-ar-t*); rebuilds words; attends to additional vowel patterns (vowel teams); reads words with fluency.
- Builds and reads words with consonant blends and digraphs in beginning, medial, and ending positions with fluency (*bathtub, spend, splash, chair, whale*).
- Builds regularly spelled two-syllable words with long vowels; uses knowledge of word patterns to make words; breaks words at meaningful and logical units; forms additional generalizations about word patterns; reads words with fluency.
- Builds base words; makes new words by changing letters and adding common prefixes and derivational suffixes; forms generalizations about word meanings (*do* vs. *undo*; *help* vs. *helpful*); reads words with fluency.
- Builds base words; makes new words by adding common prefixes and derivational suffixes (*un, re, mis, ful, less, able*); forms generalizations about base words and changes in meaning when adding or deleting prefixes or suffixes; reads words with fluency.
- Builds base words; makes new words by adding common Latin suffixes (*-tion/sion; -ity, -ment*); forms generalizations about base words and changes in word meaning when adding Latin suffixes; reads words with fluency.
- Builds base words; makes new words by adding suffixes that form comparatives (*high/higher/highest*); forms generalization about base words and changes in meaning when adding a comparative suffix; reads words with fluency.
- Builds words with silent consonants; breaks words at meaningful and logical units; forms additional generalizations about word patterns; reads words with fluency (*sight, know*).
- Builds and reads a range of contractions (*that's, won't, they're, you've*) with fluency.
- Builds and reads grade-level appropriate irregularly spelled words; forms generalizations about words; reads words with fluency (*through, eyes, busy, people*).
- Builds base words; makes new words by changing and/or adding letter(s) (*s, es*) to form plurals; forms generalizations about word meanings; reads words with fluency (*boys, boxes, stoves*).
- Builds and reads base words; adds inflectional endings (*-ing, -ed*) (*stop-stopped, stopping; lunch, lunches*); forms generalizations about words; reads words with fluency.
- Builds homophones (same pronunciation, but different spelling) or homographs (same spelling, different meanings, and sometimes different pronunciations) using meaning as the basis for building the correct words; forms generalizations about word meanings; reads words with fluency.
- Uses known patterns or word parts to build and read multisyllabic words; reads words with fluency (*whisper, mistake, invention*).

## Appendix F3

## Word/Spelling Patterns

Note: It is important to remember that children *DO NOT* need to learn every word or spelling pattern in isolation. Once they understand there are patterns in words and learn how to look for them, they will discover more for themselves.

(\*Represents 37 common rime patterns)

Short-Vowel Patterns One Syllable Words		Long-Vowel Patterns One Syllable Words		R-Vowel and Other-Vowel Patterns One Syllable Words	
-at* -an* -am* -ad -ag -ap* -ack* -and* -ank* -ash*	<b>Short-a patterns</b> cat, sat, at, mat, that can, man, an, ran, fan am, jam, ham, clam had, bad, mad, sad, glad bag, flag, drag, brag map, snap, clap, strap back, black, pack, sack and, sand, hand, stand bank, sank, drank, tank dash, rash, flash, sash	-ake* -ame* -ate,*-ait -ave -ade, -aid -ace -age -ale,* -ail -ain,* -ane -ay*	<b>Long-a patterns</b> cake, take, wake, shake came, name, same, game ate, date, late, hate; wait gave, save, wave, brave made, grade; paid face, race, place age, page, cage whale; tail, sail, mail rain, train; plane, crane day, may, say, stay, play	-ar* -ark -arm -art -air, -are, -ere -or, -ore, -oor -orn -ir, -ur, -er -urn, -earn -ird, -ord, -eard -ear, -eer	<b>R-vowel patterns</b> car, far, jar, star park, bark, dark arm, farm, harm part, start; heart hair, pair, chair; care, share, scare; where, there for; more, tore, wore, store; door, poor born, corn, horn, torn sir, stir; fur; her burn, turn; earn, learn bird, third; word; heard ear, dear, fear, hear, near; steer
-ed -ell* -en -et* -end -ent -est*	<b>Short-e Patterns</b> bed, red tell, well, yell ten, men, when get, let, pet, set, wet, yet end, send, bend cent, went, sent best, nest, rest	-e, ee, -eep -een, -ean -eet, -eat* -eel, eal -ead, -eed -eam	<b>Long-e patterns</b> he, me, she; see, free, tree, three keep, sleep, jeep, sheep green; mean, clean feet, meet, sweet; heat feel; meal, real read; need, feed dream, cream, stream	-all* -aw* -alk -aught, -ought -ost -ong	<b>aw patterns</b> all, ball, call, fall, tall, small saw, draw walk, talk, chalk caught, taught; ought, bought cost, lost long, song, strong, wrong
-it* -in* -ill* -id -ig -ing* -ip* -ick* -ish -ink*	<b>Short-i patterns</b> it, sit in, win, skin will, hill did, hid, kid big, pig, dig ring, sing, thing, bring ship, trip, slip pick, sick, trick dish, fish, wish wink, sink, link, stink	- ie, igh -ight* -ike -ide* -ime -ine -ice* -ile -ife -ite -y	<b>Long-i patterns</b> pie, lie; high night, light, might, right bike, like, hike ide, ride, side, wide time, dime, lime nine, line, mine, shine ice, nice, rice mile, smile, while life bite, white my, cry, sky, why, fly	-oo -new, ue -oot, uit -ool -oom -ook -ood, -ould -ull -ush	<b>oo patterns</b> zoo, too; moon, noon, soon new, flew, grew; blue, true boot, shoot; fruit, suit cool, fool, pool, school boom, broom, room book, took, look, shook stood, wood, good; could, would, should pull push, bush

(continued)

## Appendix F3 (continued)

<p>-op* -ot* -ock*</p>	<p><b>Short-o patterns</b> hop, top, shop lot, hot, not, spot block, clock</p>	<p>-o; -oe -ow -oat -oad -ole, -oll -old* -oke* -ose -one -ore*</p>	<p><b>Long-o patterns</b> no, go, so, toe low, grow, show, slow, know goat, boat, coat; note, wrote toad, load, road hole, pole; roll old, gold, cold, hold, sold, told woke, joke, broke, spoke nose, rose, chose, close, those bone, alone store, chore</p>	<p>-ow -own -ound -oud, -owd -out -ouse</p>	<p><b>ow patterns</b> cow, how, now down, town, brown, clown found, sound, round, pound loud, cloud, proud; crowd out, shout house, mouse</p>
<p>-ug* -un -ut -up -ub -ump* -unk* -us -ust -uck*</p>	<p><b>Short-u patterns</b> bug, rug, hug fun, run, sun but, cut, shut up, cup cub, rub, tub bump, jump, dump junk, skunk, trunk us, bus must, just truck, luck</p>	<p>-ule -use -uge -ute -ew</p>	<p><b>Long-u patterns</b> mule use huge flute few</p>	<p>-oy -oil</p>	<p><b>oy patterns</b> boy, toy, joy oil, boil</p>

Gunning, BUILDING WORDS, Table 9.3, "Spelling Patterns" pp. 234–235, © 2001 by Pearson. Reproduced by permission of Pearson Education, Inc.

## Appendix F3 (continued)

## Syllable Patterns

<i>High-frequency patterns</i>		<i>Other vowel Patterns</i>	
Compound words	someone, sometime, something, anyone, anything, outside, inside	al, au, aw	also, although, always; autumn, author; awful, drawing
Schwa-a	ago, away, alone, about, around, along, across, again, against, asleep	-oi, -oy -ou, -ow	noisy; enjoy, destroy, loyal, voyage around, about, announce; flower, allow, power
-en	open, happen, twenty, plenty	-oo, -u = oo	balloon, cartoon; super, student, truly, tuna
-er	over, under, ever, never, other, brother, mother	-ook	book, bookstore
-ar	garden, farmer	-oot	football
-at	matter	-ood	neighborhood, goodness
-it	kitten, kitchen	-ful	thankful, careful
-in	winter, dinner, finish	-tion, -sion	action, addition, invention, information, question, mention, confusion, occasion
-is (s)	sister, mistake, whisper		
-un	under, until, hundred		
be-	became, below, begin, belong		
re-	report, receive		
-or	before, morning, forty		
-a	paper, baby, famous		
y = e	sunny, funny, money		
-i	tiger, tiny, spider, Friday		
-ur	hurry, purple		
<i>Short-vowel patterns</i>		<i>Long-vowel patterns</i>	
-ic(k)	chicken, nickel, pickle	-ea, -ee =	season, reason, easily, eaten, repeat,
-et	letter, lettuce, settle, metal	long e	leader; beetle, indeed, succeed, agree
-im	limit, improve, simple	-ide	beside, divide, decide
-ab	absent, cabin	-ise	surprise
-ad	shadow, ladder, address	-ail, -ale	detail, female
-ag	magazine, magnet	-ain	contain, explain, obtain
-ang	sang, angry	-ate	hesitate, appreciate
-am	hammer	-ope	envelope, telescope
-an	candy	-oke	broken, spoken
-ap	happy, happen, captain, chapter	-ope	envelope
-ent	event, prevent	-u, -ture	future, nature adventure, creature
-el (l)	yellow, elbow, jelly, welcome		
-il (l)	middle, hidden, midnight		
-oc	doctor, chocolate,		
--op	copy, popular, opposite		
-ot	bottom, bottle, robot		
-ub	rubber, stubborn		
-uck	lucky, chuckle		
-ud	sudden, study		
-ug	struggle		
-up	puppy, supper, upper		
-us	muscle, discuss		
-ut	butter		

Gunning, BUILDING WORDS, Table 9.3, "Spelling Patterns" pp. 234–235, © 2001 by Pearson. Reproduced by permission of Pearson Education, Inc.

## Appendix G1

### Environmental Scale for Assessing Implementation Levels (ESAIL)

#### Descriptions of Ten Criteria

Developed by L. Dorn & C. Soffos (2005)

The ESAIL instrument is designed to assess a school's level of implementation in a comprehensive literacy model, specifically the Partnerships in Comprehensive Literacy (PCL) model. Schools can use the ESAIL for multiple purposes, including: 1) a pre-assessment to determine a school's readiness for implementing a comprehensive literacy model; 2) a periodic assessment to study a school's growth over time on one or more literacy criteria, and 3) a post-assessment to measure a school's improvement over the academic year. Schools can use the ESAIL to guide and monitor school-wide efforts, including professional development in particular areas. All PCL schools must include the results from the ESAIL in annual reports and school plans.

#### Criterion 1: Creates a Literate Environment

Teachers create a literate environment by providing a wide variety of reading experiences, including rich and diverse opportunities for students to read, discuss, and write texts across the curriculum. Students' learning at various stages in the reading and writing process is celebrated and displayed on walls within and outside classrooms. Classrooms are arranged to promote whole and small group problem-solving discussions. Inquiry-based learning is evident, including relevant and purposeful talk. Respectful talk and attitudes are promoted and used among students, and students' questions are valued by providing additional opportunities for clarifying and seeking information through research.

#### Criterion 2: Organizes the Classroom

Teachers organize the classroom to meet the needs of diverse learners, including selecting appropriate materials and working with whole group, small group, and individual learners. Other features include an emphasis on establishing classroom norms that support the children's ability to self-regulate their literate behaviors for different purposes and across changing contexts, including staying on-task, working independently, assuming responsibility for classroom materials, and respecting the rights of others. Teachers' workspace and materials, including assessment notebooks, are organized and used to document learning and plan

for instruction. Students' workspace and materials, including students' logs, are organized and easily accessible. Classroom libraries are well organized and contain an abundant amount of reading material across genres, authors and topics.

#### Criterion 3: Uses Data to Inform Instruction and to Provide Research-Based Interventions

Teachers use assessments to inform instruction and to monitor students' learning. A range of summative and formative assessments are used, including portfolio assessments, conference notes, constructed response measures, observations, anecdotal notes, running records, logs, and norm- and criterion-referenced tests. Data are used to tailor interventions that provide multiple layers of support for the most needy students, including a comprehensive intervention model with Reading Recovery in first grade and small group interventions across the grades. The specialty teachers collaborate and plan with the classroom teachers to ensure consistency of interventions across the school day.

#### Criterion 4: Uses a Differentiated Approach to Learning

Teachers use a workshop approach to learning across the curriculum, including reading, writing, language, and content workshops. Small group reading and writing instruction is provided to meet the needs of diverse learners; and explicit minilessons are tailored to meet the needs of the majority of students across the curriculum. Daily one-to-one conferences are scheduled with students during the workshop framework. Teaching prompts are used to promote problem-solving strategies, higher-order thinking processes, and deeper comprehension. Quality literature is read, enjoyed, and analyzed across the various workshops. A writing continuum is used to meet student needs, plan instruction, and monitor student progress. Writing is taught as a process, including drafting, revising, editing, and publishing processes. Mentor texts and notebooks are used as resources across genres; and inquiry-based learning is promoted and arranged across the content areas.

*(continued)*

## Appendix G1 *(continued)*

### Criterion 5: Uses Assessment Wall for School-wide Progress Monitoring

Schools use common assessments across grade levels for measuring student achievement. Data on the assessment/intervention wall are used for monitoring program effectiveness and to ensure struggling students are receiving appropriate interventions.

### Criterion 6: Uses Literacy Coach to Support Teacher Knowledge and Reflective Practice

Coach follows guidelines for coordinating, monitoring, and assessing school change: 50%-60% of time coaching and supporting teachers in the classroom, and planning and implementing literacy team meetings and other professional learning opportunities for teachers; 20%-40% of time teaching struggling readers in intervention groups; and 10%-20% of time coordinating and supervising the school's literacy program, including meeting with administrators, designing curriculum, analyzing and reporting data for school improvement, and spotlighting the school's literacy program. Coach applies scaffolding techniques through coaching cycles that use a gradual release model to promote self-regulated teachers. Coach coordinates an assessment team, collects school-wide data, assists in data analysis for continuous school improvement, and uses results for school planning.

### Criterion 7: Builds Collaborative Learning Communities

Coach plans and coordinates teachers' professional study groups, grade level planning, and peer observations. Coach creates a climate for collaborative problem-solving and reflective practice. Teachers use reflection logs to reflect on learning during and after team meetings, conferences, cluster visits, and other professional learning experiences.

### Criterion 8: Creates and Uses School Plans for Promoting Systemic Change

Coach and teachers collaboratively identify strengths and needs of current literacy practices and create a plan of action, including school plan with timelines and persons responsible for executing the plan. Coach and teachers share with stakeholders and gain support for school improvement initiatives. Coach compiles data into a school report and shares results with stakeholders.

### Criterion 9: Uses Technology for Effective Communication

Coach and teachers network with other professionals through the use of technology including list servers and discussion boards. They use technology to collect, analyze, and store student data and keep current with research and best practices. Coach models effective use of technology through well-designed Powerpoint presentations, Internet searches, and research. Teachers provide opportunities for students to use technology for real world purposes, including word processing, research, and presenting information.

### Criterion 10: Advocates and Spotlights School's Literacy Program

Stakeholders, including parents, are informed and engaged in accomplishments of the school's literacy goals. Coach and teachers invite the community into the classrooms and recruit volunteers to assist with the school's literacy initiatives. Coach disseminates information (e.g., brochures, school reports, newsletters) on the school's literacy program to various audiences.

*(continued)*

## Appendix G1 *(continued)*

### ESAIL: Environmental Scale for Assessing Implementation Levels

Criterion 1: Creates a Literate Environment	Proficiency Levels		
	Meeting	Approaching	Below
1. Reading responses through writing are displayed on walls and in hallways.			
2. Writing is taught as a process and published version is displayed on walls and in hallways.			
3. Diverse reading materials are enjoyed, discussed and analyzed across the curriculum.			
4. Co-constructed language charts embrace student language and are displayed on walls and in students' notebooks.			
5. Tables, clusters of desks and/or areas are arranged to promote collaborative learning and problem-solving.			
6. Problem-solving is collaborative (pairs or groups) and talk is purposeful.			
7. Engagement is maintained by meaningfulness and relevance of the task.			
8. Respectful talk and attitudes are promoted and used among all learners.			
9. Elaborated discussions around specific concepts are promoted and students' thinking is valued and discussed.			
10. Classroom environment is conducive to inquiry based learning and learners are engaged in constructive interactions around purposeful literacy events.			
Criterion 2: Organizes the Classroom	Proficiency Levels		
	Meeting	Approaching	Below
1. Routines and procedures are clearly established.			
2. Classroom is designed for whole group, small group and individual teaching and learning.			
3. Teachers' workspace and instructional materials are organized for teaching and learning.			
4. Students' materials are organized and easily accessible.			
5. Students' logs are organized and reflect integrated learning across the curriculum.			
6. Classroom libraries contain an abundant amount of reading material across genres, authors and topics.			
7. Literature for daily instruction is organized and accessible.			

*(continued)*

## Appendix G1 *(continued)*

Criterion 2: Organizes the Classroom (continued)	Proficiency Levels		
	Meeting	Approaching	Below
8. Books in classroom library are organized and labeled according to genre, topic and/or by author.			
9. Literacy tasks are organized and are designed to meet the needs of groups and individual learners.			
10. Summative and formative assessments are organized for instructional purposes and documentation.			
Criterion 3: Uses Data to Inform Instruction and to Provide Research-Based Interventions	Proficiency Levels		
	Meeting	Approaching	Below
1. Summative and formative assessments are used to determine where to begin instruction and to provide interventions.			
2. Data are used across the curriculum to monitor student progress and to guide and plan instruction.			
3. Summative and formative assessments are used to tailor in-class interventions to meet the needs of struggling learners.			
4. Data are used to plan a Comprehensive Intervention Model (CIM), including one-to-one and small groups in grades K–8.			
5. Teachers collaborate with intervention teacher/s around student/s progress and collaboratively develop a plan of action.			
Criterion 4: Uses a Differentiated Approach to Learning	Proficiency Levels		
	Meeting	Approaching	Below
1. Instruction includes a workshop approach to learning across the curriculum.			
2. Explicit minilessons are tailored to meet the needs of the majority of students across the curriculum.			
3. Daily small group reading and writing instruction is provided to meet the diverse needs of students.			
4. Daily one-to-one reading and writing conferences are scheduled with students.			
5. Prompts are used to activate successful problem-solving strategies, higher order thinking, and deeper comprehension.			
6. Writing is taught as a process, including composing, drafting, revising, editing, and publishing.			
7. A writing continuum is used to meet student needs, plan instruction, and monitor progress over time.			
8. Quality literature is read, enjoyed and analyzed across the curriculum.			

*(continued)*



## Appendix G1 (continued)

Criterion 4: Uses a Differentiated Approach to Learning (continued)	Proficiency Levels		
	Meeting	Approaching	Below
9. Mentor texts and notebooks are used as resources across genres.			
10. Inquiry based learning opportunities are promoted and arranged across the curriculum.			
Criterion 5: Uses Assessment Wall for School-wide Progress Monitoring	Proficiency Levels		
	Meeting	Approaching	Below
1. Common assessments are developed and used across grade levels for measuring student achievement.			
2. Data on the assessment/intervention wall are used for progress monitoring school-wide program effectiveness.			
3. Data on the assessment/intervention wall are used to ensure struggling students are receiving appropriate interventions.			
Criterion 6: Uses Literacy Coaches to Support Teacher Knowledge and Reflective Practice	Proficiency Levels		
	Meeting	Approaching	Below
1. Coach supports teachers in classrooms; teaches groups of struggling learners, networks with other coaches; plans team meetings; meets weekly with principal; and coordinates the school's literacy program.			
2. Coach uses coaching cycles and scaffolding techniques in a gradual release model to promote self-regulated teachers.			
3. Coach collects data from teachers and organizes and assists in data analysis for assessing program effectiveness in the school.			
4. Coach guides teachers in analyzing data for assessing teaching and learning across various curricular areas.			
5. Coach organizes an assessment team in the school to assess new students and discusses data with teachers.			
Criterion 7: Builds Collaborative Learning Communities	Proficiency Levels		
	Meeting	Approaching	Below
1. Administrator and coach plan and coordinate teacher professional study groups, grade level planning, and peer observations.			
2. Administrator and coach create a climate for collaborative problem-solving and reflective practice.			
3. Teachers use reflection logs to reflect on learning during and after team meetings and to engage in problem-solving discussions.			

(continued)

## Appendix G1 *(continued)*

<b>Criterion 8: Creates and Uses School Plans for Promoting Systemic Change</b>	<b>Proficiency Levels</b>		
	<b>Meeting</b>	<b>Approaching</b>	<b>Below</b>
1. Coach, teachers, and administrators collaboratively identify strengths and needs of current literacy practices and create a plan of action (school plan with timelines and persons responsible for executing the plan).			
2. Coach, teachers, and administrators share plan with stakeholders and gain support for school improvement initiatives.			
3. Coach compiles data into a school report and shares results with stakeholders.			
<b>Criterion 9: Uses Technology for Effective Communication</b>	<b>Proficiency Levels</b>		
	<b>Meeting</b>	<b>Approaching</b>	<b>Below</b>
1. Coach and teachers network with other professionals through the use of technology including list serves and discussion boards.			
2. Coach and teachers use technology to collect, analyze and store student data and keep current with research and best practices.			
3. Coach models effective use of technology through well-designed presentations, Internet searches, research, etc.			
4. Teachers provide opportunities for students to use technology for real world purposes, including word processing, research and presenting information.			
<b>Criterion 10: Advocates and Spotlights School's Literacy Program</b>	<b>Proficiency Levels</b>		
	<b>Meeting</b>	<b>Approaching</b>	<b>Below</b>
1. Stakeholders, including parents, are informed and engaged in accomplishments of the school's literacy goals.			
2. Coach and teachers invite the community into the classrooms and recruit volunteers to assist with the school's literacy initiatives.			
3. Coach disseminates information on the school's literacy program to various audiences (brochures, school reports, newsletters, etc.).			

## Appendix G2

### Washington School for Comprehensive Literacy Assessment System 2009–2010

Bold Assessments are for all students. Italic Assessments are for Below and Approaching Students on the Intervention Wall (Stages I-III on the OLAI)

	<b>Beginning-of-Year</b> Sep 28–30: Intervention Wall Placement		<b>First Quarter</b> Nov 6: First Quarter Ends Nov 16–18: Update Intervention Wall		<b>Second Quarter</b> Jan 21: Second Quarter Ends Jan 25–27: Update Intervention Wall		<b>Third Quarter</b> Mar 26: Third Quarter Ends April 6–7: Update Intervention Wall		<b>End-of-Year</b> Jun 1–2: Update Intervention Wall Jun 9: Fourth Quarter Ends	
Grade	Summative (Formal)	Formative (Informal)	Summative (Formal)	Formative (Informal)	Summative (Formal)	Formative (Informal)	Summative (Formal)	Formative (Informal)	Summative (Formal)	Formative (Informal)
Kindergarten	Observation Survey (Letter ID; CAP; Writing Vocabulary; Sentence Dictation; DRA)	2-Week Reading Observation	Letter ID	Reading Conference Notes	<b>Benchmark Book</b> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<b>Benchmark Book*</b> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	Observation Survey (Letter ID; CAP; Writing Vocabulary; Sentence Dictation; DRA)	Reading Conference Notes
		2-Week Writing Observation	Concepts About Print (CAP)	Writing Conference Notes	Letter ID	Writing Conference Notes	Letter ID	Writing Conference Notes	Clay Writing Assessment	Writing Conference Notes
			Clay Writing Assessment	Quarterly Writing Checklist	Concepts About Print (CAP)	Running Records	Concepts About Print (CAP)	Running Records	Gentry Spelling Assessment	Running Records
	<i>Oral Language Acquisition Inventory</i>		Gentry Spelling Assessment		<i>Oral Language Acquisition Inventory</i>	Quarterly Writing Checklist		Quarterly Writing Checklist	<i>Oral Language Acquisition Inventory</i>	Quarterly Writing Checklist
1st Grade	Spring DRA from Assessment Folder • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	2-Week Reading Observation	<b>Benchmark Book</b> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<b>Benchmark Book</b> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<b>Benchmark Book</b> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	DRA Level • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes
	Personal Narrative Writing Prompt	2-Week Writing Observation	Genre Writing Prompt	Writing Conference Notes	Gentry Spelling Assessment	Writing Conference Notes	Genre Writing Prompt	Writing Conference Notes	Personal Narrative Writing Prompt	Writing Conference Notes
	Gentry Spelling Assessment	2-Week Spelling Observation		Running Records	Genre Writing Prompt	Running Records		Running Records	Gentry Spelling Assessment	Running Records
	<b>Benchmark Book</b> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate			Independent Reading Rubric	<i>Oral Language Acquisition Inventory</i>	Independent Reading Rubric		Independent Reading Rubric	<i>Oral Language Acquisition Inventory</i>	Independent Reading Rubric
	<i>Oral Language Acquisition Inventory</i>			Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric

Appendix G2 (continued)

2nd Grade	Spring DRA from Assessment Folder • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	2-Week Reading Observation	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	Benchmark Book • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	DRA Level • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes
	Spring Writing Prompt from Assessment Folder	2-Week Writing Observation	Genre Writing Prompt	Writing Conference Notes	Words Their Way Spelling Assessment	Writing Conference Notes	Genre Writing Prompt	Writing Conference Notes	Personal Narrative Writing Prompt	Writing Conference Notes
	Words Their Way Spelling Assessment	2-Week Spelling Observation		Thoughtful Log Entry Rubric	Genre Writing Prompt	Literature Discussion Rubric		Literature Discussion Rubric	Words Their Way Spelling Assessment	Literature Discussion Rubric
	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate			Independent Reading Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Entry Rubric		Thoughtful Log Entry Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Entry Rubric
	<i>Oral Language Acquisition Inventory</i>			Writing Portfolio Rubric		Independent Reading Rubric		Independent Reading Rubric		Independent Reading Rubric
						Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric
3rd Grade	Spring DRA from Assessment Folder • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	2-Week Reading Observation	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	DRA Level • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes
	Spring Writing Prompt from Assessment Folder	2-Week Writing Observation	Genre Writing Prompt	Writing Conference Notes	Genre Writing Prompt	Writing Conference Notes	Genre Writing Prompt	Writing Conference Notes	Personal Narrative Writing Prompt	Writing Conference Notes
	Spring Words Their Way Spelling from Assessment Folder			Literature Discussion Rubric	Words Their Way Spelling Assessment	Literature Discussion Rubric		Literature Discussion Rubric	Words Their Way Spelling Assessment	Literature Discussion Rubric
	<i>Oral Language Acquisition Inventory</i>			Thoughtful Log Entry Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Entry Rubric		Thoughtful Log Entry Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Entry Rubric
	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate			Independent Reading Rubric		Independent Reading Rubric		Independent Reading Rubric		Independent Reading Rubric
			Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric	

(continued)

## Appendix G2 (continued)

4th Grade	Spring DRA from Assessment Folder • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	2-Week Reading Observation	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	DRA Level • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes
	Spring Writing Prompt from Assessment Folder	2-Week Writing Observation	Genre Writing Prompt	Writing Conference Notes	Words Their Way Spelling Assessment	Writing Conference Notes	Genre Writing Rubric	Writing Conference Notes	Personal Narrative Writing Prompt	Writing Conference Notes
	Spring Words Their Way Spelling from Assessment Folder	2-Week Spelling Observation		Literature Discussion Rubric	Genre Writing Prompt	Literature Discussion Rubric		Literature Discussion Rubric	Words Their Way Spelling Assessment	Literature Discussion Rubric
	<i>Oral Language Acquisition Inventory</i>			Thoughtful Log Entry Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Entry Rubric		Thoughtful Log Entry Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Entry Rubric
	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate			Independent Reading Rubric		Independent Reading Rubric		Independent Reading Rubric		Independent Reading Rubric
				Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric
5th Grade	Spring DRA from Assessment Folder • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	2-Week Reading Observation	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes	DRA Level • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate	Reading Conference Notes
	Spring Writing Prompt from Assessment Folder	2-Week Writing Observation	Genre Writing Prompt	Writing Conference Notes	Words Their Way Spelling Assessment	Writing Conference Notes	Genre Writing Prompt	Writing Conference Notes	Personal Narrative Writing Prompt	Writing Conference Notes
	Spring Words Their Way Spelling from Assessment Folder	2-Week Spelling Observation		Literature Discussion Rubric	Genre Writing Prompt	Literature Discussion Rubric		Literature Discussion Rubric	Words Their Way Spelling Assessment	Literature Discussion Rubric
	<i>Oral Language Acquisition Inventory</i>			Thoughtful Log Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Rubric		Thoughtful Log Rubric	<i>Oral Language Acquisition Inventory</i>	Thoughtful Log Rubric
	<i>Benchmark Book</i> • 90–94% Accuracy • NAEP Fluency • Comprehension • SC Rate			Independent Reading Rubric		Independent Reading Rubric		Independent Reading Rubric		Independent Reading Rubric
				Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric		Writing Portfolio Rubric

# Appendix G3

## Data Collection Sheet Washington School for Comprehensive Literacy

Teacher:												Grade:						
Students		Reading						Writing				Interventions Third Quarter						
Last Name, First Name	Card #	Guided Reading or Lit Discussion Level and Proficiency	Benchmark Book Level and Proficiency	Reading Conference Notes	Independent Reading Rubric	Thoughtful Log Rubric	Literature Discussion Rubric	Intervention Wall Placement	Quarterly Writing Portfolio Rubric	Genre Rubric Understands Structure Y or N	Writing Conference Notes	Intervention Wall Placement	Classroom Intervention	Tier 1: Intervention Specialist	Tier 2: Intervention Specialist	Tier 3: 1:1 or Reading Recovery	Tier 4: Special Education	
		/	/															1
		/	/															2
		/	/															3
		/	/															4
		/	/															5
		/	/															6
		/	/															7
		/	/															8
		/	/															9
		/	/															10
		/	/															11
		/	/															12
		/	/															13
		/	/															14
		/	/															15
		/	/															16
		/	/															17
		/	/															18
		/	/															19
		/	/															20
		/	/															21
		/	/															22
		/	/															23

GR+=Guided Reading Plus  
AW=Assisted Writing

EIG=Emergent Intervention Group  
CFG=Comprehension Focus Group

CONF=Additional Conferences  
RR=Reading Recovery

TC=Task Cards  
OR=Oracy

SP=Speech/Language  
LD=Learning Disability

# Appendix G4

## Literacy Collaboration Plan

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

Classroom teacher: \_\_\_\_\_ Interventionist: \_\_\_\_\_

ELL Staff: \_\_\_\_\_ Is the child a monitor or universal? \_\_\_\_\_ ELL level \_\_\_\_\_ See attached for IEP goals

Other staff that works with the student: \_\_\_\_\_

Reading Interventions			Writing Interventions		
Code	Tier 1 Reading	Tier 2/3/4 Reading	Code	Tier 1 Writing	Tier 2/3/4 Writing
1:1 Rd	Additional 1:1 Conferences		1:1 W	Additional 1:1 Conferences	
WW	Additional Word Work		AW	Assisted Writing	Assisted Writing
GR+	Guided Reading Plus (20 min.)	Guided Reading Plus (30 min.)	PW	Process Writing	Process Writing
AW	Assisted Writing	Assisted Writing	CF		Comprehension Focus Group
RR		Reading Recovery	O		Oracy Group
SE		Special Education	SE		Special Education

	Reading Levels				Use Codes from Above						Comments: Include if the child is making progress (MP) or no progress (NP) and any adjustment to intervention plan.	
	Fall	Tri 1	Tri 2	Tri 3	Tier 1 Read	Tier 1 Writing	Tier 2/3 Read	Tier 2/3 Writing	Tier 4 Read	Tier 4 Writing		
Kindergarten												
1st Grade												
2nd Grade												
3rd Grade												
4th Grade												
5th Grade												

Next Meeting Date: \_\_\_\_\_

## Appendix G5

## Collaborative Goal Sheet

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

Teachers: \_\_\_\_\_

**Reading Behaviors** Guided Reading Level:

The student currently controls:	The student needs to control next:	Common language for teachers to use:

**Writing Behaviors**

The student currently controls:	The student needs to control next:	Common language for teachers to use:

**Word Work**

The student currently controls:	The student needs to control next:	Common language for teachers to use:

**Oral Language Development: Circle All That Apply**

The student currently controls:	The student needs to control next:
<ul style="list-style-type: none"> <li>• Asks/answers questions to express understanding</li> <li>• Uses specific vocabulary to express ideas</li> <li>• Uses age-appropriate grammar</li> <li>• Understands concepts used in verbal directions</li> <li>• Uses age-appropriate speech sounds</li> <li>• Produces complete sentences</li> </ul>	

Please bring Literacy Continuum with current running record and writing sample.

Next Meeting Date:



# Appendix G6

## Emergent Level (Levels A–C) Literacy Collaboration

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Interventionist: \_\_\_\_\_

Check all behaviors below that the student uses consistently.

Reading Behaviors: Teaching for Transfer and Self-Regulation		Date													
Emergent	Attends to print using known words														
	Points to words with 1–1 matching on 1 and 2 lines of text														
	Fluently reads some high-frequency words														
	Articulates first letter in unknown words														
	Notifies unknown words and searches for cues in picture and print														
	Uses a special key word from ABC chart or letter book to help with solving words														
	Rereads to cross-check first letter with meaning and structure cues														
		Total	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7
Other notes:															

Writing Behaviors: Teaching for Transfer and Self-Regulation		Date													
Emergent	Uses known letter with correct formation														
	Uses spaces between words with greater accuracy														
	Recognizes link between known sounds and related letters; slowly articulates word with blended sounds														
	Uses ABC chart or letter book as resource for sound-letter links														
	Writes a few high-frequency words with accuracy; begins to acquire a writing vocabulary that reflects attention to reading														
	Uses first part of known words to help write parts of unknown words														
	Includes new words from reading experiences in writing														
		Total	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7
Other notes:															

Orthographic Behaviors: Teaching for Transfer and Self-Regulation		Date													
Emergent	Analyzes letter features; identifies letters based on discriminating features														
	Knows concept of word; constructs single-syllable words in left-to-right order														
	Builds familiar words using slow articulation and direct letter-sound match in single-syllable words														
	Notifies relationship between known letters and sounds as they relate to special key words														
	Constructs high-frequency words in left-to-right order; says word slowly and coordinates letter-sound match														
	Compares and categorizes words by initial sound and basic rhyming patterns														
	Sorts words according to meaning classifications; expands word knowledge by noting meaningful relationships														
		Total	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7	/7
Other notes:															

From *Shaping Literate Minds: Developing Self-Regulated Learners* by Linda J. Dorn and Carla Soffos, copyright © 2001, reproduced with permission of Stenhouse Publishers. [www.stenhouse.com](http://www.stenhouse.com) <<http://www.stenhouse.com>>

(continued)

## Appendix G6 (continued)

### Early Level (Levels D–G)

#### Literacy Collaboration

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Interventionist: \_\_\_\_\_

Check all behaviors below that the student uses consistently.

Reading Behaviors: Teaching for Transfer and Self-Regulation		Date													
Early	Self-monitors reading with greater ease; uses known words and patterns to check on reading														
	Searches through words in a left-to-right sequence; blends letters into sounds; repeats word to confirm														
	Takes words apart at the larger unit of analysis														
	Reads high-frequency words fast, fluently, and automatically														
	Becomes faster at noticing errors and initiates multiple attempts to selfcorrect														
<b>Total</b>		/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5
Other notes:															

Writing Behaviors: Teaching for Transfer and Self-Regulation		Date													
Early	Begins to notice common misspellings; circles words that do not look right; uses a simple dictionary to self-correct; uses resources to check work; acquires a writing vocabulary that reflects reading														
	Analyzes sequences of sounds and records corresponding letters; segments and blends sounds in words with greater ease														
	Constructs words using the larger units of sound-to-letter patterns for writing unknown words														
	Applies knowledge of onset and rime patterns for writing unknown words														
	Notices similarities between word patterns														
<b>Total</b>		/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5
Other notes:															

Orthographic Behaviors: Teaching for Transfer and Self-Regulation		Date													
Early	Spells most unknown words phonetically, including embedded sounds in two- or three-syllable words; later, moves into transitional spelling, noticing common patterns from reading and writing; letter knowledge fast and automatic														
	Knows that letters come together in a left-to-right sequence; says words slowly to match letters to sounds; acquires knowledge of interletter relationships from building familiar words (sh/she; th/the)														
	Notices relationship between letter patterns and clusters of sounds; uses known words as a base for adding inflections														
	Uses known patterns (onset and rime) to build unknown words														
	Manipulates letters to form simple analogies														
<b>Total</b>		/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5
Other notes:															

From *Shaping Literate Minds: Developing Self-Regulated Learners* by Linda J. Dorn and Carla Soffos, copyright © 2001, reproduced with permission of Stenhouse Publishers. [www.stenhouse.com](http://www.stenhouse.com) <<http://www.stenhouse.com>>

(continued)

## Appendix G6 (continued)

## Transitional Level (Levels H–M)

## Literacy Collaboration

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Interventionist: \_\_\_\_\_

Check all behaviors below that the student uses consistently.

Reading Behaviors: Teaching for Transfer and Self-Regulation																				
										Date										
Transitional	Expands reading vocabulary; shows interest in unfamiliar words read																			
	Solves multisyllabic words by noticing parts within words																			
	Quickly takes words apart at the larger unit of analysis																			
	Uses word meanings to solve word problems (prefixes, suffixes, roots, compound parts, etc.)																			
	Reads longer texts with greater accuracy and fluency; preprocesses error before mistake is made																			
Total										/5	/5	/5	/5	/5	/5	/5	/5	/5	/5	/5
Other notes:																				

Writing Behaviors: Teaching for Transfer and Self-Regulation																			
										Date									
Transitional	Expands writing vocabulary; includes new and unusual words																		
	Attends to syllables when writing words; problem-solves with greater ease and fluency																		
	Writes increasingly longer texts with greater ease and speed																		
	Shows flexibility with word choice; tries out different ways of saying a message with the same meaning; revises word choice in writing process; uses a thesaurus as a resource																		
	Uses dictionaries, editing checklists, and other resources to self-correct writing																		
Total										/5	/5	/5	/5	/5	/5	/5	/5	/5	/5
Other notes:																			

Orthographic Behaviors: Teaching for Transfer and Self-Regulation																			
										Date									
Transitional	Analyzes unknown words with greater efficiency and speed																		
	Uses syllable breaks to spell longer words																		
	Uses more complex analogies to analyze words																		
	Analyzes parts of words (inflectional endings, rimes, contractions)																		
	Classifies words according to meaningful parts																		
	Spells words with greater accuracy; shows evidence of transitional spelling of words with more unusual patterns																		
Total										/6	/6	/6	/6	/6	/6	/6	/6	/6	/6
Other notes:																			

From *Shaping Literate Minds: Developing Self-Regulated Learners* by Linda J. Dorn and Carla Soffos, copyright © 2001, reproduced with permission of Stenhouse Publishers. [www.stenhouse.com](http://www.stenhouse.com) <<http://www.stenhouse.com>>

(continued)

## Appendix G6 (continued)

### Fluent Level (Levels N–Z)

#### Literacy Collaboration

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Interventionist: \_\_\_\_\_

Check all behaviors below that the student uses consistently.

<b>Reading Behaviors: Teaching for Transfer and Self-Regulation</b>											
Date											
<b>Fluent</b>	Has an extensive reading vocabulary; reads longer texts with specialized content and unusual words; learns new words daily										
	Applies knowledge of word meaning to reading texts with more complex language structures										
	Responds to reading at many different levels; applies knowledge about word meanings across different texts; makes predictions about word meanings and checks within texts; refines word knowledge										
<b>Total</b>											/3
Other notes:											

<b>Writing Behaviors: Teaching for Transfer and Self-Regulation</b>											
Date											
<b>Fluent</b>	Has an extensive writing vocabulary; writes longer texts with good word choice; uses new words from reading										
	Uses figurative language (similes, metaphors) and descriptive phrases to enhance message										
	Uses a range of resources, including thesaurus, dictionary, encyclopedia, and other research materials to plan and inform writing										
<b>Total</b>											/3
Other notes:											

<b>Orthographic Behaviors: Teaching for Transfer and Self-Regulation</b>											
Date											
<b>Fluent</b>	Has flexible control of spelling patterns; knows when words do not look right; can spell most words with minimal attention										
	Classifies words according to word meanings, including figurative and descriptive language										
	Notices multiple meanings of words; acquires a mental dictionary of word meanings										
<b>Total</b>											/3
Other notes:											

From *Shaping Literate Minds: Developing Self-Regulated Learners* by Linda J. Dorn and Carla Soffos, copyright © 2001, reproduced with permission of Stenhouse Publishers. [www.stenhouse.com](http://www.stenhouse.com) <<http://www.stenhouse.com>>

# Appendix G7

## Determining Appropriate Intervention Service (DAIS) Literacy Intervention Plan

## Supplemental Teacher Form

Student:

Grade:

Classroom Teacher:

Date:

Degrees of Intensity		←		→	
Layers of Support/Expertise	Tier II & III / Tier IV Supplemental	Intervention Specialist / Special Education Teacher	Tier III: Individual or 1:2 <input type="checkbox"/>	Tier II Intervention Group (3-5) <input type="checkbox"/>	Plan/Monitoring/Duration
	Baseline				
	Discrepancy to Peers				
	Progress Monitoring				
Intervention Schedule:					
Data to collect for next meeting:					
Teaching Notes:					

Student Status	
Initial Placement	
Reading	Writing
<input type="checkbox"/> Advanced	<input type="checkbox"/> Advanced
<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient
<input type="checkbox"/> Basic	<input type="checkbox"/> Basic
<input type="checkbox"/> Below Basic	<input type="checkbox"/> Below Basic
End Quarter 1	
Reading	Writing
<input type="checkbox"/> Advanced	<input type="checkbox"/> Advanced
<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient
<input type="checkbox"/> Basic	<input type="checkbox"/> Basic
<input type="checkbox"/> Below Basic	<input type="checkbox"/> Below Basic
End Quarter 2	
Reading	Writing
<input type="checkbox"/> Advanced	<input type="checkbox"/> Advanced
<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient
<input type="checkbox"/> Basic	<input type="checkbox"/> Basic
<input type="checkbox"/> Below Basic	<input type="checkbox"/> Below Basic
End Quarter 3	
Reading	Writing
<input type="checkbox"/> Advanced	<input type="checkbox"/> Advanced
<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient
<input type="checkbox"/> Basic	<input type="checkbox"/> Basic
<input type="checkbox"/> Below Basic	<input type="checkbox"/> Below Basic
End Quarter 4	
Reading	Writing
<input type="checkbox"/> Advanced	<input type="checkbox"/> Advanced
<input type="checkbox"/> Proficient	<input type="checkbox"/> Proficient
<input type="checkbox"/> Basic	<input type="checkbox"/> Basic
<input type="checkbox"/> Below Basic	<input type="checkbox"/> Below Basic

Copyright © 2012 Pearson Education

Appendix G7 *(continued)*

<b>Quarter 1</b>	Date of meeting:
Summary of assessment information:	
Changes to intervention:	

<b>Quarter 2</b>	Date of meeting:
Summary of assessment information:	
Changes to intervention:	

<b>Quarter 3</b>	Date of meeting:
Summary of assessment information:	
Changes to intervention:	

<b>Quarter 4</b>	Date of meeting:
Summary of assessment information:	
Changes to intervention:	

*(continued)*

# Appendix G7 *(continued)*

## Determining Appropriate Intervention Service (DAIS) Literacy Intervention Plan

## Student File Form

Student:

Grade:

Classroom Teacher:

Date:

Layers of Support/Expertise		Degrees of Intensity				Student Status	
		Individual or 1:2	Small Group	Whole Class	Independent Work	Reading	Writing
Tier I Classroom	Universal Program	Individual or 1:2 <input type="checkbox"/> Reading Conference <input type="checkbox"/> Writing Conference	Small Group <input type="checkbox"/> Guided Reading <input type="checkbox"/> Literature Discussion <input type="checkbox"/> Response Logs <input type="checkbox"/> Language Investigations	Whole Class <input type="checkbox"/> Read Aloud <input type="checkbox"/> Shared Reading <input type="checkbox"/> Mini-Lessons <input type="checkbox"/> Share Time	Independent Work <input type="checkbox"/> Familiar/Easy Reading <input type="checkbox"/> Writing Process <input type="checkbox"/> Phonics or Vocabulary Tasks <input type="checkbox"/> Literature Extensions/Research Project	Initial Placement	
	Classroom Intervention	Individual or 1:2 <input type="checkbox"/> Additional Reading Conference <input type="checkbox"/> Additional Writing Conference	Intervention Group (3-5) <input type="checkbox"/> Tailored Word Study <input type="checkbox"/> Writing About Reading <input type="checkbox"/> Oracy Group or Emergent Literacy Group <input type="checkbox"/> Task Card Group: <input type="checkbox"/> Phonic Vocabulary <input type="checkbox"/> Assisted Writing Group <input type="checkbox"/> Interactive Writing Aloud	Plan/Monitoring/Duration		End Quarter 1	
Tier II & III/ Tier IV Supplemental	Intervention Specialist Special Education Teacher	Tier III: Individual or 1:2 <input type="checkbox"/> Reading Recovery (1:1) <input type="checkbox"/> Intervention Group (1:2)	Tier II Intervention Group (3-5) <input type="checkbox"/> Guided Reading Plus Group <input type="checkbox"/> Comprehension Focus Group <input type="checkbox"/> Oracy Group or Emergent Literacy Group <input type="checkbox"/> Writing Process Group (push-in) <input type="checkbox"/> Assisted Writing Group: <input type="checkbox"/> Interactive Writing Aloud	Plan/Monitoring/Duration		End Quarter 2	
						End Quarter 3	
						End Quarter 4	

Copyright © 2012 Pearson Education

## Appendix G7 *(continued)*

<b>Quarter 1</b>	Date of meeting:
People Present at Meeting:	
Comments:	Date to re-meet:
Team Recommends <input type="checkbox"/> Continue Current Intervention <input type="checkbox"/> Modify Intervention <input type="checkbox"/> Discontinue Intervention <input type="checkbox"/> Complete Suspected Disability <input type="checkbox"/> Other	

<b>Quarter 2</b>	Date of meeting:
People Present at Meeting:	
Comments:	Date to re-meet:
Team Recommends <input type="checkbox"/> Continue Current Intervention <input type="checkbox"/> Modify Intervention <input type="checkbox"/> Discontinue Intervention <input type="checkbox"/> Complete Suspected Disability <input type="checkbox"/> Other	

<b>Quarter 3</b>	Date of meeting:
People Present at Meeting:	
Comments:	Date to re-meet:
Team Recommends <input type="checkbox"/> Continue Current Intervention <input type="checkbox"/> Modify Intervention <input type="checkbox"/> Discontinue Intervention <input type="checkbox"/> Complete Suspected Disability <input type="checkbox"/> Other	

<b>Quarter 4</b>	Date of meeting:
People Present at Meeting:	
Comments:	Date to re-meet:
Team Recommends <input type="checkbox"/> Continue Current Intervention <input type="checkbox"/> Modify Intervention <input type="checkbox"/> Discontinue Intervention <input type="checkbox"/> Complete Suspected Disability <input type="checkbox"/> Other	



## Appendix G8

### Look-Fors in Small-Group Intervention Guided Reading Plus

Goals	Criteria	1 Rarely	2 Sometimes	3 Frequently	4 Consistently
Schedule	Teacher meets with group four to five days a week.				
Materials	Teacher and students' materials are organized and easily accessible. Students use their materials efficiently (magnetic letters, wipe-off boards, erasers, alphabet chart).				
Assessments	Teacher uses ongoing summative (formal) and formative (informal) assessments to make decisions about each student's progress within the intervention.				
Components	Teacher teaches all components of Guided Reading Plus.				
Phase One Word Study	Teacher selects appropriate words to teach an appropriate word learning principle. Teacher engages the students in applying phonological, phonemic, and phonetic processes for learning how words work (sound analysis, visual analysis, pattern analysis, analogies, meaning). Teacher links the word learning processes to reading and writing.				
Guided Reading	Teacher selects a book that matches the students' instructional level, containing a few challenging features to promote efficient problem solving. Teacher builds prior knowledge needed to comprehend the text. Teacher introduces the book, giving an overview of the text and sets the purpose for reading. Teacher engages the students in the co-construction of meaning. Teacher uses unfamiliar words or phrases that students need to have in their listening vocabulary. Teacher provides individual reading time.				
Conferences	Teacher holds individual conferences. Teacher records student's processing behaviors and applies contingent scaffolding to lift the student's processing.				
Discussion	Teacher conducts a discussion of the meaning of the text. Teacher prompts students to locate a problem area of the text. Teacher uses these opportunities to teach for strategy use.				
Phase Two Progress Monitoring	Teacher provides an opportunity for students, to read familiar and independent text to promote fluency, apply efficient problem-solving strategies and to foster deeper comprehension.				
Writing in Response to Reading	Teacher provides a writing strategy lesson or provides a prompt to deepen comprehension through writing. Teacher provides opportunities for students to rehearse their response. Teacher provides students' individual writing time and individual conferences.				
Conferring with Students	Teacher records students processing behaviors (reading prompt and understanding academic vocabulary, fluency of thinking while rehearsing, organizing for response, using writing strategies, and fluency of encoding response) while writing. Teacher applies contingent scaffolding to lift the student's processing.				