K-3

# Finding the Right Starting Point for Reading Interventions

## UNIVERSAL SCREENER COMPANION GUIDE

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

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## PURPOSE

The Mississippi Department of Education (MDE), in collaboration with the Mississippi Reading Panel, has developed this guidebook to support purposeful interventions when a student is identified as "at-risk" on a Universal Screener.

All of the universal screeners adopted by the MDE for use in our schools include grade appropriate assessments for each of the five components of reading, plus letter naming fluency which is a strong predictor of later reading success.

### K-3 Reading Screener Required and Recommended Domains

| DOMAIN | KINDERGARTEN | 1ST GRADE | 2ND GRADE | 3RD GRADE |
|---|---|---|---|---|
| **Phonological / Phonemic Awareness** | **Required** | **Required** | n/a | n/a |
| **Letter Naming Fluency** | **Required** | **Required** | n/a | n/a |
| **Phonics / Word Recognition** | **Required** | **Required** | **Required** | **Required** |
| **Listening Comprehension** | *Recommended* | n/a | n/a | n/a |
| **Reading Comprehension** | n/a | **Required** | **Required** | **Required** |
| **Fluency** | n/a | **Required (mid-year)** | **Required** | **Required** |
| **Vocabulary** | *Recommended* | *Recommended* | *Recommended* | *Recommended* |

It is important to use results from these screeners in a manner that helps to identify the **lowest deficit skill**. The lowest deficit skill is the point where an intervention begins because it represents where the breakdown in mastery has occurred. For example, all of the screeners include some form of fluency assessment. If a student's fluency score is below the identified benchmark, it may not be sufficient to simply introduce a fluency intervention. **Fluency, that is not optimal, may be an indicator of another deficit.**

Suggested progress monitoring tools are also included in this document. Progress monitoring has several purposes: to identify students as soon as they begin to fall behind; to modify instruction early enough to ensure each student gains essential skills; and to determine if students are making adequate progress. Utilize MDE guidelines for recommended progress

monitoring schedules (http://www.mde.k12.ms.us/docs/elementary-education-and-reading-library/rti-quick-reference-guide-5_26_16.pdf?sfvrsn=2).

## HOW READING WORKS:
## The Reading Universe™ Provides the Big Picture

The Reading Universe is a creation of the Barksdale Reading Institute (BRI), a Mississippi-based philanthropic organization devoted to significantly improving our state's pre-literacy and reading skills.

The Reading Universe was developed as a way to illustrate to teachers how the various skills that are required for proficient reading fit within a larger picture. It is not a scope and sequence for reading instruction, as every child may not need to be taught every skill as presented. Rather it is the "universe" of skills that every teacher should understand are important to the reading process.

The Reading Universe website offers an interactive guide for teaching each of the skills in a systematic, explicit, and sequential way.

Visit www.readinguniverse.org to explore the interactive grid and gain access to an explanation of the skill, videos of exemplary instruction, activities and lesson plans, and other high-quality resources courtesy of additional links to reputable partner organizations.

# THE READING UNIVERSE™

**The Reading Universe™**

Understanding the Big Picture: A Professional Development Guide to Illustrate the Universe of Skills for a Structured Approach to Early Literacy Instruction

> > > > ON-GOING ASSESSMENT: Universal Screening, Benchmark, Diagnostic, Progress Monitoring, Formative and Summati > > > >

| Simple View of Reading* | DECODING | | | X | LANGUAGE | | READING COMPREHENSION |
|---|---|---|---|---|---|---|---|
| **CONCEPTS of PRINT** | **PHONOLOGICAL AWARENESS** | **PHONICS** | **FLUENCY** | | **ORAL LANGUAGE** | **VOCABULARY** | **COMPREHENSION** |
| Understanding that written language represents meaningful oral language and that books and print have structure. | Having the ability to recognize and manipulate the units of sound in language (without print). | Understanding the systematic, predictable relationship between written letters and spoken sounds. | Reading with accuracy, reasonable rate, and appropriate expression. | | The ability to produce words, sentences, and meaningful discussion. | The ability to recognize and understand the meaning of oral and written words. | The active and purposeful pursuit of understanding a written text. |
| **Basic Book Parts** front and back cover, title, author, illustrator, spine, title page | **Syllables** blend, segment, isolate, manipulate (delete, add, substitute) | **Alphabetic Principle** letter name/letter sound association | **Accuracy** words read correctly | | **Receptive Language** understand verbal, nonverbal, and written communication | | **Levels of Understanding** literal, inferential, propositional |
| **Directionality** read top to bottom and left-to-right, identify the first/last word, tracking, return sweep | **Onset and Rime** identify, blend, segment, recognize and produce rhyming words | **Regularly Spelled High Frequency Words** Regularly spelled high frequency words are taught in the phonics scope and sequence. | **Rate** pace of words read | | **Expressive Language** produce meaning through verbal, nonverbal and written communication | | **Strategies of Critical Thinking** cognitive processes used to derive multiple dimensions of meaning from text |
| **Print Structure** identify letter, word, and sentence, spaces between words, capitalization and punctuation | **Articulation** accurate oral production of sounds including continuants, stops, affricatives, fricatives, nasals, liquids, and glides | **Beginning Phonics** vc and cvc words, consonant digraphs and trigraphs, double consonant endings, blends, 1-1-1 doubling rule, inflectional suffixes, change y to i, 2-syllable words with short vowels | **Expression** phrasing, intonation, acknowledgment of punctuation, and appropriate emphasis | | **Knowledge of Words** access prior knowledge, develop word consciousness, and explicitly teach new words | | **Products of Comprehended Text** ability to determine main idea and text's theme, sequence critical events, identify cause and effect, determine similarities and differences, etc. of comprehended text |
| **Text Features** page numbers, table of contents, illustrations/photos, chapter titles, headings, captions, labels, and diagrams | **Phonemic Awareness** isolate, identify, categorize, blend, segment, manipulate (delete, add, substitute) | **Advanced Phonics** schwa, long vowel spelling patterns, vowel-r, diphthongs, hard and soft c and g, consonant-le (C-le), silent consonant letters, dropping e to add vowel suffix, affixes, derivational endings | **Irregularly Spelled High Frequency Words** Irregularly spelled high frequency words are taught in a usage sequence. Both regularly and irregularly spelled words should become automatic to word recognition skills. | | **Morphology** meanings and origins of base words, roots, and affixes | | Barksdale Reading Institute<br>Reading Universe™ |
| | | | | | **Syntax** system of rules governing word order in sentences | | |
| | | | | | **Pragmatics** use of language in social context | | |

^ ^ ^ ^ EARLY WRITING / ENCODING

STRUCTURED LITERACY INSTRUCTION: Sequential, Systematic, Explicit, To Mastery, and Cumulative

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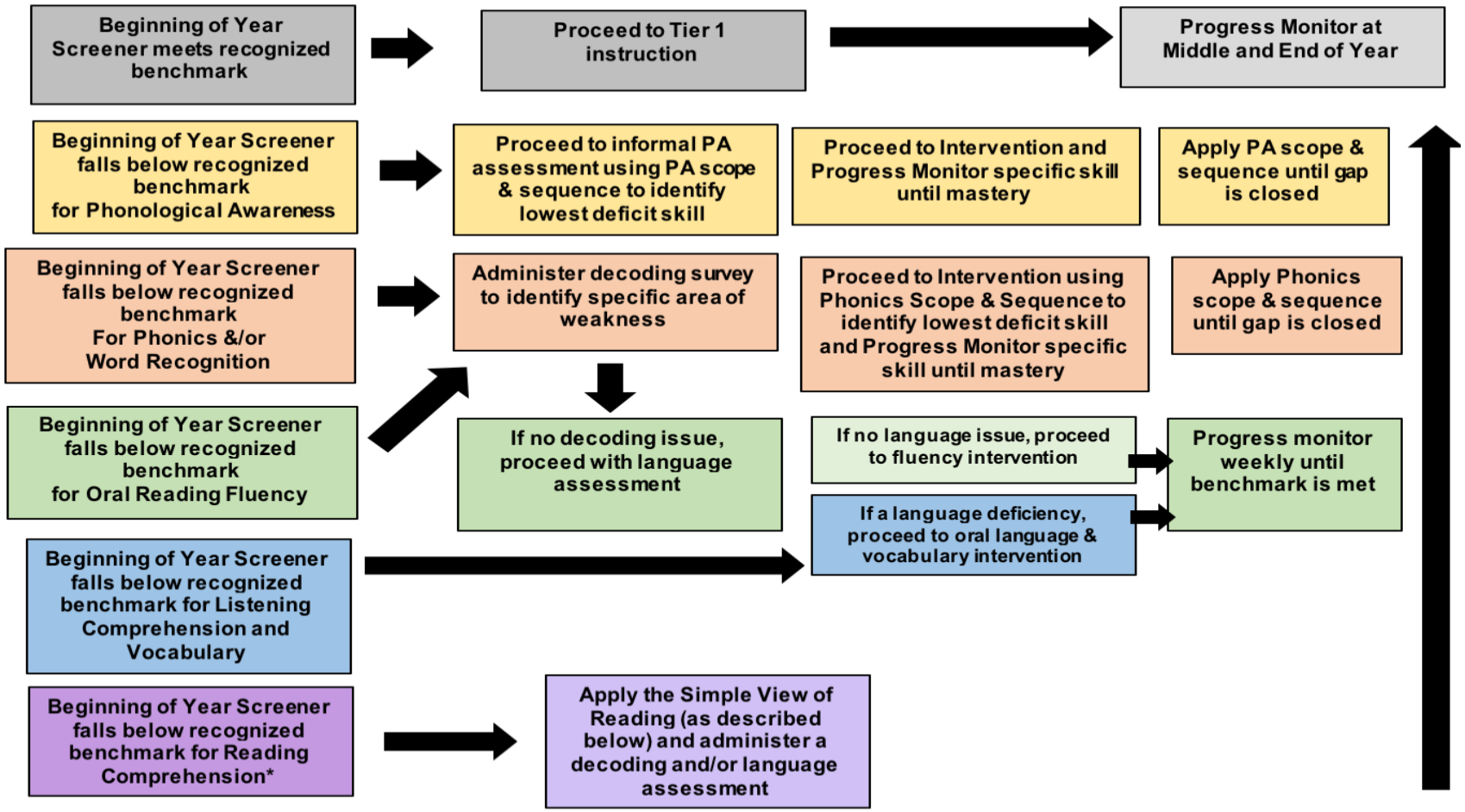
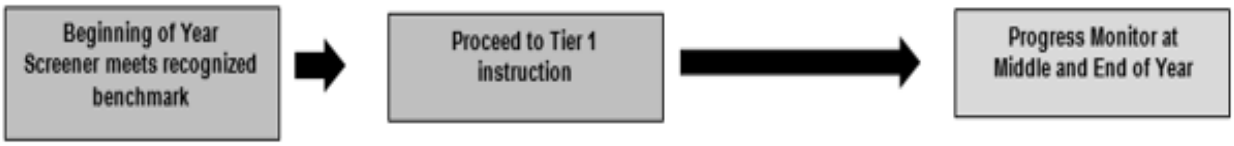
## IDENTIFYING THE LOWEST DEFICIT SKILL: Screeners and Diagnostic Assessments

### How Screeners and Diagnostics Lead to Identification of the Lowest Deficit Skill




**Reading comprehension deficits are rarely remedied simply by teaching comprehension strategies as an intervention. A reading comprehension deficit is rooted in either a decoding deficit or a language comprehension deficit or both. To achieve grade level comprehension, a student benefits most from interventions in the subskills of these two domains. These domains and subskills are described in the next section.*

## TIER I INSTRUCTION




During **Tier I Instruction**, teachers should provide high-quality classroom instruction aligned to the Mississippi College- and Career- Readiness Standards (MS-CCRS) and implement State Board Policy Part 3, Chapter 41, Rule 41.1, the 3-tier instructional model. To effectively implement Tier 1 instruction, teachers should take the following steps:

- *Step 1:* Conduct universal screenings of academics and behavior three times per year;
- *Step 2:* Use this screener to identify students who score below the recommended percentile of the universal screener and identify their deficits;
- *Step 3:* Adapt instruction to meet the needs of students that require additional support; and,
- *Step 4:* Administer formative and summative assessments to determine student success and differentiate instruction as needed in whole group and small group settings to meet student needs based on the results.

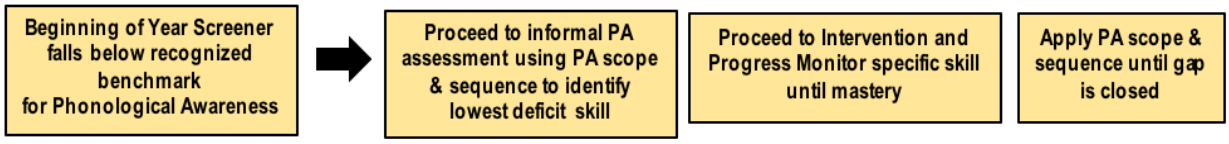
Teachers must ensure that they communicate regularly with school administrators and families on student progress and continually analyze all data sources to identify students in need of Tier II/Tier III interventions.

**Differentiated instruction** is an approach to teaching in which educators actively plan for students' differences so that all students can best learn. In a differentiated classroom, teachers divide their time, resources, and efforts to effectively teach students who have various backgrounds, readiness and skill levels, and interests. Teachers differentiate instruction when they:

- provide students with instruction and reading materials at varying readability levels, including decodable text;
- meet with small groups to reteach an idea or skill for struggling learners or to extend the thinking or skills of advanced learners;
- offer manipulatives or other hands-on supports for students who need them: or,
- use tiered activities where all learners work through the same skills but proceed with different levels of support, challenges, or complexity.

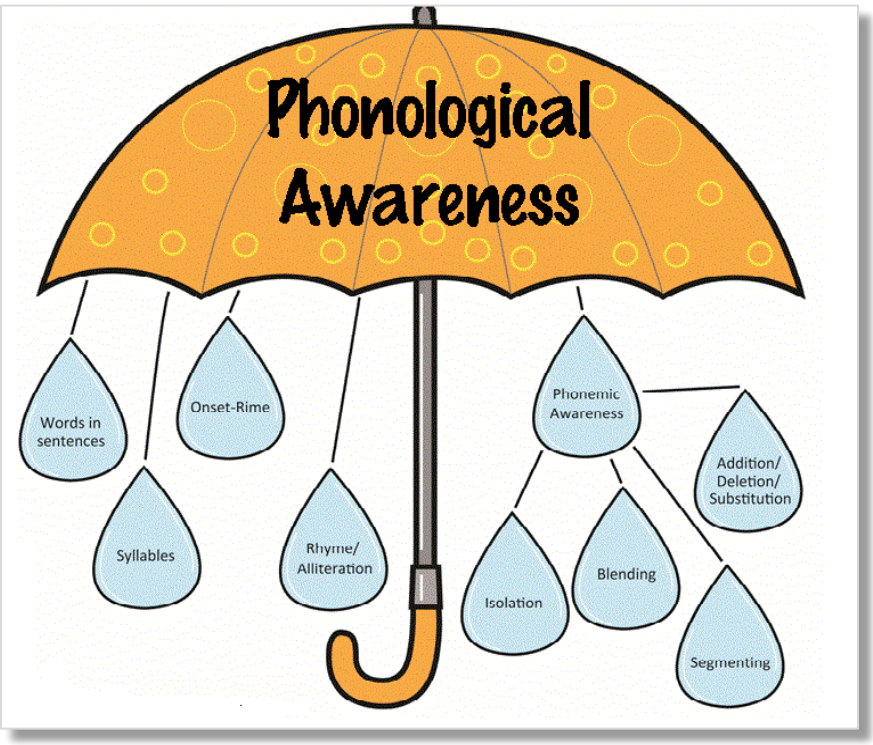
| Research to Support Tier I Instruction | |
|---|---|
| **Mississippi Department of Education** | http://www.mdek12.org/OAE/OEER/InterventionServices |
| **Reading Rockets** | http://www.readingrockets.org/article/what-differentiated-instruction |
| **Scholastic** | https://www.scholastic.com/teachers/articles/teaching-content/what-differentiated-instruction |
| **Florida Center for Reading Research** | http://www.fcrr.org/Curriculum/curriculumInstructionFaq1.shtm#1 |

## PHONOLOGICAL AWARENESS




**Phonological awareness** is the general appreciation of how language can be divided into its components. With strong phonological awareness, students have the foundation to become good readers and spellers. Phonological awareness activities are practiced without print. For example, we speak in sentences. Sentences can be broken down into words, words into syllables and then onset-rime. When the word is broken down into its smallest part, individual speech sounds (or phonemes), the term "phonemic awareness" is used.

Phonemic awareness is a sub skill of the broad category of phonological awareness. Phonemic awareness refers to the specific ability to focus on and manipulate individual speech sounds (phonemes) in spoken words. Phonemes are the smallest units comprising spoken language. Phonemes combine to form syllables and words. For example, the word 'mat' has three phonemes: /m/ /a/ /t/. There are 44 phonemes in the English language, including sounds represented by letter combinations such as /th/. Acquiring phonemic awareness is important because it is the foundation for spelling and word recognition skills. Phonemic awareness is one of the best predictors of how well children will learn to read during the first two years of school instruction.



## Phonemic Awareness Diagnostic Assessments and Progress Monitoring Tools

- **Literacy Resources Incorporated (LRI)**
  The assessments were created to inform teachers about a child's progress with phonemic awareness throughout the school year, and they can be used as a tool for determining where to start the phonemic awareness interventions. The assessments align to the Phonological Awareness Standards of the MS-CCRS.
  *Note: Phonological Awareness skills are embedded throughout each assessment.*
  https://www.literacyresourcesinc.com/resources/assessments/

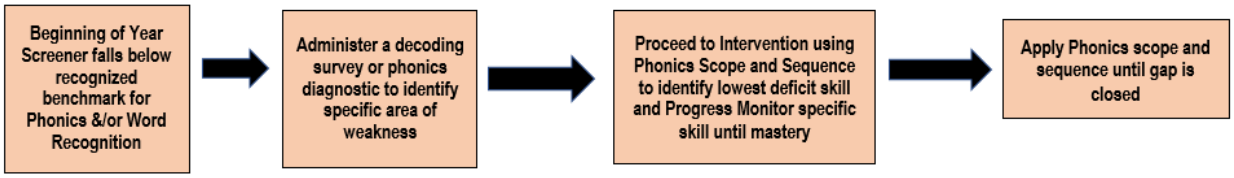
- **Pre-Decoding Skills Survey**
  This assessment was created for kindergarten and 1st grade and with older students who perform well below expectations on basic decoding assessments. This tool assesses the following areas: Phonological awareness skills, phonemic awareness skills, letter name knowledge, letter sound knowledge (including sounds of certain letter combinations) and sight word knowledge.
  https://www.reallygreatreading.com/diagnostics

- **Phonological Awareness Skills Test (PAST)**
  The Phonological Awareness Skills Test (PAST) is an informal, diagnostic, individually administered assessment tool to help teachers determine the point of instruction for students and to monitor progress. Because it is not a normed test, there can be flexibility in its administration. Developed by David Kilpatrick, PAST should always be administered using the accompanying guide. Both are included in **Appendix B**.

- **Cool Tools – Informal Reading Assessments**
  This informal reading assessment is designed to serve classroom teachers' needs for informal, sequential measures of the five components of reading.
  https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf

| Suggested Phonological Awareness Interventions | |
|---|---|
| **Florida Center for Reading Research** | Student Center Activities<br>http://www.fcrr.org/resources/resources_sca_k-1.html |
| **Southwest West Central Service Cooperative** | Response to Intervention/Phonemic Awareness<br>https://www.swsc.org/page/723 |

## PHONICS AND WORD RECOGNITION




**Phonics** is the system of instruction used to teach children the connection between letters and sounds (Snow et al., 1998). **Word Recognition** is an understanding of the systematic, predictable relationship between written letters and spoken sounds.

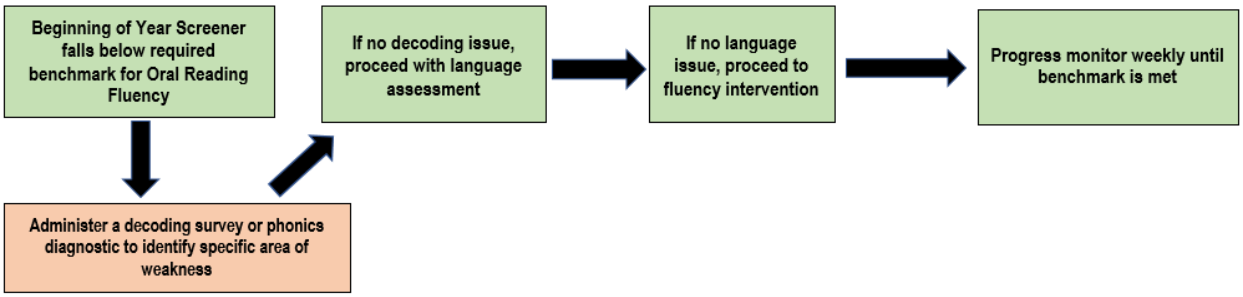
### Phonics and Word Recognition Diagnostic Assessments and Progress Monitoring Tools

- **Quick Phonics Screener (QPS)**
  The purpose of the Quick Phonics Screener (QPS) is to provide informal diagnostic information that can be used to help (a) **PLAN** a student's instructional program in basic word reading skills and (b) **MONITOR THE PROGRESS or IMPROVEMENT** in phonics skill development.
  *Note: The QPS has not been normed and standardized. It is meant to be used as an informal classroom assessment tool.*
  http://www.mo-case.org/resources/Documents/MTSS%20Workshop%20Series%202016-17/Academic%20Docs/QPS%20quick%20phonics%20screener.pdf

- **Cool Tools – Informal Reading Assessments**
  This informal reading assessment is designed to serve classroom teachers' needs for informal, sequential measures of the five components of reading.
  https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf

| Suggested Phonics Interventions | |
|---|---|
| **Florida Center for Reading Research** | Student Center Activities<br>http://www.fcrr.org/resources/resources_sca_k-1.html |
| **Southwest West Central Service Cooperative** | Response to Intervention/Phonics<br>https://www.swsc.org/page/724 |
| **Decodable Texts**<br>*Note: Phonics interventions must be tied to text to ensure transfer of the skill into practice.* | Decodable Text<br>http://www.freereading.net/wiki/Decodable_passages.html<br>http://www.auburn.edu/academic/education/reading_genie/teacherbooks.html |

## ORAL READING FLUENCY



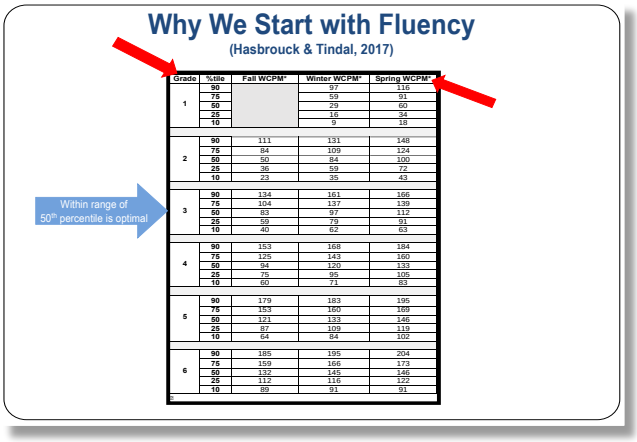

**Oral reading fluency** is when students can read with accuracy, reasonable rate, and appropriate expression. Students who read with automaticity and have appropriate speed, accuracy, and proper expression are more likely to comprehend material because they are able to focus on the meaning of the text.

Universal screeners should include a fluency assessment. A fluency score (expressed as words correct per minute or WCPM) provides a useful starting point for identifying students who are not reading at grade level because clear national norms have been established for grades K- 8 for oral reading fluency. Accuracy is a critical feature of fluency and should be 95% or above. The following chart explains how to compute both scores:

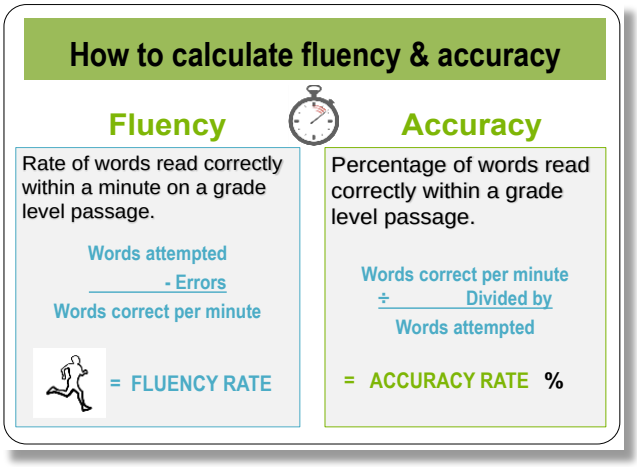
When using the National Norms for Oral Reading Fluency (Hasbrouck & Tindal, 2017), consider these three features:

1. Grade level of the student you are assessing
2. Time of year in which the assessment is taking place
3. The range of scores at or near the 50th percentile (The 50th percentile represents the "optimal" rate for reading fluency.)

Once the fluency score has been established and compared to the "optimal" rate for the student's grade level, it is possible to use a decision "tree" to determine next steps in the diagnostic process.




| Grade | %tile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
|---|---|---|---|---|
| 1 | 90 | | 97 | 116 |
| | 75 | | 59 | 91 |
| | 50 | | 29 | 60 |
| | 25 | | 16 | 34 |
| | 10 | | 9 | 18 |
| 2 | 90 | 111 | 131 | 148 |
| | 75 | 84 | 109 | 124 |
| | 50 | 50 | 84 | 100 |
| | 25 | 36 | 59 | 72 |
| | 10 | 23 | 35 | 43 |
| 3 | 90 | 134 | 161 | 166 |
| | 75 | 104 | 137 | 139 |
| | 50 | 83 | 97 | 112 |
| | 25 | 59 | 79 | 91 |
| | 10 | 40 | 62 | 63 |
| 4 | 90 | 153 | 168 | 184 |
| | 75 | 125 | 143 | 160 |
| | 50 | 94 | 120 | 133 |
| | 25 | 75 | 95 | 105 |
| | 10 | 60 | 71 | 83 |
| 5 | 90 | 179 | 183 | 195 |
| | 75 | 153 | 160 | 169 |
| | 50 | 121 | 133 | 146 |
| | 25 | 87 | 109 | 119 |
| | 10 | 64 | 84 | 102 |
| 6 | 90 | 185 | 195 | 204 |
| | 75 | 159 | 166 | 173 |
| | 50 | 132 | 145 | 146 |
| | 25 | 112 | 116 | 122 |
| | 10 | 89 | 91 | 91 |



There are essentially four "branches" created by this process:

| | ORAL READING FLUENCY OUTCOMES | RECOMMENDED ACTION |
|---|---|---|
| **1** | **Fluency is in optimal range; accuracy is sufficient** | Proceed to Tier 1 instruction |
| **2** | **Fluency is in optimal range; accuracy is insufficient.** | Review self-monitoring strategies; proceed to Tier 1 |
| **3** | **Fluency is below optimal range; accuracy is sufficient** | Assess high frequency words (HWF); provide fluency practice and progress monitoring; assess language comprehension subskills |
| **4** | **Fluency and accuracy are both insufficient.** | Assess word recognition subskills*, including Phonological Awareness as may be indicated by decoding assessment or PA screener |

### Oral Reading Fluency Diagnostic Assessment and Progress Monitoring Tool

*Note: Refer to Appendix B for Oral Reading Fluency National Norms and diagnostic instruction information.*

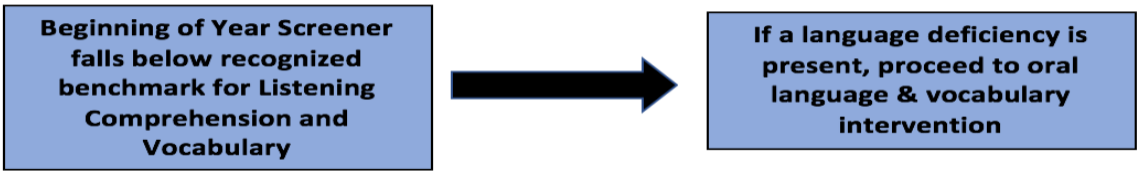
- **Cool Tools – Informal Reading Assessments**
  This informal reading assessment is designed to serve classroom teachers' needs for informal, sequential measures of the five components of reading.
  https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf

- **DIBELS Assessments**
  The Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of procedures and measures for assessing the acquisition of early literacy skills from kindergarten through sixth grade. They are designed to be short (one minute) fluency measures used to regularly monitor the development of early literacy and early reading skills.
  DIBELS Oral Reading Fluency (ORF)-Progress Monitoring Materials
  https://dibels.uoregon.edu/assessment/index/materialdownload?agree=true#undefined

- **Texas Reading First Fluency**
  To determine a student's individual oral reading fluency, the teacher listens to the student read a grade-level passage aloud for one minute, noting the total number of words read and subtracting any errors to obtain the CWPM score. For the purpose of assessment, students must read a passage appropriate for their grade level (e.g., second-grade students must read a second-grade passage). *Note: While students must read a grade-level passage for the purpose of assessment, they should be assigned passages at their individual instructional reading level.*

| Suggested Fluency Interventions | |
|---|---|
| **Florida Center for Reading Research** | Student Center Activities<br>http://www.fcrr.org/resources/resources_sca_k-1.html |
| **Southwest West Central Service Cooperative** | Fluency<br>https://www.swsc.org/page/725 |
| **Listening Passage Preview** | http://ebi.missouri.edu/wp-content/uploads/2017/07/LPP-EBI-Brief.pdf |
| **Phrase Drill** | http://ebi.missouri.edu/wp-content/uploads/2017/07/Phrase-Drill-.pdf |
| **Repeated Readings** | http://ebi.missouri.edu/wp-content/uploads/2011/03/ECU-EBI-Academic-Need-Practice-Repeated-Readings.pdf |
| **Reader's Theater** | http://ebi.missouri.edu/wp-content/uploads/2018/02/Readers-Theatre_BRIEF2.pdf |

## LISTENING COMPREHENSION AND VOCABULARY




**Vocabulary** is the ability to recognize and understand the meaning of oral and written words. A strong vocabulary impacts listening comprehension and reading comprehension. Listening comprehension involves the various processes of understanding and making sense of spoken language. These processes involve knowing speech sounds, comprehending the meaning of individual words, and understanding the syntax of sentences.

### Listening Comprehension and Vocabulary Diagnostic Assessments and Progress Monitoring Tools

- **Cool Tools – Informal Reading Assessments**
  This informal reading assessment is designed to serve classroom teachers' needs for informal, sequential measures of the five components of reading
  https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf

- **Neuhaus Education Center Oral Language and World Knowledge Screening**
  These screenings are short and simple to administer yet give information about the contribution of oral language and world knowledge of an early reader. Teachers can compare results with comprehension scores to see if struggling readers need instruction that builds their oral language (See Appendix H).
  https://www.neuhaus.org/document.doc?id=112

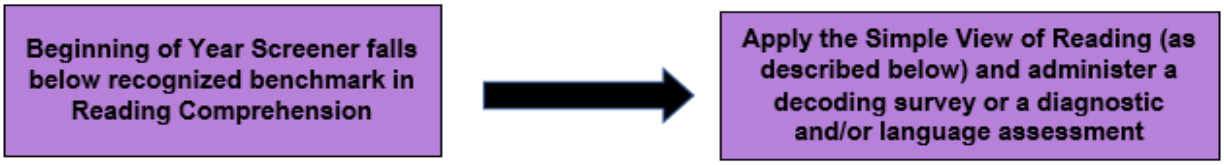
- **The Abecedarian Reading Assessment**
  The words chosen for this assessment are basic words that should be in the speaking vocabulary of pre-readers. The words were selected from two databases that list words according to how often they come up in speech or text (called Word Frequency) and according to how early in life most people learn the words (called Age of Acquisition).

  There are three tasks in the Vocabulary subtest: Production, Antonyms, and Synonyms. It is recommended that *all three* be given to each child because they do not increase in difficulty, and because this subtest can reveal so much about a child's background knowledge and linguistic experiences.

  Children who do not perform well on this task are coming from impoverished linguistic environments and have limited linguistic experiences (or, they may be learning English as a second language). It is therefore up to the teacher to make sure those children's linguistic environments are improved, particularly in the classroom. Every opportunity should be taken to encourage those children to take an active role in dialog and conversation. http://www.balancedreading.com/assessment/abecedarian.pdf

| Suggested Listening Comprehension and Vocabulary Interventions | |
|---|---|
| **Florida Center for Reading Research** | Student Center Activities<br>http://www.fcrr.org/resources/resources_sca_k-1.html |
| **Southwest West Central Service Cooperative** | Vocabulary<br>https://www.swsc.org/page/726 |

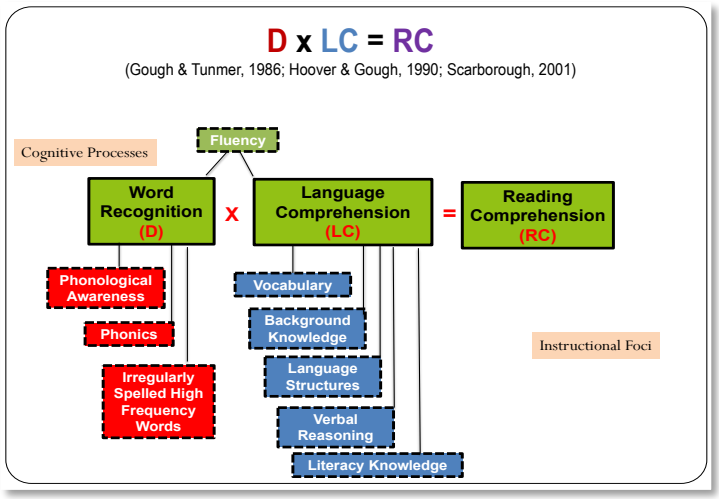
## READING COMPREHENSION




**Reading Comprehension** deficits are rarely remedied simply by teaching comprehension strategies as an intervention. A reading comprehension deficit is often rooted in either a decoding deficit or a language comprehension deficit or both. To achieve grade-level comprehension, a student benefits most from interventions in the subskills of these two domains. These domains and subskills are described in the next section.

### The Simple View of Reading

In order to identify the lowest deficit skill and design an effective intervention, teachers should be knowledgeable about the recognized research in the field of reading:




1. **The Simple View of Reading** (Gough & Tunmer, 1986; Hoover & Gough, 1990)
2. **Scarborough's Rope Model** (Scarborough, 2001)
3. A **Scope and Sequence** for Teaching Foundational Skills

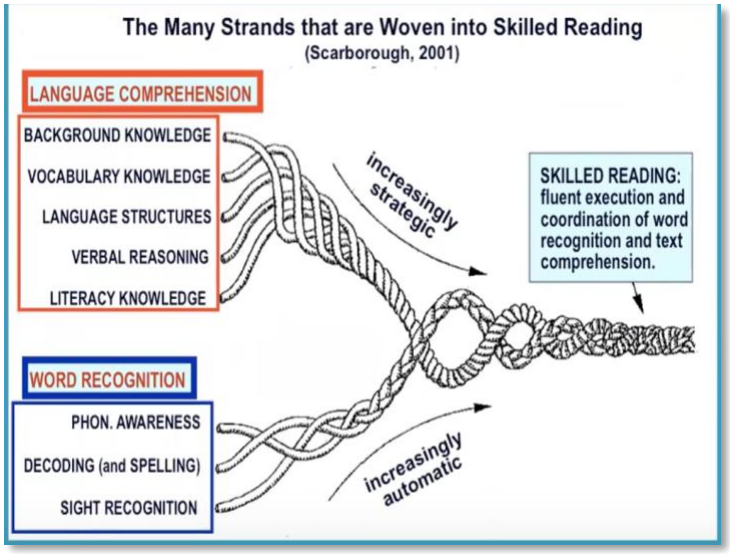
Items one and two above are important conceptual models established by research that illustrate how the components of reading support the goal of comprehension.

The work of Phillip Gough & William Tunmer in 1986, followed by Wes Hoover and Gough in 1990, demonstrates that the process that leads to reading comprehension comprises two domains: decoding and language comprehension. They called this formula The Simple View of Reading and concluded that both domains were critical to reading comprehension and that one domain could not compensate for the other.

Many struggling students have difficulty with both domains. Interventions should begin with the subskills of decoding. After all, one cannot put meaning to a word until it has been accurately decoded.

## Scarborough's Rope Model

Scarborough's Rope Model goes a step further by identifying the subskills within the two domains of the Simple View. It is these skills that describe specific areas requiring interventions. A good screener that targets all the subskills may be sufficient in identifying which areas to address first. In the case of word recognition skills, a simple decoding survey or pre-reading survey (available on-line at reallygreatreading.com) is a helpful diagnostic for identifying gaps in phonics. A sample may be found in **Appendix A**. Once the lowest deficit skill has been identified, a scope and sequence for teaching these skills provides a clear road map for interventions that lead to mastery.




### Reading Comprehension Diagnostic Assessments and Progress Monitoring Tools

- **Cool Tools – Informal Reading Assessments**
  This informal reading assessment is designed to serve classroom teachers' needs for informal, sequential measures of the five components of reading.
  https://spedswap.wikispaces.com/file/view/Cool+Tools.pdf

- **Neuhaus Education Center Reading Comprehension Screening for Grades 2-5**
  With these listening and reading comprehension screenings, teachers can determine if reading comprehension difficulties are due to poor basic word recognition skills, poor vocabulary, poor background knowledge, poor listening comprehension, or a combination of factors.

| Suggested Comprehension Interventions | |
|---|---|
| **Florida Center for Reading Research** | Student Center Activities<br>http://www.fcrr.org/resources/resources_sca_k-1.html |
| **Southwest West Central Service Cooperative** | Comprehension<br>https://www.swsc.org/page/727 |

| Research to Support Comprehension | |
|---|---|
| **Neuhaus Education Center Comprehension Screenings Recommendations and Activities** | https://www.neuhaus.org/document.doc?id=107 |
| **The National Reading Panel: Five Components of Reading Instruction Frequently Asked Questions** | http://www.learninglandscape.com/National_Reading_Panel_Reading_Instruction_FAQ.pdf |

## A SCOPE AND SEQUENCE FOR WORD RECOGNITION SKILLS

The purpose of the following scope and sequence examples for word recognition skills is to provide educators of kindergarten through third grade with a clear, coherent progression of the foundational skills and concepts needed to develop word recognition skills in students.

**Why is a scope and sequence for word recognition skills important?**

Effective literacy instruction is explicit, systematic, sequential, and cumulative. A scope and sequence for word recognition skills is an outline for systematic, sequential, and cumulative foundational literacy instruction (National Reading Panel, 2000).

Phonological awareness and phonics skill instruction is most effective when lessons:

- build on previously taught information;
- move from simple to complex;
- align to clear, concise student objectives; and,
- are guided by ongoing assessment (www.fcrr.org).

When a scope and sequence of instruction for phonological awareness and/or phonics skills is omitted or misaligned, students often develop gaps in key foundational reading skills, which can hinder reading proficiency (Moats, 1994).

**Why is it important to teach word recognition skills in order?**

Students need to learn skills in a cumulative progression from simple to complex. Automaticity in phonological awareness and phonics impacts word recognition and can affect a student's ability to comprehend text. When students struggle with reading at the word level, they focus on sounding out words and use most of their "cognitive desk space" to blend or decode words. The word level struggle makes it difficult to understand the overall meaning of sentences, paragraphs, or pages of text and hinders comprehension (Seidenberg and McClelland, 1989).

The following graphic provides a systematic, sequential, and cumulative scope and sequence for the instruction of early literacy skills.

## Barksdale Reading Institute
## Concepts of Print (Print Awareness)

Students need to know how books work and have a strong understanding that print has meaning and words are represented by print.

| Basic Book Parts | Directionality | Print Structure | Text Features |
|---|---|---|---|
| • Front and Back Cover<br>• Title<br>• Author<br>• Illustrator<br>• Spine<br>• Title page | • Read top to bottom<br>• Read Left to Right<br>• Identify first/last sound<br>• Tracking<br>• Return Sweep | • Identify letter, word, and sentences<br>• Spaces between words<br>• Capitalization<br>• Punctuation | • Page numbers<br>• Table of Contents<br>• Illustrations/photographs<br>• Chapter titles<br>• Headings<br>• Captions<br>• Labels<br>• Diagrams |

## Phonological Awareness (all oral; no print)

When students know how to manipulate phonemes easily and can identify their corresponding graphemes, they have the foundation to become good readers and spellers.

| Basic Phonological Skills | | Phonemic Awareness Skills | | |
|---|---|---|---|---|
| **Syllables** | **Onset-Rime** | **Phoneme Identification** | **Phoneme Blending & Segmenting** | **Phoneme Manipulation** |
| • blend<br>• segment<br>• manipulation (delete, add, substitute) | • blend<br>• segment<br>• recognize rhyming words<br>• produce rhyming words | • isolate<br>• identify<br>• categorize<br><br>initial, final, and medial position | • segment 2, 3, and 4 sounds<br>• blend 2, 3, and 4 sounds | • delete<br>• add<br>• substitute |
| Examples:<br>**Blend:** *base ball = baseball*<br>**Segment:** *baseball = base + ball*<br>**Add:** add *win* before *dow = window*<br>**Delete:** *window* without *dow = win*<br>**Substitution:** Change the first syllable in *caption* to *nay (nation)* | Examples:<br>**Blend:** */m/ /ad/ = mad*<br>**Segment:** *mad = /m/ /ad/*<br>**Recognize:** Which two words rhyme? *mad rag bad*<br>**Produce:** Name a word that rhymes with *mad.* | Examples:<br>**Isolate:** What is the first sound in *eight? /ā/;* What is the last sound in *boot? /t/;* What is the medial sound in *sip? /i/*<br>**Identify:** Which sound is the same *in phone, fall, fast?* /f/; Which sound is the same *in Mike, book, peek?* /k/; Which sound is the same in *pan, tag, lad? /ă/*<br>**Categorize:** Which word starts with a different sound? *wrong, rest, bed (bed);* Which word ends with a different sound? *soap, sit, flap (sit);* Which word has a different middle sound? *make, rock, made* | Examples:<br>**Blend:**<br>*2 phonemes- /m/ /i/ = my;*<br>*3 phonemes- /c/ /ă/ /tch/ = catch;*<br>*4 phonemes- /d/ /r/ / ŭ/ /m/ = drum*<br><br>**Segment**:<br>*2 phonemes- ache = /ā/ /k/;*<br>*3 phonemes- /f/ /ō/ /n/ = phone;*<br>*4 phonemes- sharp = /sh/ /ar/ /p/* | Examples:<br>**Delete:** What is *rich* without */r/? (itch)*<br>**Add:** Add */w/* to the beginning of *ate. (wait)*<br>**Change:** In *note*, change */t/* to */z/. (nose)* |
| | | Phoneme Articulation | | |
| Teach these skills simultaneously. | | | Teach these skills after students master those to the left. | |

*BRI Website version, May 2018*

## Beginning Phonics and Spelling

Students first learn to apply the rules of decoding and encoding (spelling), with short vowels, consonant blends, and inflectional suffixes.

| Alphabetic Principle | Short Vowels: VC & CVC Words | Consonant Digraphs & Trigraphs | Double Consonant Spellings ff, ll, ss | Blends | Inflectional Suffixes and Doubling Rule: s, es, ed, ing, er, est | Two Syllables with Short Vowels |
|---|---|---|---|---|---|---|
| Examples:<br>/m/ is spelled m<br>/ă/ is spelled a<br>/k/ can be spelled c or k<br>/ks/ is spelled x | Examples:<br>at, in<br>map, pet, did, cut, mop | Examples:<br>ship, mash, them, with, chop, whip<br>luck<br>pitch, badge | Examples:<br>fluff, full floss, | Examples:<br>bend, just, milk<br>clap, trim, stop | Examples:<br>pin – pins<br>fox - foxes<br>walk - walked<br>running – resting<br>fast - faster<br>thin- thinnest | Examples:<br>cobweb<br>bathtub<br>picnic<br>contact |
| **Regularly spelled high frequency words should be taught as the spelling pattern is introduced.** | | | | | | |
| **Although irregularly spelled high frequency words must be memorized, all of them have some decodable part.** | | | | | | |

## Advanced Phonics and Spelling

Students are ready for advanced phonics when they can read and spell 1- and 2-syllable short vowel words accurately and fluently.

| Schwa /ə/ | Vowel –r | Long Vowel Spelling Patterns | Vowel Teams for Diphthongs | Hard and Soft C and G | C-le | Silent Consonant Letters | Dropping e to Add Vowel Suffix | Affixes: Prefixes and Suffixes |
|---|---|---|---|---|---|---|---|---|
| Examples:<br>gallon, extra<br>novel method<br>attack | Examples:<br>art, born,<br>fern, urn, shirt,<br>earth, | Examples:<br>VCe - make<br>Open - go<br>Vowel Teams -<br>key, boat, sight | Examples:<br>coin, toy,<br>crown, pout | Examples:<br>cook, city,<br>game, gym | Examples:<br>table<br>bridle purple | Examples:<br>write<br>ghost<br>lamb | Examples:<br>liked<br>baking<br>lovable | Examples:<br>redo<br>unwind<br>gladly<br>hopeful |
| **Regularly spelled high frequency words should be taught as the spelling pattern is introduced.** | | | | | | | | |
| **Continue teaching spelling of more difficult irregularly spelled words.** | | | | | | | | |

## Early Writing/Encoding

Children begin getting ready to write when they start to scribble and draw on paper. As they are exposed to print, children start to draw letter-like symbols. With instruction in how to print letters, they begin to write strings of letters. When students begin to understand the alphabetic principle, they label pictures with a letter representing the first sound in the word they are trying to write. After that, students develop spelling along with their understanding of phonics.

| Scribbling | Drawing | Letter-Like Symbols | Strings of Letters | Early Phonemic Stage | Letter-Name Stage | Transitional Stage | Standard Spelling |
|---|---|---|---|---|---|---|---|
| • random marks<br>• circles, curves, and lines<br>• resemble drawings | • scribbling moves to having detail and conveying a message | • scribbling resembles letters or numbers<br>• random placement of symbols | • left to right<br>• capital letters and/or lower case letters<br>• no spaces | • picture labeling with first letter<br>• message and picture match inventive spelling<br>• environmental print is copied | • spaces between words<br>• may mix upper and lowercase letters<br>• beginning and final sounds used to spell words | • medial sound usage begins for spelling<br>• phrase and sentence writing develop<br>• writing is readable | • spells most words correctly<br>• root word, compound word, contraction usage begins |

*BRI Website version, May 2018*

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## APPENDICES

**APPENDIX A** Beginning and Advanced Decoding Survey

**APPENDIX B** Phonological Awareness Screening Test (PAST)

**APPENDIX C** Oral Reading Fluency National Norms

**APPENDIX D** High-Incidence Academic Word List

**APPENDIX E** Graded Academic Word List

**APPENDIX F** Academic Word List Rubric

**APPENDIX G** Oral Language Informal Assessment

**APPENDIX H** Oral Language Assessment

## APPENDIX A Beginning Decoding Survey

*Used with permission from reallygreatreading.com*

Student _____

Grade _____ Date _____

Examiner _____

**BEGINNING** DECODING SURVEY — RECORDING FORM A

**Observations**

*Check the appropriate boxes:*

- ☐ Reads sound by sound, then blends word
- ☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

| | Real Words | No Try | Sight Word | Sound Added or Omitted | Consonant Initial | Consonant Final | Short Vowel | Consonant Digraph: ch, sh, ck, wh, th / Letters qu | Blend |
|---|---|---|---|---|---|---|---|---|---|
| Sight Words | 1 see | | | | | | | | |
| | 2 one | | | | | | | | |
| | 3 they | | | | | | | | |
| | 4 you | | | | | | | | |
| | 5 are | | | | | | | | |
| CVC Words | 6 rag | | NA | | | | | | |
| | 7 lid | | NA | | | | | | |
| | 8 dot | | NA | | | | | | |
| | 9 hum | | NA | | | | | | |
| | 10 bet | | NA | | | | | | |
| Digraphs & Short Vowels | 11 rich | | NA | | | NA | | | |
| | 12 shop | | NA | | NA | | | | |
| | 13 tack | | NA | | | NA | | | |
| | 14 quit | | NA | | NA | | | | |
| | 15 moth | | NA | | | NA | | | |
| Blends & Short Vowels | 16 dust | | NA | | | | | NA | |
| | 17 step | | NA | | | | | NA | |
| | 18 trip | | NA | | | | | NA | |
| | 19 pond | | NA | | | | | NA | |
| | 20 brag | | NA | | | | | NA | |
| | **Sentences** (irregularly spelled sight words are in *italics*) | | | | | | | | |
| | 21–26 *The* cat hid in *a* box. | | | | | | | NA | NA |
| | 27–35 *The* fresh fish *is* still on *the* wet grass. | | | | | | | | |
| | 36–42 Six flat shells *were* in *my* bath. | | | | | | | | |
| | **Nonsense Words** | | | | | | | | |
| CVC | 43 vop | | NA | | | | | NA | NA |
| | 44 yud | | NA | | | | | NA | NA |
| | 45 zin | | NA | | | | | NA | NA |
| | 46 keb | | NA | | | | | NA | NA |
| Digraphs | 47 shap | | NA | | NA | | | | NA |
| | 48 thid | | NA | | NA | | | | NA |
| | 49 chut | | NA | | NA | | | | NA |
| | 50 weck | | NA | | | NA | | | NA |
| | Words Read Correctly (out of 50 total) | | | | | | | | |
| | Error Column Totals | No Try | Sight Word | Sound Added or Omitted | Consonant Initial | Consonant Final | Short Vowel | Digraph & Letters qu | Blend |



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Student _____

Date _____

# ADVANCED DECODING SURVEY

RECORDING FORM A

| | | Nonsense Words | Error Grid: No Try | Sound Added or Omitted | Consonant: Initial | Consonant: Final | Short Vowel | Consonant Digraph: sh, ch, th, ph / Trigraph: dge, tch | Blend | Advanced Vowel |
|---|---|---|---|---|---|---|---|---|---|---|
| One Syllable & One Vowel | 1 | fut | | | | | | | | |
| | 2 | shab | | | NA | | | | | |
| | 3 | thox | | | NA | | | | | |
| | 4 | lutch | | | | NA | | | | |
| | 5 | phim | | | NA | | | | | |
| | 6 | gred | | | | | | NA | | |
| | 7 | strob | | | | | | NA | | |
| | 8 | misp | | | | | | NA | | |
| VCE | 9 | yume | | | | | NA | NA | NA | |
| Vowel Teams | 10 | weag | | | | | NA | NA | NA | |
| | 11 | jaib | | | | | NA | NA | NA | |
| | 12 | soam | | | | | NA | NA | NA | |
| | 13 | foom | | | | | NA | NA | NA | |
| | 14 | vawk | | | | | NA | NA | NA | |
| | 15 | soid | | | | | NA | NA | NA | |
| | 16 | zout | | | | | NA | NA | NA | |
| | 17 | foy | | | | NA | NA | NA | NA | |
| Vowel + R | 18 | fird | | | | | NA | NA | NA | |
| | 19 | gorf | | | | | NA | NA | NA | |
| | 20 | lerm | | | | | NA | NA | NA | |
| | | Error Column Totals | | | | | | | | |
| | | | No Try | Sound Added or Omitted | Consonant: Initial | Consonant: Final | Short Vowel | Digraph & Trigraph | Blend | Advanced Vowel |

**Observations**

*Check the appropriate boxes:*

- ☐ Reads sound by sound, then blends word
- ☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

## Multi-Syllable Words

| | Nonsense Words | Incorrect or No Try |
|---|---|---|
| 21 | kimplut | |
| 22 | gruckle | |
| 23 | slafnode | |
| 24 | dirper | |
| 25 | panventic | |
| | Multi-Syllable Nonsense Word Errors | |

| | Real Words | Incorrect or No Try |
|---|---|---|
| 26 | fantastic | |
| 27 | several | |
| 28 | attached | |
| 29 | recognize | |
| 30 | lotion | |
| | Multi-Syllable Real Word Errors | |

| | |
|---|---|
| | **Words Read Correctly** (out of 30 total) |

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# PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D. © 2003, 2010, 2016

Adapted from the levels used in Mclnnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

**INSTRUCTIONS: See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for instructions on the PAST.**

RESULTS:

| | Correct | Automatic |
|---|---|---|
| Basic Syllable | ____/12 | ____/12 |
| Onset-Rime | ____/10 | ____/10 |
| Basic Phoneme | ____/10 | ____/10 |
| Advanced Phoneme | ____/20 | ____/20 |
| **Test Total** | **____/52** | **____/52** |

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(Non-automatic levels below highest automatic level) _____

| ***Approximate Grade Level (Circle):*** | ***PreK/K*** | ***K*** | ***late K/early 1st*** | ***1st*** | ***late 1st/early 2nd*** | ***2nd*** | **late 2nd to adult** |
|---|---|---|---|---|---|---|---|

*Note:* The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. There are no formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2: Preschool to mid kindergarten; E3 - mid kindergarten to early first)*

Correct Automatic

**LEVEL D "Say *birthday*. Now say *birthday* but don't say *birth*."**

FEEDBACK: "If you say birthday without saying birth, you get day, Okay? Let's try another one."

D1 (birth)day ____ (air)port ____ cow(boy) ____ ___/3 A: ___/3

D2 (num)ber ____ (en)ter ____ an(swer) ____ ___/3 A: ___/3

**LEVELS E2-3 "Say *November*. Now say *November* but don't say *No*."**

FEEDBACK: "If you say November without saying No, you get vember. See how that works?"[1]

E2 (No)vember ___ (vol)cano___ (re)member ____ ___/3 A: ___/3

E3 (won)derful___ (bar)becue___ (li)brary ____ ___/3 A: ___/3

**Basic Syllable Total: ___/12 A:___/12**

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (Kindergarten to mid first grade)*

Correct Automatic

**LEVEL F "Say *fall*. Now say *fall* but don't say /f/."**

FEEDBACK: "If you say fall without the /f/, you get all; fall-all.

/f/all → all ___ /s/and → and ___

/sh/own → own ___ /w/ait → ate ___ /c/are → air ___ ___/5 A: ___/5

**LEVEL G "Say *wood*. Now say *wood* but instead of /w/ say /g/."**

FEEDBACK: "If you say wood, and change the /w/ to /g/, you get good; wood-good."

/w/ood /g/ → good ___ /m/ake /l/ → lake ___ ___/5 A: ___/5

/r/ed /s/ → said ___ /l/awn /g/ → gone ___ /b/oat /n/ → note ___

**Onset-Rime Total: ___/10 A:___/10**

[1]Only use a phrase like "See how that works?" once during the test, the first time the student responds incorrectly or not at all.

## III. PHONEME LEVELS

*Basic Phoneme Levels (Late kindergarten to late first grade)*

**LEVEL H**

H1 (Deletion) **"Say *sled*. Now say *sled* but don't say /s/."**
FEEDBACK: "If you say *sled* without the /*s*/, you get *led*; *sled-led*.

/s/led /s/ → led ___ /c/limb /c/ → lime ___

H2 (Substitution) **"Say *slide*. Now say *slide* but instead of /s/ say /g/."**
FEEDBACK: "If you say *slide*, and change the /*s*/ to /*g*/, you get *glide*; *slide-glide*."

/s/lide /g/ → glide ___ /b/rain /c/ → crane ___ /b/reeze /t/ → trees ___

**LEVEL I "Say *beam*. Now say *beam* but don't say /m/."**
FEEDBACK: "If you say *beam* without the /*m*/, you get *bee*; *beam-bee*."

bea/m/ /m/ → bee ___ stor/m/ /m/ → store ___ pla/ne/ /n/ → play ___

si/z/e /z/ → sigh ___ cou/ch/ /ch/ → cow ___

**Basic Phoneme Total:**

*Advanced Phoneme Levels (Late first to late second grade; Level M: Late second to late third grade)*

**LEVEL J** (Substitution) **"Say *sit*. Now say *sit* but instead of /i/ say /a/."**
FEEDBACK: "If you say *sit*, and change the /*i*/ to /*a*/, you get *sat*; *sit-sat*."

I. (*short sound* of vowel) s/i/t /a/ → sat ___ wh(e)n /u/ → won ___ r/o/ck /e/ → wreck ___

II. (*long sound* of vowel) r/ea/d /o/ → road ___ ph/o/ne /i/ → fine __

**LEVEL K**

K1 (Deletion) **"Say *glide*. Now say *glide* but don't say /l/."**
FEEDBACK: "If you say *glide* without the /*l*/, you get *guide*; *glide-guide*."

g/l/ide → guide ___ s/w/eet → seat ___

K2 (Substitution) **"Say *flute*. Now say *flute* but instead of /l/ say /r/."**
FEEDBACK: "If you say *flute*, and change the /*l*/ to /*r*/, you get *fruit*; *flute-fruit*."

f/l/ute → f/r/uit ___ s/p/eed → s/k/ied ___ s/m/ile → s/t/yle ___

**LEVEL L** (Substitution) **"Say *mouth*. Say *mouth* but instead of /th/ say /s/."**
FEEDBACK: "If you say *mouth*, and change the /*th*/ to /*s*/, you get *mouse*; *mouth-mouse*."

mou/th/ /s/ → mouse ___ see/d/ /t/ → seat ___ ge/t/ /s/ → guess ___

heal/th/ /p/ → help ___ mon/th/ /ch/ → munch ___

**LEVEL M**

M1 (Deletion) **"Say *send*. Now say *send* but don't say /n/."**
FEEDBACK: "If you say *send* without the /*n*/, you get *said*; *send-said*."

se/n/d → said ___ de/n/t → debt ___

M2 (Substitution) **"Say *drift*. Now say *drift* but instead of /f/ say /p/."**
FEEDBACK: "If you say *drift*, and change the /*f*/ to /*p*/, you get *dripped*; *drift-dripped*."

dri/f/t → dri/pp/ed ___ wor(k)ed → wor(s)t ___ pa/s/te → pai/n/t ___

**Advanced Phoneme Total:**

| | Correct | Automatic |
|---|---|---|
| H1 | | |
| H2 | ___/5 | A: ___/5 |
| I | ___/5 | A: ___/5 |
| II | ___/5 | A: ___/5 |
| K1 | | |
| K2 | ___/5 | A: ___/5 |
| L | ___/5 | A: ___/5 |
| M1 | | |
| M2 | ___/5 | A: ___/5 |
| **Basic Phoneme Total:** | **___/10** | **A:___/10** |
| **Advanced Phoneme Total:** | **___/20** | **A:___/20** |

# EQUIPPED FOR READING SUCCESS

## A Comprehensive, Step-By-Step Program for Developing Phonemic Awareness and Fluent Word Recognition

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EQUIPPED FOR READING SUCCESS:
A Comprehensive, Step by Step Program for
Developing Phonemic Awareness and Fluent Word Recognition

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# TABLE OF ABBREVIATIONS AND CONVENTIONS

e. g. *for example*

i. e. *that is,* or *in other words*

/b/ letters set off with slash marks refer to the *sound* made by that letter, not the letter itself

/a/ vowels set off with slash marks and printed in lowercase refer to the "short" sound of the vowel (in this case, the /a/ sound as in *cat)*

/A/ vowels set off with slash marks and printed in uppercase refer to the "long" sound of the vowel (in this case, the /A/ sound as in *cake)*

(s)it Letters in parentheses within a word represent the sound within the word that will be targeted for deletion or substitution.

*A note about formatting:*

I have chosen not to use standard citation format of the American Psychological Association (APA), which involves citing references in the text after facts and information are presented. Teachers and parents report that such in-text citations make reading cumbersome and difficult. Therefore, references from which I draw facts are not individually cited but are found in the References section in Appendix L.

## Chapter 11

# Assessment of Phonological Awareness:

## The Phonological Awareness Screening Test (PAST)

The *Equipped for Reading Success* program provides three ways to evaluate phonological awareness skills, two informal and one formal.

1) The simplest way to evaluate phonological awareness is to note the level at which the student is working in the program. Is he or she able to do Level E3? Level H? Level K? This informal assessment tells you how far along in the program a student has progressed. It is important to notice a student's *speed* when doing One-Minute Activities to see if he or she is at the knowledge stage or the automatic stage.

2) If you want a quick assessment of a student's skill, you can simply give half of a One-Minute Activity (i.e., five items) from any given level. How well the student does lets you know how well he or she is progressing. Also pay close attention to speed of response.

3) Use the formalized *Phonological Awareness Screening Test* (PAST)[1] in Appendix C. This chapter provides detailed instructions for administering the PAST. The PAST is best used with students as part of a formal reading assessment to determine a student's level of phonological awareness. A comprehensive reading assessment should include tests of working memory, rapid automatized naming, as well as phonological awareness and oral blending.[2] All of these lower-level linguistic skills are assessed on the *Comprehensive Test of Phonological Processing-Second Edition* (CTOPP-2),[3] which I strongly recommend. The CTOPP-2 should be used alongside the PAST. I have found the PAST and the *Elision* subtest (the CTOPP-2's phonological awareness test) tend to yield similar results. However, in the cases where they differ, the PAST is usually (but not always) more consistent with a student's reading skill (i.e., weak PAST, weak reading, strong PAST, better reading).

---

[1]An Internet search will turn up another test that uses the acronym PAST called the *Phonological Awareness Skills Test*. This test samples from the various classical tasks like rhyming, segmentation, etc. Like nearly all other phonological awareness tests, it does not provide a timing element nor does it have items that are difficult enough to assess advanced phonemic awareness.

[2]These tests would be, of course, in addition to tests of context-free word identification, nonsense word reading, reading comprehension, and language/listening comprehension.

[3]As mentioned in an earlier chapter, blending may be average in weak readers with poor phonemic analysis skills. Thus, the CTOPP-2's *Blending Words* subtest must be interpreted with caution. If it is average, it does not rule out phonological awareness difficulties. The *Blending Words, Elision* (manipulation/deletion) and *Phoneme Isolation* subtests all get combined on the CTOPP-2 for an overall Phonological Awareness Composite. Be wary of that composite score if Blending Words is average and the Elision and/or Phoneme Isolation are weak.

## INSTRUCTIONS FOR THE PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

The *Phonological Awareness Screening Test* (PAST) can be found in Appendix C. There are four forms; A, B, C, and D. This allows teachers to do a formal assessment a few times a year to track a student's progress.

There is a "history" behind the title "PAST." First, PAST stands for Phonological Awareness Screening Test. Second, the acronym acknowledges the work of others in the *past*. The PAST originated as the *Auditory Analysis Test* (AAT) of Rosner & Simon (*Journal of Learning Disabilities,* 1971). Dr. Philip J. McInnis revised the AAT by adding segmentation items (the AAT only used deletion items) and adding levels to make it more developmentally appropriate. His version was first called the *Language Processing Assessment* (LPA) and then the *Phonological Processing Test* (PPT). Since 2003, I have used a modified, updated version of this time-tested assessment.[4] So, while the PAST is my "version" of the test, it is based upon the work of my predecessors (hence, the "PAST").

### General principles of administration

Do not administer the PAST unless you have 1) carefully read and understood the directions in this chapter; 2) read the section of Chapter 12 that covers pronouncing phonemes in isolation; and 3) practiced on someone, preferably with feedback before testing a student. If you are experienced using the One Minute Activities, the PAST will be easy to learn.

***No practice items and use of sample line.*** There are no practice items. Because feedback is given for every correct item (more below), in a sense, every item is a practice item. Follow the sample line at the beginning of each level. All items at any given level are administered the same way. *Always delete or substitute the sound represented by the letter or letters in the parentheses or between slash marks*. For example, with *cow(boy),* "boy" gets deleted.

***Proper pronunciation of sounds.*** When giving directions for Levels F through M, use letter *sounds*, not letter names. When you say "change /a/ to /i/," you say the *sound* made by the letter, not the name of the letter. The exception is with the "long" vowel sounds (Level J II). Long vowel sounds are represented by uppercase letters in brackets (i.e., /A/). These long vowel sounds match the letter name (e.g., the *a* in words like *cake, tame,* or *made*).

Also, don't add an "uh" sound when you pronounce consonants in isolation (e.g., /m/ is pronounced *mmm,* not *muh*). *Proper pronunciation of sounds in isolation will be essential for children to understand what phoneme you are asking them to manipulate*. For help with pronunciation when administering the PAST, see Chapter 12 and Appendix E.

---

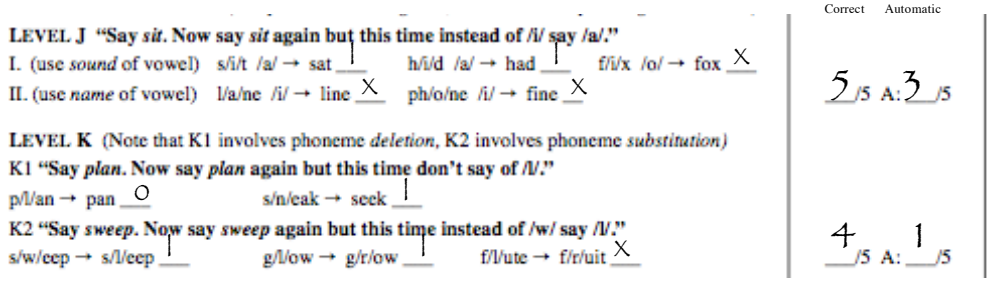
[4]My version 1) adds a timing element to assess automaticity; 2) adds or modifies levels to make smoother transitions (see Appendix B for program comparisons); 3) provides corrective feedback for *every* incorrect item, and 4) for Forms A, B, C, and D in Appendix C, most items are "orthographically inconsistent" to decrease the possibility of correctly responding to test items via a mental spelling strategy rather than by phonological awareness. For example, going from *gave* to *game* by exchanging an /m/ for a /v/ can occur via mental spelling while going from *both* to *boat* by exchanging a /t/ for a /th/ does not as easily yield to a mental spelling strategy.

***The assessment of automaticity.*** All items are timed. When you administer an item, as soon as you finish speaking, immediately count in your head "one thousand *one*, one thousand *two*." Use a stop watch or sweep second hand at first to be sure your counting very closely approximates two seconds. If the student responds correctly before you get to the word *two* in the phrase "one thousand two," he or she receives credit for an automatic response. Put an "X" in the blank next to the word to indicate the response was automatic. If the student answers correctly, but after the two second count, mark a "1" next to that item. Incorrect items are marked with a zero (0). See Figure 11.2 below.

When doing the mental count, continue counting until the student responds. If you reach "one thousand five" and the student has not responded, repeat the same item and resresume the mental counting, starting with "one thousand one." If the student responds correctly within five seconds of this second chance, score the item as correct (i.e., a "1"). However, *an automatic score can only occur within the first two seconds of the first try*. A second chance is given because students sometimes forget what you asked. Also, if a student asks you to repeat the item, do so, but repeated items cannot be scored as automatic, only as correct or incorrect. If the student does not respond after the second five-second count, score the item as incorrect and demonstrate the correct response for that item (see below on providing feedback).

If you mis-speak a word, excuse yourself, skip the item, and go on to the next one, so long as it was not the last item at that level. Go back to the item you spoiled before going on to the next level and score normally (i.e., they can receive an automatic score if they respond in less than two seconds). If this occurs on the last item of a level, repeat that item immediately and use your best judgment about scoring.

Occasionally, a student will respond to the previous item. For example, you have the student go from *sit* to *sat* (Level J). On the next item, you ask the student to go from *hid* to *had*, but instead of *had,* the student says *sad,* accidentally carrying over sounds from the previous item. This may not be the result of a phonological awareness problem, but may result from an attentional lapse. If you judge that a student has carried something over from the previous example, re-administer the item. However, the student cannot receive an automatic score on a re-administered item, only correct (1) or incorrect (0).


Correct Automatic

**LEVEL J "Say *sit*. Now say *sit* again but this time instead of /i/ say /a/."**

I. (use *sound* of vowel) s/i/t /a/ → sat 1 h/i/d /a/ → had 1 f/i/x /o/ → fox X

II. (use *name* of vowel) l/a/ne /i/ → line X ph/o/ne /i/ → fine X

5/5 A: 3/5

**LEVEL K** (Note that K1 involves phoneme *deletion*, K2 involves phoneme *substitution*)

**K1 "Say *plan*. Now say *plan* again but this time don't say of /l/."**

p/l/an → pan 0 s/n/eak → seek 1

**K2 "Say *sweep*. Now say *sweep* again but this time instead of /w/ say /l/."**

s/w/eep → s/l/eep 1 g/l/ow → g/r/ow 1 f/l/ute → f/r/uit X

4/5 A: 1/5

**FIGURE 11.1**

SAMPLE SCORING

Automatic responding typically takes about a second or less, so a two second count is generous. Therefore, only give automatic credit if students have begun a correct response by the time you have mentally said *two* in the silently phrase "one thousand *two*."

***Repeating an item.*** If a student seems confused, or seems to lapse in attention, it is okay to repeat an item. However, when you repeat an item, that item cannot be scored as automatic. Students can only receive a score of correct (1) or incorrect (0).

***Pacing.*** One important reason to be thoroughly familiar with the administration procedures and to be well practiced with the test beforehand is *pacing*. It is important to administer the PAST at a good pace to keep things moving. A moderately quick pacing prevents lapses of attention, boredom, or prevents you from unnecessarily taxing a student's working memory.

***Providing feedback.*** A unique feature of the PAST is that the examiner provides corrective feedback for every incorrect item. Feedback on the PAST is based on the assumption that a student is not going to develop phonological awareness skills in the 4 to 8 minutes it takes to administer this test. Give feedback for *every* incorrect response. The standard correction is: "The answer is *tall*. When you say *ball,* and change the /b/ to /t/ you get *tall*. *Ball–tall*. See how that works?"[5] No further demonstration or explanation is permitted (especially, no visual cues). Also, you must *never* refer to the location of the sound within the word. Correct every incorrect item, even if it is the last item at a level. It is also okay to acknowledge that the student got an item correct ("that's right!"), especially if he or she responds tentatively.

HOWEVER:

1) Do NOT teach any item or level. This is a test, not a teaching session. While oral feedback is provided, no teaching, manipulatives, or explanations are allowed.

2) NEVER say anything about the POSITION of the sound within the word because this is a big part of what you are testing. For example, *never* say anything like "see how I switched the /b/ to a /t/ at the beginning of the word?" A key part of phonological awareness is being able to isolate a sound, so saying anything about position is like giving away the answer.

***Routing procedure to speed administration.*** Students are not administered all 52 PAST items. For younger students, many of the later items are too difficult and there is a discontinue rule (described below). For more skilled students, it would be unnecessarily tedious to administer all of the easy items. To keep the test a reasonable length, there is a routing procedure, which works differently at each of the *syllable, onset-rime,* and *phoneme* levels.

*Syllable Levels (D1 to E3)*

- *Everyone* taking the PAST, including high school students and adults, start at Level D1. Explain to students that this "word game" starts out very easy. The easy ones help students understand the nature of the task without ever having to explain the nature of the task. There are no explanations or practice items when administering the PAST.
- For kindergarteners and potentially at-risk beginning first graders, give every iterm at levels D and E and follow the discontinue rule, below.

[5]Only say that last part ("See how that works?") with the first incorrect item.

- For most first graders and all students beyond first grade, if the first item of D1 is responded to automatically (i.e., 2 seconds or less), skip down to the first item of D2. If that is automatic, skip to first item of E2, then E3. When you score later, if the first D1 through E3 items are automatic, score any un-administered items at those levels as automatic (thus a 3/3 at that level).
- However, if any item is either 1) incorrect, or 2) correct but not automatic (i.e., correct response after 2 seconds), administer *all* items at that level and score normally. For example, if the first D2 item is correct but not automatic, administer the other D2 items. However, the routing procedure resumes with E2. If the first item in E2 is automatic, do not administer the other E2 items and score those unadministered items as automatic.[6]

*Onset-Rime Levels (F & G)*

*For kindergarten to second grade:*

- If the first three F or G items are automatic, skip the final two items at that level and score them as automatic.
- If any of the first three F or G items are incorrect, or correct but not automatic, administer all five items at that specific level (i.e., F or G) and score normally.

*For third grade through adults:*

- Use the same general procedure as with the the kindergarten through second graders except only the first *two* items need to be automatic before skipping on to the next level.

*Phoneme Levels (H to M)*

- For Levels H through M, give *all* items at each level. Continue administering until the discontinue rule is reached or you come to the end of the test.

***Discontinue Rule.*** If the combined "correct" score on two levels in a row is 0, 1 or 2 out of 10, discontinue the test. Consider all items in the levels beyond the discontinue level as incorrect. For example, if a student gets only two items at Level I and none at level J (thus 2/10 across the two levels), discontinue the test. Do not administer K, L, or M. All items on the un-administered levels are scored 0.

## SCORING THE PAST

***Passing a level.*** A level is considered passed if either all items or all item except one are correct (e.g., 4 out of 5 or 2 out of 3 for the syllable levels). A level is considered automatic if all or all but one of the items at that level were responded to automatically. Levels with 3 out of 5 or fewer are not considered passed and represent a level that should receive instructional

[6]The reasoning is that if students can do a higher syllable level (E2 or E3), they likely can do the easier ones, but were incorrect or not automatic due to the novelty of the task rather than a lack of phonological awareness. It is not unusual for a student to get one of these earlier items incorrect or non automatically and then go on and display automatic responding at higher levels. In such cases, administering all subsequent syllable level items after an early error or slow response is unnecessarily tedious. If they have an automatic response to the first item at any given syllable level, do not administer any more at that level and score unadministered items as automatic, even if they had an incorrect or slow response on an easier syllable level.

attention. Keep in mind, each level yields two scores, a correct score and an automatic score. Students commonly pass a level with their correct score but not with their automatic score. These differences are preserved for the total scoring (see Figure 11.2 and *The Total Scores* section below). Only levels passed at the automatic level do not require instructional attention.

***Item scoring.*** It should be clear by now that items are scored in one of three ways:

1) Incorrect (Score = 0)
2) Correct but not automatic (Score = 1)
3) Automatic i.e., the student responds in two seconds or less (Score = X)

At each level, count every score of 1 and X and put the total in the "correct" column on the right. Scores of 1 or X are both scored as "correct" items. In the "automatic" column, only include the items with Xs for that level (see Figure 11.1 above for an illustration).

***The Total Scores.*** As mentioned, students receive two scores at each level, a correct score and an automatic score. Transfer the totals from the right hand columns to the top of the first page of the test. There are two sides to this. First, the student receives a score that indicates how many were correct and how many were automatic at the *syllable, onset-rime,* and *phoneme* levels. Second, the other side gives the highest level passed. Remember a level is passed as correct if at least 4 out of 5 at that level are correct. The exception to this are the syllable levels which require at least 2 out of 3 to be considered passing. A level is considered automatic if at least 4 out of 5 items were automatic (or all 3 out of 3 for the syllable levels). Thus, for most children, the highest correct level will be higher than his or her highest automatic level (see Figure 11.2 for an illustration). It is also important to note any levels not passed that were below the highest level passed.

**RESULTS:**

| | Correct | Automatic |
|---|---|---|
| Basic Syllable | 10 /10 | 8 /10 |
| Onset-Rime | 10 /10 | 10 /10 |
| Basic Phoneme | 8 /10 | 4 /10 |
| Advanced Phoneme | 6 /20 | 2 /20 |
| **Test Total** | 34 **/50** | 24 **/50** |

Highest Correct Level: J

(Levels not passed below the highest correct level) —

Highest Automatic Level: I

(Non automatic levels below highest automatic level) E, H

**FIGURE 11.2**

SAMPLE OF SCORING RESULTS

## INTEPRETING THE *PAST*

The PAST correlates powerfully with readin but does not have traditional norms. However, the following is a guide to interpreting the results of the PAST based on 1)several studies that did not use the PAST that show when children developmentally can do specific phonological manipulations; 2) Dr. Philip McInnis' 35 years using very similar levels on his LPA/PPT; 3) my 12 years working with the PAST; and 4) several studies I have directly done on the PAST.

| | *Grade Level* | Typically *Achieving Readers* | *Low Achieving Readers* |
|---|---|---|---|
| 1) | Mid Kindergarten | D1-E2 sometimes higher | none correct or D1-D2 |
| 1) | Late Kindergarten | D1-E2, F, G, sometimes higher | D1-D2; E2 or lower |
| 2) | Mid First Grade | E3, F, G, I or higher | E2, F, G or lower |
| 3) | Late First Grade | F, G, H, I, J | F, G, I, or lower |
| 4) | Mid Second Grade | H, I, J or higher | F, G, H, I, or lower |
| 5) | Late Second/Early Third Grade | H to M mostly automatic | H, I, maybe J or lower |
| 6) | Mid Third Grade | All levels, mostly automatic | Many levels 'correct,' I to M mostly not 'automatic' |
| 7) | Fourth Grade to Adulthood | All levels automatic | Most levels 'correct,' but J to M not all 'automatic' |

**TABLE 11.1**

APPROXIMATE DEVELOPMENTAL LEVELS

If a student's performance matches the shaded *Low Achieving Readers* column, it suggests that phonological awareness may be a concern. If a student's level is lower than is listed in that column, then a phonological awareness problem is very likely. In either case, those students will require training beyond what they may be receiving in whole-class instruction.

Notice in Table 11.1 how small the differences can be, especially early on (i.e., K-1). Except for obvious cases of very low performance, the differences may be very slight. This is why all kids should get whole class or small group phonological awareness training in kindergarten and first grade. Next, note that over time, typical students start to pull away from those with reading difficulties. Automaticity becomes a bigger factor with time, especially after second grade. After third grade, lack of automaticity at any level may indicate that a phonological awareness difficulty may be present.

Do not be surprised by inconsistent performance across some levels. A student may struggle with an easier level, and pass a higher level. This is because different levels involve different types of manipulations. For example, H and K involve splitting initial blends. If a student struggles with awareness of sounds in blends, he may not pass H, but may pass J, which does not involve blends. Students who struggle with awareness of ending sounds may do poorly with Level I and L but do well with H, J, and K. While based upon group data I've gathered, the leveling system is quite accurately laid out, for any given student there may be some inconsistencies. For anyone interested in the actual data gathered on the PAST, they can e-mail me at kilpatrickd@cortland.edu. A website devoted to the PAST will have this data available.

Below is a table showing the average score out of five attained on each level of the PAST from among three first grade classes and two second grade classes from a lower middle class elementary school. The first graders were tested in December to January and the second graders from February to March. You can see there is an increasing degree of difficulty based upon a smaller average number of correct items as the test progresses. Also, with time, the gap between automatic and non automatic responses widens.

**Table 11.2**

Average Performances on Each Level of the PAST

| Grade Level: | | Grade 1 | | Grade 2 | |
|---|---|---|---|---|---|
| Scoring Approach: | | Correct | Automatic | Correct | Automatic |
| Highest possible score: | | 5/5 | 5/5 | 5/5 | 5/5 |
| Syllable | D | 4.3 | 3.9 | 4.9 | 4.7 |
| Levels | E | 3.6 | 3.2 | 4.6 | 4.1 |
| Onset-Rime | F | 4.9 | 4.8 | 5.0 | 4.8 |
| Levels | G | 4.5 | 4.2 | 4.9 | 4.4 |
| Phoneme | H | 2.6 | 2.0 | 3.7 | 2.8 |
| Levels | I | 2.9 | 1.5 | 4.2 | 2.4 |
| | J | 1.6 | 1.0 | 3.8 | 2.1 |
| | K | 1.7 | 0.7 | 2.7 | 1.0 |
| | L | 2.0 | 0.9 | 2.9 | 1.0 |
| | M | 1.3 | 0.4 | 2.4 | 0.6 |

Note: All raw scores reported above are out of a possible 5 points. The current version of the PAST uses different scoring at the syllable levels than when these data were collected.

# Appendix C

## PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

The following eight pages contain four versions (Form A through D) of the *Phonological Awareness Screening Test* (PAST). The multiple versions are designed for periodic updates throughout the school year. *For instructions on administering the PAST and for more information about phonological awareness assessment, see Chapter 11*.

**Copyright notice Appendix C:** The owner of this ma nual is free to photocopy the PAST (Forms A-D) for individual classroom use or use in a resource room, special class, or private tutoring. There is no limit to the number of copies that can be made for individual classroom use. However, owner's of this manual are not authorized to provide other teachers with this assessment.

Also note: No one should administer this assessment unless he or she has thoroughly read the instructions in Chapter 10 and practiced it at least three times on students for whom the results are not needed.

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2010, 2016

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

| | Correct | Automatic |
|---|---|---|
| Basic Syllable | ____/12 | ____/12 |
| Onset-Rime | ____/10 | ____/10 |
| Basic Phoneme | ____/10 | ____/10 |
| Advanced Phoneme | ____/20 | ____/20 |
| **Test Total** | **____/52** | **____/52** |

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(Non-automatic levels below highest automatic level) _____

| ***Approximate Grade Level (Circle):*** | ***PreK/K*** | ***K*** | ***late K/early 1st*** | ***1st*** | ***late 1st/early 2nd*** | ***2nd*** | **late 2nd to adult** |
|---|---|---|---|---|---|---|---|

*Note:* The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

Correct Automatic

**LEVEL D "Say *bookcase*. Now say *bookcase* but don't say *book*."**

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*. Okay? Let's try another one."

D1 (book)case ____ (sun)set ____ space(ship) ____ ___/3 A: ___/3

D2 (sil)ver ____ (mar)ket ____ gen(tle) ____ ___/3 A: ___/3

**LEVEL E "Say *October*. Now say *October* but don't say *Oc*."**

FEEDBACK: "If you say *October* without saying *Oc*, you get *tober*. See how that works?"[1]

E2 (Oc)tober ___ (um)brella___ (fan)tastic ___ ___/3 A: ___/3

E3 (al)phabet___ (Sat)urday___ (tri)cycle___ ___/3 A: ___/3

**Basic Syllable Total:** **___/12** A:**___/12**

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

Correct Automatic

**LEVEL F "Say *feet*. Now say *feet* but don't say /f/."**

FEEDBACK: "If you say *feet* without the /*f*/, you get *eat*; *feet-eat*."

(f)eet → eat ___ (l)ove → of ___

(t)ame → aim ___ (t)ime → I'm ___ (c)one → own ___ ___/5 A: ___/5

**LEVEL G "Say *guide*. Now say *guide* but instead of /g/ say /r/."**

FEEDBACK: "If you say *guide*, and change the /g/ to /r/, you get *ride*; *guide-ride*."

(g)uide /r/ → ride ___ (m)ore /d/ → door ___ ___/5 A: ___/5

(g)um /th/ → thumb ___ (l)ed /s/ → said ___ (f)eel /s/ → seal ___

**Onset-Rime Total:** **___/10** A:**___/10**

[1]Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

# PAST Form A

## III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

**LEVEL H**

H1 (Deletion) **"Say *sleep*. Now say *sleep* but don't say /s/."**

FEEDBACK: "If you say sleep without the /s/, you get leap; sleep-leap.

(s)leep → leap ___ (c)rane → rain ___

H2 **"Say *true*. Now say *grew* but instead of /g/ say /t/."**

FEEDBACK: "If you say grew, and change the /g/ to /t/, you get true; grew-true."

(g)rew → (t)rue ___ (p)lowed → (c)loud ___ (f)lows → (c)lothes ___

**LEVEL I "Say *went*. Now say *went* but don't say /t/."**

FEEDBACK: "If you say went without the /t/, you get when; went-when."

I1 wen(t) → when ___ ran(g)e → rain ___

I2 whea(t) → we ___ nie(c)e → knee ___ dri(v)e → dry ___

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J "Say *ran*. Now say *ran* but instead of /a/ say /u/."**

FEEDBACK: "If you say ran, and change the /a/ to /u/, you get run; ran-run."

I. (*short sound* of vowel) r(a)n /u/ → run ___ k(i)t /u/ → cut ___ h(u)ff /a/ → half ___

II. (*long sound* of vowel) b(ea)k /A/ → bake ___f(i)ne /O/ → phone ___

**LEVEL K**

K1 (Deletion) **"Say *bread*. Now say *bread* but don't say /r/."**

FEEDBACK: "If you say bread without the /r/, you get bed; bread-bed."

b(r)ead → bed ___ s(n)eak → seek ___

K2 (Substitution) **"Say *crew*. Now say *crew* but instead of /r/ say /l/."**

FEEDBACK: "If you say crew, and change the /r/ to /l/, you get clue; crew-clue."

c(r)ew → c(l)ue ___ p(r)oud → p(l)owed ___ s(n)eeze → s(k)is ___

**LEVEL L "Say *some*. Say *some* but instead of /m/ say /n/."**

FEEDBACK: "If you say some, and change the /m/ to /n/, you get sun; some-sun."

so(m)e /n/ → sun ___ rhy(m)e /d/ → ride ___

nigh(t) /s/ → nice ___ see(m) /t/ → sea(t) ___ kee(p) /z/ → keys ___

**LEVEL M**

M1 (Deletion) **"Say *ghost*. Now say *ghost* but don't say /s/."**

FEEDBACK: "If you say ghost without the /s/, you get goat; ghost-goat."

gho(s)t → goat ___ co(s)t → caught ___

M2 (Substitution) **"Say *west*. Now say *west* but instead of /s/ say /n/."**

FEEDBACK: "If you say west, and change the /s/ to /n/, you get went; west-went."

cra(f)t → cra(ck)ed ___ tru(s)t → tru(ck)ed ___ dea(l)t → de(n)t ___

**Advanced Phoneme Total:**

| | Correct | Automatic |
|---|---|---|
| H1 | | |
| H2 | ___/5 | A: ___/5 |
| I1 | | |
| I2 | ___/5 | A: ___/5 |
| **Basic Phoneme Total:** | **___/10** | **A:___/10** |
| I. / II. | ___/5 | A: ___/5 |
| K1 | | |
| K2 | ___/5 | A: ___/5 |
| L | ___/5 | A: ___/5 |
| M1 | | |
| M2 | ___/5 | A: ___/5 |
| **Advanced Phoneme Total:** | **___/20** | **A:___/20** |

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM B

David A. Kilpatrick, Ph.D. © 2010, 2016

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

| | Correct | Automatic |
|---|---|---|
| Basic Syllable | ____/12 | ____/12 |
| Onset-Rime | ____/10 | ____/10 |
| Basic Phoneme | ____/10 | ____/10 |
| Advanced Phoneme | ____/20 | ____/20 |
| **Test Total** | **____/52** | **____/52** |

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(Non-automatic levels below highest automatic level) _____

| ***Approximate Grade Level (Circle):*** | ***PreK/K*** | ***K*** | ***late K/early 1st*** | ***1st*** | ***late 1st/early 2nd*** | ***2nd*** | **late 2nd to adult** |
|---|---|---|---|---|---|---|---|

*Note:* The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

Correct Automatic

**LEVEL D "Say *flashlight*. Now say *flashlight* but don't say *flash*."**

FEEDBACK: "If you say *flashlight* without saying *flash*, you get *light*. Okay? Let's try another one."

D1 (flash)light ____ (door)bell ____ rail(road) ____ ___/3 A: ___/3

D2 (cor)ner ____ (mem)ber ____ mar(ble) ____ ___/3 A: ___/3

**LEVEL E "Say *gymnastics*. Now say *gymnastics* but don't say *gym*."**

FEEDBACK: "If you say *carnation* without saying *car*, you get *nation*. See how that works?"[1]

E2 (car)nation ___ (gym)nastics ___ (Sep)tember ___ ___/3 A: ___/3

E3 (or)nament___ (at)mosphere___ (Af)rica ___/3 A: ___/3

**Basic Syllable Total:** **___/12** A:**___/12**

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

Correct Automatic

**LEVEL F "Say *far*. Now say *far* but don't say /f/."**

FEEDBACK: "If you say *far* without the /f/, you get *are*; *far-are*.

(f)ar → are ___ (n)ame → aim ___

(f)ive → I've ___ (c)ore → oar ___ (l)oan → own ___ ___/5 A: ___/5

**LEVEL G "Say *kite*. Now say *kite* but instead of /k/ say /r/."**

FEEDBACK: "If you say *kite*, and change the /k/ to /r/, you get *right*; *kite-right*."

(k)ite /r/ → right ___ (c)ane /r/ → rain ___ ___/5 A: ___/5

(t)ime /r/ → rhyme ___ (s)oup /h/ → hoop ___ (sh)are /h/ → hair ___

**Onset-Rime Total:** **___/10** A:**___/10**

[1]Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

# PAST Form B

## III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

**LEVEL H**

H1 (Deletion) **"Say *sleeve*. Now say *sleeve* but don't say /s/."**
FEEDBACK: "If you say *sleeve* without the /s/, you get *leave*; *sleeve-leave*."

(s)leeve → leave ___ (g)reat → rate ___

H2 (Substitution) **"Say *freeze*. Now say *freeze* but instead of /f/ say of /t/."**
FEEDBACK: "If you say *freeze*, and change the /f/ to /t/, you get *trees*; *freeze-trees*."

(f)reeze → (t)rees ___ (c)rew → (t)rue ___ (p)roud → (c)rowd ___

Correct Automatic

___/5 A: ___/5

**LEVEL I "Say *sword*. Now say *sword* but don't say /d/."**
FEEDBACK: "If you say *sword* without the /d/, you get *sword*; *sword-sore*."

I1 swor(d) → sore ___ bol(t) → bowl ___

I2 sea(t) → see ___ grou(p) → grew ___ wi(d)e → why ___

___/5 A: ___/5

**Basic Phoneme Total:** **___/10** A:**___/10**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J "Say *man*. Now say *man* but instead of /a/ say /e/."**
FEEDBACK: "If you say *man*, and change the /a/ to /e/, you get *man*; *man-men*."

Correct Automatic

I. (*short sound* of vowel) m(a)n /e/ → men ___ n(e)ck /o/ → knock ___ d(o)t /e/ → debt ___

II. (*long sound* of vowel) l(oa)n /I/ → line ___ s(i)de /E/ → seed ___

___/5 A: ___/5

**LEVEL K**

K1 (Deletion) **"Say *spy*. Now say *spy* but don't say /p/."**
FEEDBACK: "If you say *spy* without the /p/, you get *sigh*; *spy-sigh*,"

s(p)y → sigh ___ c(l)aim → came ___

K2 (Substitution) **"Say *crime*. Now say *crime* but instead of /r/ say /l/."**
FEEDBACK: "If you say *crime*, and change the /r/ to /l/, you get *crime*; *crime-climb*."

c(r)ime → c(l)imb ___ g(r)ew → g(l)ue ___ c(l)oud → c(r)owd ___

___/5 A: ___/5

**LEVEL L "Say *set*. Now say *set* but instead of /d/ say /d/."**
FEEDBACK: "If you say *set*, and change the /t/ to /d/, you get *head*; *set-said*."

se(t) /d/ → said ___ whe(n) /t/ → wet ___

sou(p) /n/ → soon ___ to(n)e /d/ → toad ___ kni(f)e /t/ → night ___

___/5 A: ___/5

**LEVEL M**

M1 (Deletion) **"Say *dusk*. Now say *dusk* but don't say /s/."**
FEEDBACK: "If you say *dusk* without the /s/, you get *duck*; *dusk-duck*."

du(s)k → duck ___ she(l)f → chef ___

M2 (Substitution) **"Say *rift*. Now say *rift* but instead of /f/ say /s/."**
FEEDBACK: "If you say *rift*, and change the /f/ to /s/, you get *wrist*; *rift-wrist*."

ri(f)t → wri(s)t ___ te(s)t → te(n)t ___ le(f)t → lea(p)t ___

___/5 A: ___/5

**Advanced Phoneme Total:** **___/20** A:**___/20**

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM C

David A. Kilpatrick, Ph.D. © 2010, 2016

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

| | Correct | Automatic |
|---|---|---|
| Basic Syllable | ____/12 | ____/12 |
| Onset-Rime | ____/10 | ____/10 |
| Basic Phoneme | ____/10 | ____/10 |
| Advanced Phoneme | ____/20 | ____/20 |
| **Test Total** | **____/52** | **____/52** |

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(Non-automatic levels below highest automatic level) _____

| ***Approximate Grade Level (Circle):*** | ***PreK/K*** | ***K*** | ***late K/early 1st*** | ***1st*** | ***late 1st/early 2nd*** | ***2nd*** | **late 2nd to adult** |
|---|---|---|---|---|---|---|---|

*Note:* The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

Correct Automatic

**LEVEL D "Say *footprint*. Now say *footprint* but don't say *foot*."**

FEEDBACK: "If you say *footprint* without saying *foot*, you get *print*. Okay? Let's try another one."

D1 (foot)print ____ (row)boat ____ mid(night) ____ ___/3 A: ___/3

D2 (ta)ble ____ (o)ver ____ pan(da) ____ ___/3 A: ___/3

**LEVEL E "Say *Invention*. Now say *Invention* but don't say *In*."**

FEEDBACK: "If you say *invention* without saying *in*, you get *vention*. See how that works?"[1]

E2 (in)vention ___ (ma)gician___ (me)chanic ___ ___/3 A: ___/3

E3 (at)mosphere___ (cu)cumber___ (or)ganize ___/3 A: ___/3

**Basic Syllable Total:** **___/12** A:**___/12**

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

**LEVEL F "Say *sheet*. Now say *sheet* but don't say /sh/."**

Correct Automatic

FEEDBACK: "If you say *sheet* without the /*sh*/, you get *eat*; *sheet-eat*.

(sh)eet → eat ___ (ph)one → own ___

(n)ame → aim ___ (q)uiz → is ___ (c)ough → off ___ ___/5 A: ___/5

**LEVEL G "Say *loop*. Now say *loop* but instead of /l/ say /s/."**

FEEDBACK: "If you say *loop*, and change the /*l*/ to /*s*/, you get *soup*; *loop-soup*."

(l)oop /s/ → soup ___ (p)ut /f/ → foot ___ ___/5 A: ___/5

(p)ool /r/ → rule ___ (c)are /ch/ → chair ___ (s)auce /l/ → loss ___

**Onset-Rime Total:** **___/10** A:**___/10**

[1]Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

# PAST Form C

## III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

**LEVEL H**

H1 (Deletion/ **"Say *sled*. Now say *sled* but don't say /s/."**

FEEDBACK: "If you say sled without the /s/, you get led; sled-led.

(s)led → led ___ (s)weet → wheat ___

H2 (Substitution) **"Say *true*. Now say *true* but instead of /t/ say /g/."**

FEEDBACK: "If you say true, and change the /t) to /g), you get grew; true-grew."

(t)rue → (g)rew ___ (c)laim → (b)lame ___ (t)roop → (g)roup ___

**LEVEL I "Say *word*. Now say *word* but don't say /d/."**

FEEDBACK: "If you say word without the /d), you get were; word-were.

I1 wor(d) → were ___ lam(p) → lamb ___

I2 boa(t) → bow ___ toa(d) → toe ___ hou(se) → how ___

**Basic Phoneme Total:**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J "Say *bat*. Now say *bat* but instead of /a/ say /i/."**

FEEDBACK: "If you say bat, and change the /a/ to /i/, you get bit; bat-bit."

I. (*short sound* of vowel) b(a)t /i/ → bit ___ g(e)m /a/ → jam ___ m(a)tch /u/ → much ___

II. (*long sound* of vowel) sh(ee)p /A/ → shape ___ ch(o)se /E/ → cheese ___

**LEVEL K**

K1 (Deletion) **"Say *sled*. Now say *sled* but don't say /l/."**

FEEDBACK: "If you say sled without the /l/, you get said; sled-said,"

s(l)ed → said ___ b(r)eeze → bees ___

K2 (Substitution) **"Say *crows*. Now say *crows* but instead of /r/ say /l/."**

FEEDBACK: "If you say crows, and change the /r/ to /l/, you get close; crows-close."

c(r)ows → c(l)ose ___ b(r)aid → b(l)ade ___ c(r)uise → c(l)ues ___

**LEVEL L "Say *hen*. Now say *hen* but instead of /n/ say /d/."**

FEEDBACK: "If you say hen, and change the /n/ to /d/, you get head; hen-head."

he(n) /d/ → head ___ ri(s)e /m/ → rhyme ___

migh(t) /s/ → mice ___ tu(b)e /th/ → tooth ___ cou(gh) /t/ → caught ___

**LEVEL M**

M1 (Deletion) **"Say *swept*. Now say *swept* but don't say /p/."**

FEEDBACK: "If you say swept without the /p/, you get sweat; swept-sweat."

swe(p)t → sweat ___ bo(l)t → boat ___

M2 (Substitution) **"Say *rent*. Now say *rent* but instead of /n/ say /k/."**

FEEDBACK: "If you say rent, and change the /n/ to /k/, you get wrecked; rent-wrecked."

re(n)t → wre(ck)ed ___ ro(p)ed → roa(s)t ___ lea(s)t → lea(p)ed ___

**Advanced Phoneme Total:**

| Correct | Automatic |
|---|---|
| ___/5 | A: ___/5 |
| ___/5 | A: ___/5 |
| **___/10** | A:**___/10** |
| ___/5 | A: ___/5 |
| ___/5 | A: ___/5 |
| ___/5 | A: ___/5 |
| **___/20** | A:**___/20** |

# PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM D

David A. Kilpatrick, Ph.D. © 2010, 2016

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ Date: _____ Grade _____ Age _____

Teacher: _____ D.O.B.: _____ Evaluator: _____

**INSTRUCTIONS:** See *Equipped for Reading Success* Chapter 11: "Assessment of Phonological Awareness" for detailed instructions on the PAST.

RESULTS:

| | Correct | Automatic |
|---|---|---|
| Basic Syllable | ____/12 | ____/12 |
| Onset-Rime | ____/10 | ____/10 |
| Basic Phoneme | ____/10 | ____/10 |
| Advanced Phoneme | ____/20 | ____/20 |
| **Test Total** | **____/52** | **____/52** |

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(Non-automatic levels below highest automatic level) _____

| ***Approximate Grade Level (Circle):*** | ***PreK/K*** | ***K*** | ***late K/early 1st*** | ***1st*** | ***late 1st/early 2nd*** | ***2nd*** | **late 2nd to adult** |
|---|---|---|---|---|---|---|---|

*Note:* The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

## I. SYLLABLE LEVELS

*Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)*

Correct Automatic

**LEVEL D "Say *sidewalk*. Now say *sidewalk* but don't say *side*."**

FEEDBACK: "If you say *sidewalk* without saying *side*, you get *walk*. Okay? Let's try another one."

D1 (side)walk ____ (door)way ____ week(end) ____ ___/3 A: ___/3

D2 (dol)phin ____ (car)pet ____ mor(ning) ____ ___/3 A: ___/3

**LEVEL E "Say *tornado*. Now say *tornado* but don't say *tor*."**

FEEDBACK: "If you say *tornado* without saying *tor*, you get *nado*. See how that works?"[1]

E2 (tor)nado ___ (per)mission___ (de)partment___ ___/3 A: ___/3

E3 (in)strument (con)centrate (fa)vorite ___ ___/3 A: ___/3

**Basic Syllable Total:** **___/10** A:**___/10**

## II. ONSET-RIME LEVELS

*Onset-Rime Levels (kindergarten to mid first grade)*

Correct Automatic

**LEVEL F "Say *joke*. Now say *joke* but don't say /j/."**

FEEDBACK: "If you say *joke* without the /j/, you get *oak*; *joke-oak*.

(j)oke → oak ___ (r)ise → eyes ___

(j)ar → are ___ (f)ake → ache ___ (sh)ove → of ___ ___/5 A: ___/5

**LEVEL G "Say *read*. Now say *read* but instead of /r/ say /n/."**

FEEDBACK: "If you say *read*, and change the /r/ to /n/, you get *need*; *read-need*."

(r)ead /n) → need ___ (h)er /f/ → fur ___ ___/5 A: ___/5

(c)ode /t/ → toad ___ (l)ed /s/ → said ___ (th)ese /ch/ → cheese ___

**Onset-Rime Total:** **___/10** A:**___/10**

[1]Only use the phrase "See how that works" the first time you provide feedback for an incorrect item.

# PAST Form D

## III. PHONEME LEVELS

*Basic Phoneme Levels (early to late first grade)*

**LEVEL H**

H1 (Deletion) **"Say *tried*. Now say *tried* but don't say /t/."**

FEEDBACK: "If you say *tried* without the /t/, you get *ride*; *tried-ride*."

(t)ried → ride ___ (s)lam → lamb ___

H2 (Substitution) **"Say *froze*. Now say *froze* but instead of /f/ say of /g/."**

FEEDBACK: "If you say *froze*, and change the /f/ to /g/, you get *grows*; *froze-grows*."

(f)roze → (g)rows ___ (t)rees → (f)reeze ___ (f)ries → (p)rize ___

___/5 A: ___/5

**LEVEL I "Say *port*. Now say *port* without the /t/."**

FEEDBACK: "If you say *port* without the /t/, you get *poor*; *port-poor*.

I1 por(t) → poor ___ col(d) → coal ___

I2 sa(m)e → say ___ pla(c)e → play ___ nee(d) → knee ___

___/5 A: ___/5

**Basic Phoneme Total: ___/10 A:___/10**

*Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)*

**LEVEL J "Say *hit*. Now say *hit* but instead of /i/ say /a/."**

FEEDBACK: "If you say *hit*, and change the /i/ to /a/, you get *hat*; *hit-hat*."

I. (*short sound* of vowel) h(i)t /a/ → hat ___ wh(e)n /i/ → win ___ t(oo)l /e/ → tell ___

II. (*long sound* of vowel) g(a)te /O/ → goat ___ c(a)pe /E/ → keep __

___/5 A: ___/5

**LEVEL K**

K1 (Deletion) **"Say *try*. Now say *try* but don't say /r/."**

FEEDBACK: "If you say *try* without the /r/, you get *tie*; *try-tie*."

t(r)y → tie ___ s(l)ope → soap ___

Correct Automatic

K2 (Substitution) **"Say *snail*. Now say *snail* but instead of /n/ say /t/."**

FEEDBACK: "If you say *snail*, and change the /n/ to /t/, you get *stale*; *snail-stale*."

s(n)ail → s(c)ale ___ f(l)ows → f(r)oze ___ g(l)ean → g(r)een ___

___/5 A: ___/5

**LEVEL L "Say *foam*. Now say *foam* but instead of /m/ say /n/."**

FEEDBACK: "If you say *foam*, and change the /m/ to /n/, you get *phone*; *foam-phone*."

foa(m) /n/ → phone ___ je(t) /m/ → gem ___

bo(th) /t/ → boat ___ wro(t)e /p/ → rope ___ tee(th) /ch/ → teach ___

___/5 A: ___/5

**LEVEL M**

M1 (Deletion) **"Say *wisp*. Now say *wisp* but don't say /s/."**

FEEDBACK: "If you say *wisp* without the /s/, you get *whip*; *wisp-whip*."

wi(s)p → whip ___ de(n)t → debt ___

M2 (Substitution) **"Say *bent*. Now say *bent* but instead of /n/ say /s/."**

FEEDBACK: "If you say *bent*, and change the /n/ to /s/, you get *best*; *bent-best*."

ri(pp)ed → wri(s)t ___ so(f)t → sa(l)t ___ ta(s)te → tai(n)t ___

___/5 A: ___/5

**Advanced Phoneme Total: ___/20 A:___/20**

**APPENDIX C** Oral Reading Fluency National Norms (Hasbrouck & Tindal, 2017)

# COMPILED ORF NORMS

## Hasbrouck & Tindal (2017)

From Hasbrouck, J. & Tindal, G. (2017). *An update to compiled ORF norms* (Technical Report No. 1702). Eugene, OR. Behavioral Research and Teaching, University of Oregon.

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
|---|---|---|---|---|
| 1 | 90 | | 97 | 116 |
| | 75 | | 59 | 91 |
| | **50** | | 29 | 60 |
| | 25 | | 16 | 34 |
| | 10 | | 9 | 18 |
| 2 | 90 | 111 | 131 | 148 |
| | 75 | 84 | 109 | 124 |
| | **50** | 50 | 84 | 100 |
| | 25 | 36 | 59 | 72 |
| | 10 | 23 | 35 | 43 |
| 3 | 90 | 134 | 161 | 166 |
| | 75 | 104 | 137 | 139 |
| | **50** | 83 | 97 | 112 |
| | 25 | 59 | 79 | 91 |
| | 10 | 40 | 62 | 63 |

| Grade | Percentile | Fall WCPM* | Winter WCPM* | Spring WCPM* |
|---|---|---|---|---|
| 4 | 90 | 153 | 168 | 184 |
| | 75 | 125 | 143 | 160 |
| | **50** | 94 | 120 | 133 |
| | 25 | 75 | 95 | 105 |
| | 10 | 60 | 71 | 83 |
| 5 | 90 | 179 | 183 | 195 |
| | 75 | 153 | 160 | 169 |
| | **50** | 121 | 133 | 146 |
| | 25 | 87 | 109 | 119 |
| | 10 | 64 | 84 | 102 |
| 6 | 90 | 185 | 195 | 204 |
| | 75 | 159 | 166 | 173 |
| | **50** | 132 | 145 | 146 |
| | 25 | 112 | 116 | 122 |
| | 10 | 89 | 91 | 91 |

*WCPM = Words Correct Per Minute

# (Averil Coxhead's) High-Incidence Academic Word List (AWL) – Alphabetical Order

Words of highest frequency are followed by the number 1

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| abandon | 8 | bias | 8 | constitute | 1 | distinct | 2 | fee | 6 |
| abstract | 6 | bond | 6 | constrain | 3 | distort | 9 | file | 7 |
| academy | 5 | brief | 6 | construct | 2 | distribute | 1 | final | 2 |
| access | 4 | bulk | 9 | consult | 5 | diverse | 6 | finance | 1 |
| accommodate | 9 | capable | 6 | consume | 2 | document | 3 | finite | 7 |
| accompany | 8 | capacity | 5 | contact | 5 | domain | 6 | flexible | 6 |
| accumulate | 8 | category | 2 | contemporary | 8 | domestic | 4 | fluctuate | 8 |
| accurate | 6 | cease | 9 | context | 1 | dominate | 3 | focus | 2 |
| achieve | 2 | challenge | 5 | contract | 1 | draft | 5 | format | 9 |
| acknowledge | 6 | channel | 7 | contradict | 8 | drama | 8 | formula | 1 |
| acquire | 2 | chapter | 2 | contrary | 7 | duration | 9 | forthcoming | 10 |
| adapt | 7 | chart | 8 | contrast | 4 | dynamic | 7 | foundation | 7 |
| adequate | 4 | chemical | 7 | contribute | 3 | economy | 1 | found | 9 |
| adjacent | 10 | circumstance | 3 | controversy | 9 | edit | 6 | framework | 3 |
| adjust | 5 | cite | 6 | convene | 3 | element | 2 | function | 1 |
| administrate | 2 | civil | 4 | converse | 9 | eliminate | 7 | fund | 3 |
| adult | 7 | clarify | 8 | convert | 7 | emerge | 4 | fundamental | 5 |
| advocate | 7 | classic | 7 | convince | 10 | emphasis | 3 | furthermore | 6 |
| affect | 2 | clause | 5 | cooperate | 6 | empirical | 7 | gender | 6 |
| aggregate | 6 | code | 4 | coordinate | 3 | enable | 5 | generate | 5 |
| aid | 7 | coherent | 9 | core | 3 | encounter | 10 | generation | 5 |
| albeit | 10 | coincide | 9 | corporate | 3 | energy | 5 | globe | 7 |
| allocate | 6 | collapse | 10 | correspond | 3 | enforce | 5 | goal | 4 |
| alter | 5 | colleague | 10 | couple | 7 | enhance | 6 | grade | 7 |
| alternative | 3 | commence | 9 | create | 1 | enormous | 10 | grant | 4 |
| ambiguous | 8 | comment | 3 | credit | 2 | ensure | 3 | guarantee | 7 |
| amend | 5 | commission | 2 | criteria | 3 | entity | 5 | guideline | 8 |
| analogy | 9 | commit | 4 | crucial | 8 | environment | 1 | hence | 4 |
| analyse | 1 | commodity | 8 | culture | 2 | equate | 2 | hierarchy | 7 |
| annual | 4 | communicate | 4 | currency | 8 | equip | 7 | highlight | 8 |
| anticipate | 9 | community | 2 | cycle | 4 | equivalent | 5 | hypothesis | 4 |
| apparent | 4 | compatible | 9 | data | 1 | erode | 9 | identical | 7 |
| append | 8 | compensate | 3 | debate | 4 | error | 4 | identify | 1 |
| appreciate | 8 | compile | 10 | decade | 7 | establish | 1 | ideology | 7 |
| approach | 1 | complement | 8 | decline | 5 | estate | 6 | ignorance | 6 |
| appropriate | 2 | complex | 2 | deduce | 3 | estimate | 1 | illustrate | 3 |
| approximate | 4 | component | 3 | define | 1 | ethic | 9 | image | 5 |
| arbitrary | 8 | compound | 5 | definite | 7 | ethnic | 4 | immigrate | 3 |
| area | 1 | comprehensive | 7 | demonstrate | 3 | evaluate | 2 | impact | 2 |
| aspect | 2 | comprise | 7 | denote | 8 | eventual | 8 | implement | 4 |
| assemble | 10 | compute | 2 | deny | 7 | evident | 1 | implicate | 4 |
| assess | 1 | conceive | 10 | depress | 10 | evolve | 5 | implicit | 8 |
| assign | 6 | concentrate | 4 | derive | 1 | exceed | 6 | imply | 3 |
| assist | 2 | concept | 1 | design | 2 | exclude | 3 | impose | 4 |
| assume | 1 | conclude | 2 | despite | 4 | exhibit | 8 | incentive | 6 |
| assure | 9 | concurrent | 9 | detect | 8 | expand | 5 | incidence | 6 |
| attach | 6 | conduct | 2 | deviate | 8 | expert | 6 | incline | 10 |
| attain | 9 | confer | 4 | device | 9 | explicit | 6 | income | 1 |
| attitude | 4 | confine | 9 | devote | 9 | exploit | 8 | incorporate | 6 |
| attribute | 4 | confirm | 7 | differentiate | 7 | export | 1 | index | 6 |
| author | 6 | conflict | 5 | dimension | 4 | expose | 5 | indicate | 1 |
| authority | 1 | conform | 8 | diminish | 9 | external | 5 | individual | 1 |
| automate | 8 | consent | 3 | discrete | 5 | extract | 7 | induce | 8 |
| available | 1 | consequent | 2 | discriminate | 6 | facilitate | 5 | inevitable | 8 |
| aware | 5 | considerable | 3 | displace | 8 | factor | 1 | infer | 7 |
| behalf | 9 | consist | 1 | display | 6 | feature | 2 | infrastructure | 8 |
| benefit | 1 | constant | 3 | dispose | 7 | federal | 6 | inherent | 9 |

## Academic Word List – Alphabetical

| | |
|---|---|
| inhibit | 6 |
| initial | 3 |
| initiate | 6 |
| injure | 2 |
| innovate | 7 |
| input | 6 |
| insert | 7 |
| insight | 9 |
| inspect | 8 |
| instance | 3 |
| institute | 2 |
| instruct | 6 |
| integral | 9 |
| integrate | 4 |
| integrity | 10 |
| intelligence | 6 |
| intense | 8 |
| interact | 3 |
| intermediate | 9 |
| internal | 4 |
| interpret | 1 |
| interval | 6 |
| intervene | 7 |
| intrinsic | 10 |
| invest | 2 |
| investigate | 4 |
| invoke | 10 |
| involve | 1 |
| isolate | 7 |
| issue | 1 |
| item | 2 |
| job | 4 |
| journal | 2 |
| justify | 3 |
| label | 4 |
| labour | 1 |
| layer | 3 |
| lecture | 6 |
| legal | 1 |
| legislate | 1 |
| levy | 10 |
| liberal | 5 |
| licence | 5 |
| likewise | 10 |
| link | 3 |
| locate | 3 |
| logic | 5 |
| maintain | 2 |
| major | 1 |
| manipulate | 8 |
| manual | 9 |
| margin | 5 |
| mature | 9 |
| maximise | 3 |
| mechanism | 4 |
| media | 7 |
| mediate | 9 |
| medical | 5 |
| medium | 9 |
| mental | 5 |
| method | 1 |
| migrate | 6 |
| military | 9 |
| minimal | 9 |
| minimise | 8 |
| minimum | 6 |
| ministry | 6 |
| minor | 3 |
| mode | 7 |
| modify | 5 |
| monitor | 5 |
| motive | 6 |
| mutual | 9 |
| negate | 3 |
| network | 5 |
| neutral | 6 |
| nevertheless | 6 |
| nonetheless | 10 |
| norm | 9 |
| normal | 2 |
| notion | 5 |
| notwithstanding | 10 |
| nuclear | 8 |
| objective | 5 |
| obtain | 2 |
| obvious | 4 |
| occupy | 4 |
| occur | 1 |
| odd | 10 |
| offset | 8 |
| ongoing | 10 |
| option | 4 |
| orient | 5 |
| outcome | 3 |
| output | 4 |
| overall | 4 |
| overlap | 9 |
| overseas | 6 |
| panel | 10 |
| paradigm | 7 |
| paragraph | 8 |
| parallel | 4 |
| parameter | 4 |
| participate | 2 |
| partner | 3 |
| passive | 9 |
| perceive | 2 |
| percent | 1 |
| period | 1 |
| persist | 10 |
| perspective | 5 |
| phase | 4 |
| phenomenon | 7 |
| philosophy | 3 |
| physical | 3 |
| plus | 8 |
| policy | 1 |
| portion | 9 |
| pose | 10 |
| positive | 2 |
| potential | 2 |
| practitioner | 8 |
| precede | 6 |
| precise | 5 |
| predict | 4 |
| predominant | 8 |
| preliminary | 9 |
| presume | 6 |
| previous | 2 |
| primary | 2 |
| prime | 5 |
| principal | 4 |
| principle | 1 |
| prior | 4 |
| priority | 7 |
| proceed | 1 |
| process | 1 |
| professional | 4 |
| prohibit | 7 |
| project | 4 |
| promote | 4 |
| proportion | 3 |
| prospect | 8 |
| protocol | 9 |
| psychology | 5 |
| publication | 7 |
| publish | 3 |
| purchase | 2 |
| pursue | 5 |
| qualitative | 9 |
| quote | 7 |
| radical | 8 |
| random | 8 |
| range | 2 |
| ratio | 5 |
| rational | 6 |
| react | 3 |
| recover | 6 |
| refine | 9 |
| regime | 4 |
| region | 2 |
| register | 3 |
| regulate | 2 |
| reinforce | 8 |
| reject | 5 |
| relax | 9 |
| release | 7 |
| relevant | 2 |
| reluctance | 10 |
| rely | 3 |
| remove | 3 |
| require | 1 |
| research | 1 |
| reside | 2 |
| resolve | 4 |
| resource | 2 |
| respond | 1 |
| restore | 8 |
| restrain | 9 |
| restrict | 2 |
| retain | 4 |
| reveal | 6 |
| revenue | 5 |
| reverse | 7 |
| revise | 8 |
| revolution | 9 |
| rigid | 9 |
| role | 1 |
| route | 9 |
| scenario | 9 |
| schedule | 8 |
| scheme | 3 |
| scope | 6 |
| section | 1 |
| sector | 1 |
| secure | 2 |
| seek | 2 |
| select | 2 |
| sequence | 3 |
| series | 4 |
| sex | 3 |
| shift | 3 |
| significant | 1 |
| similar | 1 |
| simulate | 7 |
| site | 2 |
| so-called | 10 |
| sole | 7 |
| somewhat | 7 |
| source | 1 |
| specific | 1 |
| specify | 3 |
| sphere | 9 |
| stable | 5 |
| statistic | 4 |
| status | 4 |
| straightforward | 10 |
| strategy | 2 |
| stress | 4 |
| structure | 1 |
| style | 5 |
| submit | 7 |
| subordinate | 9 |
| subsequent | 4 |
| subsidy | 6 |
| substitute | 5 |
| successor | 7 |
| sufficient | 3 |
| sum | 4 |
| summary | 4 |
| supplement | 9 |
| survey | 2 |
| survive | 7 |
| suspend | 9 |
| sustain | 5 |
| symbol | 5 |
| tape | 6 |
| target | 5 |
| task | 3 |
| team | 9 |
| technical | 3 |
| technique | 3 |
| technology | 3 |
| temporary | 9 |
| tense | 8 |
| terminate | 8 |
| text | 2 |
| theme | 8 |
| theory | 1 |
| thereby | 8 |
| thesis | 7 |
| topic | 7 |
| trace | 6 |
| tradition | 2 |
| transfer | 2 |
| transform | 6 |
| transit | 5 |
| transmit | 7 |
| transport | 6 |
| trend | 5 |
| trigger | 9 |
| ultimate | 7 |
| undergo | 10 |
| underlie | 6 |
| undertake | 4 |
| uniform | 8 |
| unify | 9 |
| unique | 7 |
| utilise | 6 |
| valid | 3 |
| vary | 1 |
| vehicle | 8 |
| version | 5 |
| via | 8 |
| violate | 9 |
| virtual | 8 |
| visible | 7 |
| vision | 9 |
| visual | 8 |
| volume | 3 |
| voluntary | 7 |
| welfare | 5 |
| whereas | 5 |
| whereby | 10 |
| widespread | 8 |

BERKELEY UNIFIED SCHOOL DISTRICT

Professional Development Office

# BUSD Grade Level Academic Vocabulary

BERKELEY UNIFIED SCHOOL DISTRICT

# Grade Level Academic Vocabulary

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# Overview

**A COMMON BASELINE OF ACADEMIC VOCABULARY**

One of the major instructional shifts in the Common Core State Standards (CCSS) is the renewed focus on the importance of **general academic vocabulary**.

The BUSD Grade Level Academic Vocabulary List is designed to help Berkeley Unified School District systematically enhance the academic vocabulary of all of our students to better prepare them to learn the new Common Core State Standards. It is an articulated list of general academic vocabulary required at each grade level in all subject areas. Effective implementation will ensure that all BUSD students share a common baseline of rich, complex vocabulary terms necessary for engagement in the academic discourse required by the CCSS.

> *It is widely accepted among researchers that the difference in students' vocabulary levels is a key factor in disparities in academic achievement…but that vocabulary instruction has been neither frequent nor systematic in most schools*
> – Appendix A of Common Core State Standards

This work is aligned with the current research on vocabulary development, the district policy on equity, the BUSD 2020 Vision, the Common Core Standards, local assessments, and SBAC release items.

BUSD has taken a **district-wide systematic approach** to general academic vocabulary instruction because the leading research indicates that tier two vocabulary words are

- Not unique to a particular discipline and therefore not usually the focus of vocabulary instruction
- Far less defined by contextual clues
- Frequently encountered in a variety of academic contexts
- Widely applicable in academic speaking and writing

Following the vocabulary development work of Beck, McKeown and Kucan, the CCSS references three tiers of words that are vital to academic achievement:

**General Academic Words are Often Referred to as Tier Two Words**

***Tier One*** *words are the words of everyday speech usually learned in the early grades…*

***Tier Two*** *words (what the Standards refer to as general academic words) are far more likely to appear in written texts than in speech. They appear in all sorts of texts: informational texts (words such as relative, vary, formulate, specificity, and accumulate), technical texts (calibrate, itemize, periphery), and literary texts (dignified, faltered). Tier Two words often represent subtle or precise ways to say relatively simple things—saunter instead of walk, for example. Because Tier Two words are found across many types of texts, they are highly generalizable.*

***Tier Three*** *words (what the Standards refer to as domain-specific words) are specific to a domain or field of study (lava, legislature, circumference, aorta) and key to understanding a new concept within a text… Recognized as new and "hard" words for most readers (particularly student readers), they are often explicitly defined by the author of a text, repeatedly used, and otherwise heavily scaffolded (e.g., made a part of a glossary).*

*- Common Core State Standards, p.33. corestandards.org CHECK OUT THIS VIDEO by Engage NY http://d97cooltools.blogspot.com/2012/09/commoncoreunpackingacademicvocabulary.html*

## Academic Vocabulary Instruction for Equity

After decades of collaborating to increase child language vocabulary, Betty Hart and Todd Risley spent 2 ½ years intensely observing the language of 42 families. Specifically, they looked at household language use in three different settings: 1) professional families; 2) working class; 3) welfare families. Hart and Risley gathered an enormous amount of data during the study and subsequent longitudinal follow-ups to come up with an often cited 30 million word gap between the vocabularies of welfare and professional families by age three. Analysis of the data suggests that an even greater disparity exists in Berkeley. Systematically addressing the difference in our students' vocabulary is one of the ways to decrease the achievement gap in BUSD.

### A Meaningful Difference

Hart & Risley, 1995

| | Words heard per hour | Per week | Per year | In 4 years |
|---|---|---|---|---|
| Welfare | 616 | 62,000 | 3 million | 13 million |
| Working class | 1,251 | 125,000 | 6 million | 26 million |
| Professional | 2,153 | 215,000 | 11 million | 45 million |

## Selection Criteria

*A team of Berkeley teachers, language development experts, and literacy specialists used the following criteria to cull words from the Coxhead Academic Word List, the list of EAP Academic Words, Dr. Kate Kinsella's Academic Word Lists, and other lists including common headwords, roots, suffixes, prefixes, and Spanish cognates, in conjunction with the Common Core State Standards, TCRWP and other BUSD language arts curriculum, as well as lists used in other. The General Academic (Tier Two) words were carefully selected based on the following criteria:*

Each word on the list…

- ✓ is portable; it is likely to appear across subjects at that grade level and beyond,
- ✓ is vital to comprehension of academic text,
- ✓ helps students express their academic understanding,
- ✓ is essential for participation in academic discussions and writing, and
- ✓ is not typically used by students* without explicit instruction

* Particularly students in historically underserved subgroups who are not yet proficient on standardized measures of achievement

# Implementation

Academic Vocabulary Instruction is no longer the sole responsibility of the Language Arts teacher. The CCSS requires that the **shared responsibility** of literacy instruction include general academic vocabulary instruction in all subject areas.

**District, Site, and Teacher Roles**

**DISTRICT ROLE**

It is the district's role to provide this document which includes the BUSD Grade Level Academic Vocabulary List to every teacher and administrator. The PD Office will provide Academic Vocabulary Development training to accompany the list. The PD Office will also provide additional training at sites upon request. The preliminary list is subject to change as we learn more through implementation and as more information about the language demands of the SBAC is made available for alignment.

**SCHOOL SITE ROLE**

It is the principal's role to monitor and support effective implementation. Sites are encouraged to provide grade level collaboration time for teachers, including specialists, to strategize on when and how to teach the words as well as plan which text-based and Tier Three words to also teach. Principals and teacher leaders should contact the PD Office for Academic Vocabulary Development PD at their site.

## There are two approaches for school sites to choose from:

**Autonomy Approach**

One to Two words from the list are taught per week at each teacher's discretion

- Benefits of the Autonomy Approach
  - The context in which the words are taught is more authentic
  - Allows more creativity in planning for vocabulary instruction
  - Allows teachers to group the words in ways that make sense to them
- Drawbacks of the Autonomy Approach
  - Requires more systematic planning for each teacher
  - Requires coordination among classroom teachers, resource teachers, and specialists
  - Is harder to monitor

**Words of the Week Approach**

Two words per grade level are taught and emphasized school wide each week

- Benefits of the Words of the Week Approach
  - The entire school is focused on particular words at each grade level
  - Does not require teachers to map out when each word will be taught.
  - Is easier to monitor
- Drawbacks of the Words of the Week Approach
  - Using the words of the week in context in every subject in a given week may be a challenge leading to less authentic student practice

**TEACHER ROLE**

At the elementary level, it is the classroom teacher's role to introduce and explicitly teach the words (See guidelines on page __). The specialist teachers must intentionally reinforce the same words, requiring students' regular and accurate use of them within their specific content.

> ***Note:*** *See page __ for tips on how to reinforce the words across the curriculum throughout the school day.*

At the secondary level, while teaching students how to use the words accurately and requiring their fluent use is the shared responsibility of all teachers, the ELA teachers must develop students' deeper knowledge of the words through word work such as parts of speech, semantic word webs, and other language arts techniques. All other teachers will teach (Autonomy Approach ) and/or reinforce (Words of the Week Approach) and require students' regular and accurate use of the words in their specific content.

**TEACH FOR MASTERY**

It is a district expectation that the words on the BUSD Grade Level Academic Vocabulary List be taught for mastery over the course of the school year. Teaching vocabulary for mastery means that it enables students to know and use the words accurately without hesitation. This requires explicit instruction of the terms that includes practice, review, and deep processing. Instruction must be cumulative, with the terms integrated into increasingly complex tasks requiring them to be applied to multiple contexts.

**FOCUS FOR INSTRUCTION**

The BUSD Grade Level Academic Vocabulary List is by no means totally representative of all words students should learn, nor is it to be used for busy work, homework packets or spelling lists. The purpose is to create a guaranteed baseline of words to be an **intentional focus for instruction**. The list must be supplemented by terms and language frames from specific texts and tasks, thematic words, subject-specific, Tier Three words …words that may vary from class to class but with the BUSD Grade Level Academic Vocabulary List as the constant (See page __ for **information on how to select text based vocabulary to supplement the list).**

**SUPPLEMENT THE LIST**

In the first years of implementation, it may be necessary to also teach words from previous grades. It is recommended to use the entire list as a guide in supplementing a grade level. However, to avoid repetition in the coming years, please do not plan to explicitly teach words from upcoming grades unless they come up in context.

DIRECT TEACHING OF VOCABULARY MIGHT BE ONE OF THE MOST UNDERUSED ACTIVITIES IN K-12 EDUCATION

# Explicit Instruction

*Direct teaching of vocabulary might be one of the most underused activities in K-12 education. The lack of vocabulary instruction might be a result of misconceptions about what it means to teach vocabulary and its potential effect on student learning. Perhaps the biggest misconception is that teaching vocabulary means teaching formal dictionary definitions.* -Marzano et al. 2002

**Wide Reading Is Not Enough**

Research indicates that wide reading alone is not an effective way to teach vocabulary, particularly to students who do not have exposure to academic English at home. In her 2010 lecture *Teaching Vocabulary in the Middle Grades*, Dr. Kate Kinsella cautions against over reliance on *indirect* vocabulary instruction:

> *In order for students to be able to use a word effectively in either speaking or writing they need to have explicit, scaffolded instruction.* -Kate Kinsella, 2010

*[Students} have to read widely to get exposure to many new words. Although reading widely across the subject areas is the main way youth can really bolster their recognition of many words, it isn't the most reliable way for them to develop a confident command to use them correctly in speaking and writing. We know that in order for students to be able to use a word effectively in either speaking or writing they need to have explicit, scaffolded instruction of high leverage words, words that are portable across the subject areas and to other contexts: social and, later, to professional areas of their lives.*

VIEW THE ENTIRE LECTURE INCLUDING FOOTAGE OF CLASSROOM INSTRUCTION
http://pubs.cde.ca.gov/tcsii/prolearningtoolkit/kinsellatwotktime.aspx

**Kate Kinsella's Examples of Other Less Effective Vocabulary Instruction:**

Many of us have been guilty at one time or another of utilizing inadequate techniques to teach vocabulary. Research has shown, however, that the following common practices are a waste of precious instructional minutes.

1. Incidental teaching of words
2. Asking, *"Does anybody know what _____ means?"*
3. Copying same word several times
4. Having students *"look it up"* in a typical dictionary
5. Copying from dictionary or glossary
6. Having students use the word in a sentence after #3,4, or 5
7. Activities that do not require deep processing (word searches, fill-in-the-blank)
8. Rote memorization without context
9. Telling students to "*use context clues*" as a first or only strategy. Asking students to guess the meaning of the word
10. Passive reading as a primary strategy (SSR)

# Guidelines for Explicit Instruction

**At the secondary level, although more time is spent on explicit vocabulary instruction, the words are systematically reinforced in every other class.**

**Explicitly teach one to two** of the **BUSD Grade Level Academic Vocabulary List** words per week in context. The words must be taught and reinforced in context in ***every academic subject***. Effective academic vocabulary development includes systematic practice, review, and deep processing. In all content areas, academic vocabulary instruction must be cumulative, with the terms integrated into increasingly complex tasks requiring them to be applied to multiple contexts. In language arts, more time should be spent on instruction about the nuance of the word, its origin, root, affixes, etc., and language arts teachers should use word work strategies such as parts of speech, semantic word webs, and other language arts techniques.

**When planning a unit,** choose the words from the list that best lend themselves to the topic. The words are common enough that it should not be difficult to find them in the texts you already use. Grade level teams may collaborate to plan the order or timeline in which the words are taught.

**ELD AND RTI USE WORDS FROM PREVIOUS GRADES**

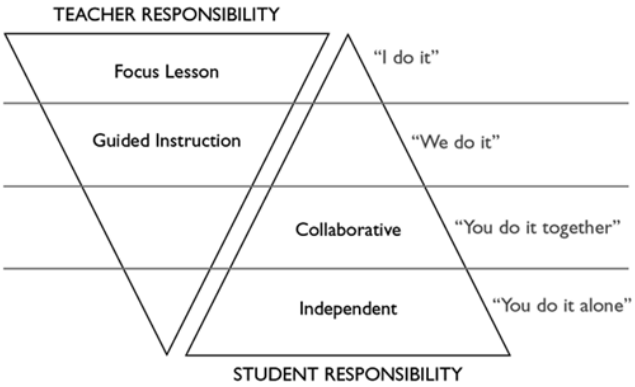
**Differentiation:** Use words from previous grades to guide planning for Tier One intervention. Words from previous grades may also be used in planning for ELD, ALD, and Tier Two and Three intervention groups.

Use a research proven **Vocabulary Development Routine.** While there is no single best way to teach vocabulary, the research and theory on vocabulary development does point to a few generalizations that provide strong guidance.

# Sample Lesson

On the following pages is a research proven routine for instruction based on Robert Marzano's six step vocabulary development (2009), Kate Kinsella's vocabulary instruction routine (2010), and Doug Fisher and Nancy Frey's Gradual Release of Responsibility (2007).

Keep the pace snappy. Steps one through six should take just **15-20 minutes total**. Although tempting to spread out over days, research shows that steps 1-6 must be done together within a lesson. Step 6 may be repeated as often as needed as well as independent practice with the words.




1. Introduction to the word (1 minute)
2. Teacher's explanation of the word (2-3 minutes)
3. Students practice the word in a sentence (2-5 minutes)
4. Students create their own explanation of the word (3 minutes)
5. Students create a non-linguistic representation of the word (2 minutes)
6. Students engage in structured activity to use the word flexibly (5-10 min)
7. Teacher requires accurate and flexible use of the word (ongoing)

## Focus Lesson (I do) Includes:

Knowledge Rating
**1=** I've never heard the word before

**2=** I've heard the word, but I don't know what it means

**3=** I'm not sure what it means, but I think it has something to do with…

**4=** I know the word well and can explain it to the class…

**1. Introduction to the word (1 minute)**

a. Spelling

b. Syllabication

c. Pronunciation (teacher models, students repeat multiple times)

d. Teacher may do a knowledge rating to access prior knowledge

**What it might look like:** Our first new word today is **example, e-x-a-m-p-l-e**. Repeat after me, example… ex- AM ple…example… Now the back of the room only… Now the front… Now let's whisper it…
Class, show me on your fingers your knowledge of the word **example.** Kianna, I see you gave it a four. Will you explain **example** to us? (Kianna's Response: *An example is one thing to kind of show more things. )* Good, Kianna. That's similar to mine.

**2. Teacher's explanation of the word (2-3 minutes)**

a. Not a formal or dictionary definition

b. Brief, concise, planned out

c. Write the brief explanation on the board as you explain it

d. Students copy the brief explanation in a language log

e. Give 2 examples of the word in use

f. May include a non-example or an example of its opposite

g. The teacher may ask Spanish speakers to share if the word has a familiar cognate

h. The teacher may ask EL and bilingual students if they know the word in their other language

**What it might look like:** a-d: An example is one thing that *represents* a larger group of things.
e: So if I say 'jazz is an example of the kinds of music I like' that means that I like jazz and there are many other kinds of music that I also like. Jazz is just an **example** of the many kinds of music I enjoy. I could also say 'Bud and Amy are examples of heroic characters we've read about.' That means that they are both heroic characters, and that we must have also read about other heroic characters.
f: It would not be correct to say, 'A square is an example of a geometric figure with 4 equal sides and 4 right angles.' That doesn't make sense because the square is the ONLY figure like that. There are no OTHER examples so it doesn't represent a larger group.
g: Josue, my Spanish cognate expert, is there a word you've heard in Spanish that sounds like example? (Response: ejemplo) .
h: Yeshi, can you translate **example** into Tibetan for me? Tenzin, does that sound right?

## Guided Practice (We do) includes:

**3. Students practice the word in a sentence (2-5 minutes)**

a. Use a cloze sentence and have students respond in unison with the target vocabulary word

b. Direct students attention to anticipated errors (singular/plural, verb tense…)

c. Then have students practice the target word correctly with a frame, written and orally with a partner

**What it might look like:**

a: Write on whiteboard:

Vanilla is an ___ of popular ice cream flavors.

Strawberry and vanilla are two ___ of popular ice cream flavors.

Read the sentences on the board as cloze sentences: Strawberry and vanilla are two (students respond in unison: examples) of popular ice cream flavors.

b: Notice how we went from "an example" in the first sentence to "examples" in the second sentence. Partner A's tell partner B's why it changed… (Response: Example changed to examples because there's more than one now.) Partner B's tell partner A's when the word example needs to be singular, and when it needs to be plural… (Response: You write 'an example' if there's just one, but you write the plural, examples, when there are two or more)

When you go to write your own, make sure that if you have one, you use an example (not a example) and if there are more than one example, you use the plural, examples.

c: Now use these frames on the board to write/say your own sentences.

___ is an example of ___.

___ and ___ are two examples of ___.

Student responses vary: Cats are an example of a popular pet. A square and a rhombus are two examples of a quadrilateral.

## Collaborative Practice (You do together):

**4-7: Teacher moves into the role of facilitator**

4. **Students create their own explanation of the word (3 min)**
   a. Students share with a partner, revise as needed, and copy into a language log
   b. As students finish, the teacher picks a student with a strong response to share theirs with the class
5. **Students create non-linguistic representation of the word (2 min)**
   a. Teacher may model how this is done, but it is critical that students come up with their own representation that is meaningful to them
   b. Can be a sketch, picture, or gesture
   c. Skipping this step is not advised.

**To fully absorb the meaning of academic words, students need to actively think about and use academic vocabulary in multiple contexts**

6. **Students engage in structured activities to learn to use the word flexibly (5-10 minutes on first day, then ongoing)**
   a. Teacher requires students to use the new vocabulary in context
   b. As the students engage in learning activities the teacher listens not only for what they are saying, but how they are saying it
   c. Teacher monitors for accurate use of target vocabulary and provides feedback

**7. Independent Practice (You do)**
*Teacher requires accurate and flexible use of the word in speaking and writing (ongoing)*

**a.** In activities such as written assignments, collaborative projects, class discussions, homework, and exit tickets
**b.** In assessment such as quizzes, tests, and writing rubrics
**c.** Ongoing focus in all subjects throughout the rest of the year

***Structured Language Practice Strategies:***
https://sites.google.com/a/berkeley.net/eld/home/slps

***Engagement Strategies***: http://its.gcsnc.com/act/strategies/

# Systematic Practice

**REQUIRE STUDENTS' FLUENT AND ACCURATE USE OF THE WORDS THROUGHOUT THE YEAR**

In order to internalize unfamiliar academic language, students need to practice it orally. Regular use of structured language practice strategies (SLPS) ensures that each student practices academic language multiple times throughout the lesson. SLPS include vocabulary ***and*** sentence structures and require all students to use target language.

Any interactive engagement strategy can become a SLPS if the teacher explicitly teaches the language to be practiced, and the focus of the activity is on student use of the new/unfamiliar language (Not what is said, but *HOW* it is said).

**Basic Guidelines for effective SLPS:**

1. Take the time to teach and model the *procedure* for any new SLPS. Demonstrate what successful participation looks and sounds like. Student volunteers or Fishbowl are good ways to model new procedures.

2. Make the target language rigorous, and mandatory. Never use SLPS with language that hasn't been explicitly taught first. Post the graphic organizers or word banks with "bricks" and the sentence frames with "mortar" that you've taught. Require students to use them during the activity and continuously remind them to focus on their use of the language.

3. Use a timer, chime, or other signal to mark the beginning, transitions, and ending of the activity. Keep it moving! Don't adjust your pace to allow all students to finish. If you use these strategies regularly, students will increase their speed to match your snappy pace.

4. Circulate to monitor for participation as well as accuracy. Provide targeted support as needed.

5. Take it to writing. A brief written product (sentence(s) in a journal, language log, note sheet, poster, post-it, exit ticket…) helps hold all students accountable.

6. Don't give up. If a SLPS routine results in chaos the first time, keep trying. Remember, using unfamiliar language makes people uncomfortable at first. Try using familiar/high interest content to introduce a new SLPS routine.

7. Keep it fresh. Once your class and you are comfortable with one or two SLPS, bring another into the rotation.

CLICK HERE to view an elementary classroom example of SLPS in math

CLICK HERE for Structured Language Practice Activities

CLICK HERE for collaborative group work strategies

CLICK HERE for more student engagement strategies

# Review and Deep Processing

REINFORCE TAUGHT ACADEMIC VOCABULARY ACROSS THE CURRICULUM

**Tips to reinforce taught academic words across the curriculum and require students' regular and accurate use of them throughout the year**

Strategically integrate taught academic vocabulary into your instructional routine so that students encounter the words often and have many opportunities to apply their knowledge of the words during reading, writing, and discussion. Focus on the relationship of selected words to important concepts or themes.

## Activities for Vocabulary Development Strategies

### 3 X 3 Vocabulary

This activity promotes the identification of relationships between words. It helps students learn to use the words flexibly as different parts of speech. Students will take related words, ideas, and concepts and combine them together in sentences. The sentences should illustrate the relationship among the words, ideas, and concepts. This can be used as a form of alternative assessment as well as a cognitive teaching strategy.

**3 x 3 Vocabulary**

| | | |
|---|---|---|
| | | |
| | | |
| | | |

**Column 1 Down:**_____

**Column 2 Down:**_____

**Column 3 Down:**_____

**Column 1 Across:**_____

**Column 2 Across:**_____

**Column 3 Across:**_____

**Procedure:**

1. Pass out a 3x3 Vocabulary sheet on to each student or pair of students.
2. Provide a list of academic words for students to choose from. For each word, list all forms of the word as well, for example the word **consider** incudes **consideration**, **considerable**, **considerably**, etc. Remind students to be mindful of verb tense as they use the verb form.
3. Allow students to choose from the word list, placing words in the blocks they choose (one word and all of its forms in each box).
4. Once the sheet is filled out, students should write six sentences which illustrate the relationships between the words in column 1 down, 2 down, 3 down, and rows 1 across, 2 across, and 3 across.

Download from http://its.gcsnc.com/act/strategies/3x3_Voc.htm

## Analogies

With analogies, students have to do more than simply recall definitions—they also have to find the relationship between words. This challenge adds a higher level of thinking to the vocabulary process. Relationships between words include:

- synonyms (boy/lad)
- antonyms (midday/midnight)
- order (prepare/eat)
- degree (walk/trot)
- parts (band/watch)
- commonalities (scalpel/doctor)

## Categorizing

Categorizing requires students to see what words have in common and how they fit together. Use the following activity, called List-Group-Label (Taba, 1967), before reading a book or beginning a new unit of study in social studies, science, or math.

- List words related to the major concept or theme.
- Group common words.
- Label each group.

While studying safety, for example, have pairs or small groups of students generate lists of words pertaining to safety. After the lists are complete, ask students to group the words into categories and label each group with a title, such as "At Home" and "First Aid."

## Close Reading focused on Vocabulary

First Grade Video

Elementary Video TCRWP

Secondary Science Video

Tenth Grade Language Arts Video

Eleventh Grade U.S. History Grade Video

# Selecting Tier Two and Tier Three Vocabulary

**Considerations for Selecting Academic Vocabulary From a Text**

Here are some useful guidelines to help you select words to supplement the BUSD Grade Level Academic Vocabulary List. There are typically far too many academic words in a sample text to teach explicitly. The key is to be strategic about which words to teach for mastery, which to teach for exposure, and which to not teach at all. Consider the following when determining which words in a text selection to teach explicitly.

- ☐ Does the word significantly impact the meaning of the text?
- ☐ Does it illustrate nuance in an author's choice of words (ie. admitted vs. confessed)
- ☐ Will it help students express their understanding of the ideas and concepts they are learning from the text?
- ☐ Is the word likely to appear often in other texts?
- ☐ Does the word belong to a semantic word family (ie. base, basic, basically)
- ☐ Does it connect to other words or ideas that the students have been learning (in previous lessons, in other subjects)?
- ☐ Will it be useful to students in their own writing?
- ☐ Are there multiple meanings based on context?

*NOTE: Often times textbook vocabulary words do not meet this criteria. Carefully select vocabulary with these questions in mind rather than teach textbook vocabulary that may not be as useful.*

**ANOTHER USEFUL TIP TO GUIDE YOUR SELECTION IS TO MAKE THE DISTINCTION BETWEEN EXPOSURE AND MASTERY**

**Exposure**

Provide students with a quick explanation or synonym (receptive language)

- to be able to recognize the word when they hear it
- to be able to understand the word when they read it

**Mastery**

Explicitly teach students the word for mastery (expressive language)

- to be able to use the word with ease and accuracy when speaking
- to be able to use the word correctly in writing

*For more on selecting vocabulary from complex text CHECK OUT THIS VIDEO by Engage NY*

# Templates

## Academic Vocabulary Log

**Marzano's Six Step Vocabulary Routine**

1. Model pronunciation and spelling. Have students repeat and then add it to a vocabulary log.
2. Provide a student friendly explanation, including analogies and/or use in a sentence. Provide visuals, including your written explanation.
3. In partners, students add their own explanation.
4. Students create a non-linguistic representation of the term (symbol, icon, or sketch) in the log.

**Steps 1-4 should be brief – about 5 minutes per term**

5. Students engage in structured activities to practice using the term in context. They add to their log notes as they expand on their knowledge of terms.
6. Students discuss the content and write using the new terms. (Provide sentence frames as needed). They add to their log notes as they expand on their knowledge of terms.

**Unit/Topic: _____**

| **1.** Term and pronunciation (ie. Meiosis = my **oh** sis ) | **2.Teacher's explanation and examples** | **3. My explanation in my own words** | **4. Sketch, diagram, symbol, picture or icon** | **5 and 6. Notes from activities/discussions; deeper understanding, more examples, applications, related concepts…** |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

# Academic Vocabulary Concept Map Organizer

**Definition/Explanation and symbol or sketch**

**Essential characteristics**

Concept

**Examples**

- 
- 
- 
- 
- 
- 

**Non-examples**

- ∅
- ∅
- ∅
- ∅
- ∅
- ∅

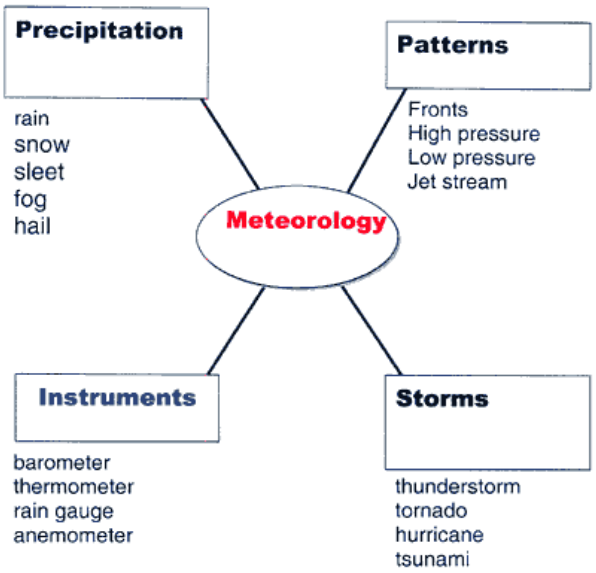
# Academic Vocabulary Concept Map Organizer II

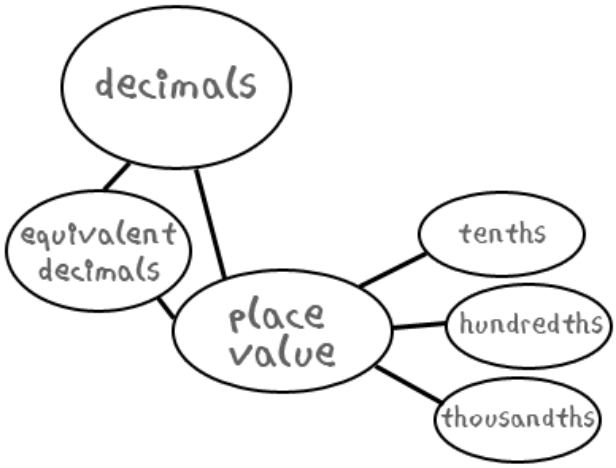
| | |
|---|---|
| **Vocabulary Word:** | |
| **Prefix & Meaning:** | **Root:** |
| **Synonym or brief explanation:** | |
| **Characteristics:** | |
| **Student definition:** *(general meaning or for a specific context)* | |
| **Examples:**<br>✓<br>✓<br>✓ | **NON-examples:**<br>∅<br>∅<br>∅ |
| **Showing Sentence:** | |
| Illustration or symbol: | |

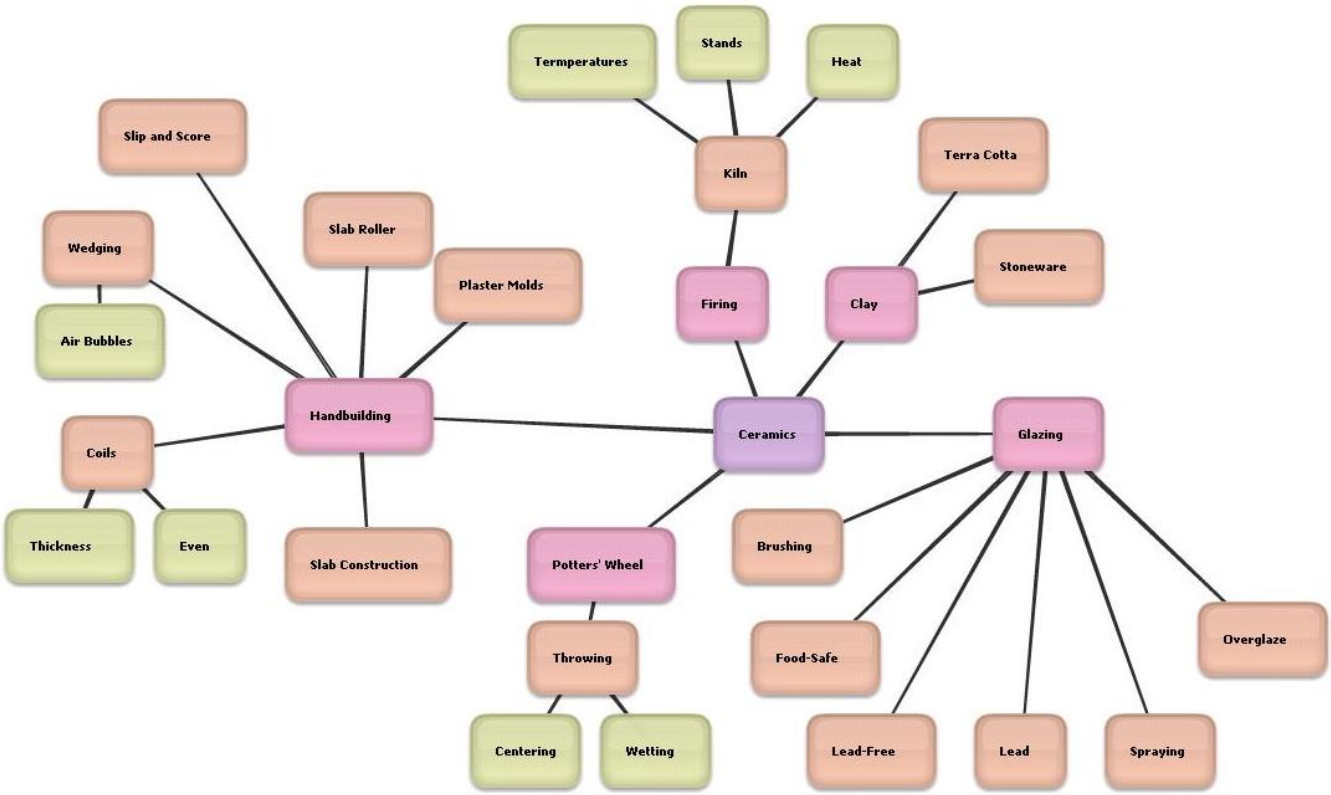
# Word Webs

A word web is a diagram showing how one word may be linked to several other groups of words. It may be linked by meaning, or by word family. For example, the word **like** can be linked to words with the prefix **dis- (dislike)** and can also be linked to words with the suffix **–able (likeable)** In addition, it can be found in other words such as: likelihood, alike, childlike, ladylike, etc.

More Graphic Organizer Templates:
http://wvde.state.wv.us/strategybank/VocabularyGraphicOrganizers.html



# Building Academic Vocabulary

To download CLICK HERE

Other Downloadable Lists: Common Roots, Prefixes, and Suffixes ~ Spanish Cognates ~ Math Words Commonly Used in Other Subjects ~ Transition Words ~ Coxhead AWL List ~ EAP List

**One Hundred Plus Word Parts... *To Make You Smarter***

| | | | | | |
|---|---|---|---|---|---|
| a | not | fer | carry | pel | push |
| able | able to | fid | faithful | pend | hang |
| acro | high | firma | hard | pent | five |
| agora | open space | frag | break | peri | around |
| amphi | both | fratri | brother | philos | love |
| anima | anima | ful | full of | phobia | fear |
| ante | before | gen | beginning | phono | sound |
| anthropos | mankind | geo | earth | photo | light |
| anti | against | gon | angle | polis | city |
| aqua | water | graph | write, record | poly | many |
| astro | star | hemi | half | pond | weight |
| audio | hear | hex | ten | port | carry |
| auto | self | homi | man | pre | before |
| bene | well | hydro | water | pro | forward |
| bi | two | hyper | over | pseudo | false |
| biblios | book | hypo | under | quad | four |
| bio | life | im | in | quin | five |
| bon | good | infanti | child | re | back,again |
| eaco | bad | inter | between | regi | king |
| came | meat | intra | within | scope | look at |
| cede | go | intro | into | scribo | write |
| cent | hundred | ist | one who | sec | dry |
| chrono | time | ject | throw | sed | sit |
| cide | kill loc. | loq | speak | sophos | wisdom |
| circum | around | logy | study of | soror | sister |
| cis | cut | magni | great | sphere | globe |
| cogni | know | mal | bad | stat | stay |
| con | with | manu | hand | sui | self |
| contra | against | matri | mother | sym | together |
| cracy | government | meter | measure | tele | far off |
| cred | believe | micro | small | tene | hold |
| cure | heal | midi | middle | terra | earth |
| cycle | circle | mil | thousand | theos | god |
| de | from | mono | one | tract | draw |
| dec | ten | mort | dead | trans | across |
| demos | people | nautus | sail | tri | three |
| dent | teeth | nym | name | un | not |
| dermis | skin | Oct | eight | uni | one |
| dia | through | omni | all | val | well |
| dict | say | ortho | straight | vert | turn |
| duct | lead | Ous | full of | vid, vis | see |
| er,or | one who | path | feeling | vit, viv | live |
| eu | good | patri | father | voc | call |
| ex | out of | ped | foot, child | zo | animal |

# Useful Links

## Videos:

Academic Vocabulary in Common Core Standards
http://d97cooltools.blogspot.com/2012/09/commoncoreunpackingacademicvocabulary.html

Generative Words video: http://www.wordgeneration.org/proven1.html

Kindergarten Strategy Video:
http://www.youtube.com/watch?feature=player_embedded&v=iETebHSQX-w

Word Sift Video: http://www.wordsift.com/site/videotour/newFeat

Elementary classroom example of vocabulary practice in math
http://www.youtube.com/watch?v=TXMR2THtHcg

**Close Reading Videos:**
First Grade http://www.wordsift.com/site/about
Elementary TCRWP http://www.youtube.com/watch?v=nznO1BMtahw
Secondary Science http://www.youtube.com/watch?v=mJgu2DsB9kQ
Tenth Grade Language Arts http://www.youtube.com/watch?v=XFRClI2q18Y
Eleventh Grade U.S. History Grade http://www.youtube.com/watch?v=iKIUovilf5Y

## Academic Vocabulary Teaching Strategies

Vocabulary Instruction http://www.scoe.org/docs/ah/AH_kinsella2.pdf

Structured Language Practice Activities
https://docs.google.com/a/berkeley.net/viewer?a=v&pid=sites&srcid=YmVya2VsZXkubmV0fGVsZHxneDo3OWFkMjVjM2RmNDQyZTYx

Collaborative group work strategies
https://docs.google.com/a/berkeley.net/viewer?a=v&pid=sites&srcid=YmVya2VsZXkubmV0fGVsZHxneDoxMWU2NTA3MzI0MzA3N2Vm

Student engagement strategies http://its.gcsnc.com/act/strategies/

## Web Vocabulary Resources for Teachers:

http://www.wordsift.com/site/about
http://www.robeson.k12.nc.us/Page/33319
http://blog.colorincolorado.org/2013/01/01/top-ten-resources-on-the-ccss-for-ells/

## Articles and Presentations:

AFT Article on Vocabulary Instruction
http://www.aft.org/newspubs/periodicals/ae/spring2001/biemiller.cfm

The Academic Language of Mathematics
http://ptgmedia.pearsoncmg.com/images/9780205627585/downloads/Echevarria_math_Ch1_TheAcademicLanguageofMathematics.pdf

General Academic Vocabulary to Enhance Understanding of Complex Texts
http://www.ride.ri.gov/Instruction/DOCS/CommonCore/AV1/Academic_Vocabulary_PowerPoint.pdf

Vocabulary Instruction and Language Development for English Learners
http://www.k12.wa.us/Reading/ReadingFirst/MaterialsHandouts2009-10/VocabELLFulldayHO.pdf

Research Articles http://onlinelibrary.wiley.com/doi/10.1002/RRQ.011/pdf
http://www.edweek.org/ew/articles/2013/02/06/20vocabulary_ep.h32.html

## Downloadable Lists:

Common Roots, Affixes (PDF pp. 6-12)
http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf

Spanish Cognates http://spanishcognates.org/

Transition Words https://www.msu.edu/~jdowell/135/transw.html

Academic Word List (Coxhead AWL)
http://www.victoria.ac.nz/lals/resources/academicwordlist/information

General Service Lists http://www.lextutor.ca/freq/lists_download/

AWL/GSL Sublists http://www.nottingham.ac.uk/~alzsh3/acvocab/wordlists.htm

EAP Vocabulary (PDF p. 13)
http://www.englishcompanion.com/pdfDocs/acvocabulary2.pdf

Kinsella Academic word lists
http://staff.esuhsd.org/danielle/english%20department%20lvillage/cahsee%20vocabulary.html

Common Terms in Mathematics http://dorakmt.tripod.com/mtd/glosmath.html

Spanish lists http://quizlet.com/12171949/print/

## Grade Level Academic Vocabulary List

The BUSD Grade Level Academic Vocabulary List is listed by grade level in reverse order to make clear to all what students are expected to achieve by graduation from our district.

Each grade level (spans in high school) has 36-90 words

**Number of Words by Grade Level:**

**Kinder 37**
**1st- 51**
**2nd- 61**
**3rd- 63**
**4th- 62**
**5th- 61**
**6th- 55**
**7th- 61**
**8th- 70**
**9th-10th span – 90**
**11th-12th span –85**

**K-12 Alphabetical List for Quick Reference – 664 words total**

**11th/12th Grade**

abrogate
acerbic
ameliorate
amend
arbitrarily
archaic
articulated
auspicious
banal
calibrate
capricious
caveat
connotative
consolidate
conversely
deleterious
denote
didactic
disparaging
divulge
dogmatic
eclectic
ephemeral
epiphany
facetious
finite
formulate
fortuitous
frivolity
frivolous
hinder
hubris
inane
incognito
indispensable
infrastructure
insulated
intangible
itemize
gist
juxtaposition
levity
lexicon
loquacious
milieu
myopic
nefarious
obsequious
offset
omnipotent
pejorative
periphery
pertinent
posit
predictability
predictor
recapitulate
recede
reciprocal
rescind
restraint
salient
sought
specificity
staggering
subjugate
substantial(ly)
subtlety
succinct
suffice
superfluous
symbiotic
ubiquitous
underlying
assumption
unilateral
usage
usurp
vehement(ly)
vested
vilify
visceral
whereas
whereby
wrought with

**9th /10th Grade**

abdicate
albeit
alternate
ambiguous
apparent(ly)
approximately
arbitrary
attain
attribute
beneficial
capability
cease
cohesion
coincide
colleagues
commence
compensate
compile
comprehensive
comprised of
conceive
conform
constrain
convene
delineate
derive
despite
deviate
devote
discrete
distort
duration
emerge
enable
encounter
enhance
ensure
entity
exceed
exemplify
explicit(ly)
extensive
facilitate
feasible
finite/infinite
fluctuate
forthcoming
given that
hence
impede
implicit(ly)
incidental(ly)
inclination
incontrovertible
inevitable
inherent
initiate
integral
intrinsic
invoke
manipulate
nevertheless
notion
notwithstanding
nuance
orient
paradigm
parameter
perceive
persist(ent)
plausibility
plethora
preliminary
presumably
prohibit
refine
relevant/
irrelevant
reliable/reliability
resolve
sequential
signify
specifically
subsequent
subsidize
supplement(ary)
sustain
tangible
undergo
varied
verify

**8th Grade**

accordingly
accurately
acquire
adequate(ly)
allocate/allocation
alternative
analytical
anticipation
applicable (inapplicable)
approach
articulate (adj)
assertion
assumptions
authentic, authenticity
availability
capacity
coherent (incoherent)
complexity
conceivably
concurrent
consequently
considerably
constitutes
consult, consultation
convey
correlation
depict, depiction, depicted
detect
determination
devise
diminish
disputable (indisputable)
dynamic
Employ
equate
ethic(al)
evident(ly)
exceedingly
exhibit, exhibition
focal
Inclined, inclination
inconceivable
indicative of
influential
invariably
marginal
perception
plausible
Presume, presumption
Requisite (prerequisite)
specify
Speculate, speculation
subsequently
susceptible
thereby
validity
vary/varied
virtual(ly

**7th Grade**

affect (v)
articulate (v)
aspects
assertive(ly)
authority
capture
clearly
conceivable (inconceivable)
conditional (unconditional)
consideration
consist of
contradictory
correlate
credibility
criteria
design
determined
differentiate
draft (v)
establish
exclusive
exercise, exercise (n)
factor
feature
generally
generate
illustrate
impact
imply
incorporate
indicate
influence
inquire
integrate
intense
interpret
isolate
literal(ly)
maturity
notorious
phase
portray
potential
potentially
preclude
prospect(ive)
recollection
relate
reserve
resulting in
rigid
secure
strategic(ally)
subjective / objective
sufficient(ly)
supported by
unify

**6th Grade**

according to
accuracy
additional
advocate
analysis
appeal
appropriately
assemble
basically
characteristic (adj)
clarification
collaborate
common(ly)
comparable
competent
compile, compilation
concur
contend
context
contribute
contribution
converse
credible
debatable
decline
demonstrate
despite
development
due to
elaborate
eligible
emphasis
equip
essentially
evidently

extended
extent
fundamentally
genuine
given
justification
likelihood
maintain
negativity
obvious(ly)
positivity
prevent
productive
prompt (v)
require
reveal
status
strategic
subtle
the following

**5th Grade**

accurate
additionally
address (v)
advantage/disadvantage
analyze
arguably
assert
available
citation
cite
complement
complex
condition
contradiction
contrary
coordinate
correspond
crucial
data
debate
discriminate
drawback (benefit)
eliminate
emphasize
encounter
establish
evaluate
eventually
excess(ive)(ly)
expand
focus
fundamental
including
including
infer/inference
interact
interaction
issue
limited
negate
note (v)
object to (v)
overall
persuade
primary/primarily
procedure
product
properties
quality
reflect
restrict
restricted
result
significantly
source
suggest
transition
ultimate(ly)
valid
variation
volume

**4th Grade**

abstract/concrete
academic
alter
assess
assume
assumption
brief
clarify
confirm
consider
consistent, consistently
contradict
current
currently
develop
display
dispute
distinguish between
effective(ly)
essential
exaggerate
examine
form/formation/format
highlight
influence/influential
inform
information
informative
involve
judge/judgment
likely
logical
maximize
minimize
modify
monitor
notice
oppose/opposition
optional
original/originally
perhaps
possibility
possibly
presume
previous/previously
produce
propose
reaction/react
recent(ly)
refer
report
represent
series
significance
standard
state (as a verb)
suppose
typical
typically
utilize
vary
version

**3rd Grade**

although
analyze
anticipate
cause
characterize
claim
class/classify
collect
comparison
completely
conclude
constant
contrast
create
critical
defend
define
determine
disagree
discuss
draw (draw conclusion, draw upon…)
effect
event
evidence
exclude/include
former
frequently
general, in general
however
identify
include
information
investigate
justify
label
maximum
minimum
occur
organize
Place
point out
prior
process
question
reason
recall
regularly
request
require/required
research
respond
response
review
sequence
significant
specific/specifically
strategy
structure
summarize
support
various

**2nd Grade**

above
ago
apply
area
argument
arrange
behind
benefit
category
characteristics
check
clear
compare
complete
conclusion
decide
deep
direct
enough
ever
explanation
few (adj)
free
important
impossible
in common
interest
interesting
introduce
item
less
miss(ing)
model
object (n)
plan

portion
possible
prepare
probably
prove
purpose
rank
rare
ready
reduce
relate to
relationship
restate
results
reverse
several
solution
Solve
soon
special
state (v)
though
trait
unique
useful
wonder

**1st Grade**

always
argue
begin
better
between
both
chart
consequence
describe
discover
discuss
during
effect
event
explore
far
few (n)
finish
keep
left
likely
locate
main
maybe
might
never
next
observe
often
opinion
order
organize
participate
pass
predict
reason
review
seem
should
since
still
sure
those
thought
type of
until
unusual
usual
usually
while
experience

**Kindergarten**

after
again
agree with
also
any
appropriate
audience
because
before
clue
copy
detail
differ
does
even
every
example
explain
finish
just
list
many
much
must
near
only
part
perform
place (v)
point
put
self
sort
start
such

## Alphabetical List for quick reference

abdicate
above
abrogate
abstract/concrete
academic
according to
accordingly, in
accordance
accuracy
accurate
Acerbic
acquire
additional
additionally
address (v)
adequate(ly)
advantage/disadva
ntage
advocate
Affect
after
again
ago
agree with
albeit
allocate/allocation
also
alter
alternate
alternative
although
always
ambiguous
Ameliorate
amend
analysis
Analytical
analyze
analyze
anticipate
anticipation
any
apparent(ly)
appeal
applicable
(inapplicable)
apply
Approach
appropriate
appropriately
approximately
arbitrary
archaic
area
arguably
argue
argument
arrange
Articulate (adj)
Articulate (v)
articulated
Aspects
assemble
assert
assertion
assertive
assess
assume
assumption
attain
attribute
audience
auspicious
authentic,
authenticity
authority
available
Banal
basically
because
before
begin
behind
beneficial
benefit
better
between
both
brief
calibrate
capability
capacity
Capricious
capture
category
Cause
Caveat
cease
characteristic
characteristic (adj)
characterize
chart
check
citation
cite
claim
clarification
clarify
class/classify
clear
clearly
clue
Coherent
(incoherent)
cohesion
coincide
collaborate
colleagues
Collect
commence
common
comparable
compare
Comparison
compensate
competent
compile
compile,
compilation
complement
complete
completely
complex
complexity
comprehensive
comprised of
conceivable/inconc
eivable
conceivably
conceive
conclude
conclusion
concur
concurrent
condition
conditional
(unconditional)
confirm
conform
connotative
consequence
consequently
consider
considerably
consideration
Consist of
consistent,
consistently
consolidate
constant
constitutes
constrain
Consult,
consultation
contend
context
Contradict
contradiction
contradictory
contrary
Contrast
contribute
contribution
convene
converse
conversely
Convey
coordinate
copy
Correlate
correlation
correspond
Create
credibility
Credible
Criteria
critical
crucial
current
currently
data
debatable
debate
decide
decline
deep
defend
define
deleterious
delineate
Demonstrate
denote
Depict, depiction,
depicted
derive
describe
Design
despite
detail
Detect
determination
determine
determined
develop
development
deviate
Devise
devote
Didactic
differ
Differentiate
Diminish
direct
disagree
discover
discrete
discriminate
Discuss
discuss
Disparaging
display
disputable
(indisputable)
dispute
distinguish
between
distort
divulge
does
dogmatic
Draft (v)
Draw (draw
conclusion, draw
upon…)
drawback/benefit
due to
duration
during
dynamic
Eclectic
Effect
effect
effective(ly)
elaborate
eligible
eliminate
emerge
emphasis
emphasize
Employ
enable
encounter
enhance
enough
ensure
entity
Ephemeral
epiphany
equate
equip
essential
essentially
establish
ethic(al)
evaluate
even
event
event
eventually
ever
every
evidence
evident
evidently
exaggerate
examine
example
exceed
exceedingly
excess(ive)(ly)
exclude/include
exclusive
exemplify
Exercise, exercise
(n)
Exhibit, exhibition
expand
experience
explain
explanation
explicit(ly)
explore
extended
extensive
extent
facetious
facilitate
Factor
far
feasible
Feature
few (adj)
few (n)
finish
finish
Finite
finite/infinite
fluctuate
focal
focus
form/format
former
formulate
forthcoming
Fortuitous
free
frequently
Frivolity
frivolous
fundamental
fundamentally
general
generally
Generate
genuine
given
given that
hence
highlight
hinder
hubris
Identify
Illustrate
impact
impede
implicit(ly)
Imply
important
impossible
in common
Inane
incidental(ly)
inclination
Inclined, inclination
Include
including
incognito
inconceivable
incontrovertible
Incorporate
Indicate
indicative of
indispensable
inevitable
infer/inference
Influence
influence/influenti
al
inform
information
informative
infrastructure
influential
inherent
initiate

Inquire
insulated
intangible
integral
Integrate
intense
interact
interaction
interest
interesting
interpret
intrinsic
introduce
invariably
investigate
invoke
involve
Isolate
issue
item
itemize
gist
judge/judgment
just
justification
justify
juxtaposition
keep
Label
left
less
Levity
lexicon
likelihood
likely
likely
limited
list
Literal(ly)
locate
logical
loquacious
main
maintain
manipulate
many
marginal
maturity
maximize
maximum
maybe
might
Milieu
minimize
minimum
miss(ing)
model
modify
monitor
much
must
Myopic
near
Nefarious
negate
negativity
never
nevertheless
next
note (v)
notice
notion
notorious
notwithstanding
nuance
object (n)
object to (v)
obsequious
observe
obvious(ly)
occur
offset
often
omnipotent
only
opinion
oppose/opposition
optional
order
Organize
organize
orient
original/originally
overall
paradigm
parameter
part
participate
pass
Pejorative
perceive
perception
perform
perhaps
periphery
persist(ent)
persuade
pertinent
phase
Place
place (v)
plan
Plausibility
plausible
plethora
point
point out
portion
Portray
posit
positivity
possibility
possible
possibly
potential
potentially
Preclude
predict
predictability
predictor
preliminary
prepare
presumably
presume
presumption
prevent
previous/previously
primary/primarily
prior
probably
procedure
process
produce
product
productive
prohibit
prompt (v)
properties
propose
prospect(ive)
prove
purpose
put
quality
Question
rank
rare
reaction/react
ready
Reason
reason
recall
recapitulate
recede
recent(ly)
reciprocal
recollection
reduce
refer
refine
reflect
regularly
Relate
relate to
relationship
relevant/irrelevant
reliable/reliability
report
represent
request
require
require/required
Requisite
(prerequisite)
rescind
Research
reserve
resolve
respond
response
restate
restraint
restrict
restricted
result
Resulting in
results
reveal
reverse
Review
review
rigid
Salient
secure
seem
self
Sequence
sequential
series
several
should
significance
significant
significantly
signify
since
solution
Solve
soon
sort
sought
source
special
specific/specifically
specifically
specificity
specify
Speculate,
speculation
staggering
standard
start
state (as a verb)
state (v)
status
still
strategic
Strategic(ally)
strategy
structure
subjective /
objective
subjugate
subsequent
subsequently
subsidize
substantial(ly)
subtle
subtlety
Succinct
such
suffice
sufficient(ly)
suggest
Summarize
Superfluous
supplement(ary)
support
supported by
Suppose
sure
susceptible
sustain
Symbiotic
tangible
the following
thereby
those
though
thought
through
trait
transition
type of
typical
typically
Ubiquitous
ultimate(ly)
undergo
underlying
assumption
Unify
Unilateral
unique
until
unusual
usage
useful
usual
usually
usurp
utilize
valid
validity
variation
varied
various
vary
vary/varied
vehement(ly)
verify
version
vested
Vilify
virtual(ly)
Visceral
volume
well
whereas
whereby
while
wonder
wrought with

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**APPENDIX F** Academic Word List Rubric (BRI, 2017)

## A Rubric for Evaluating Vocabulary Against an Academic Word List

Because there are no limits to vocabulary acquisition, it is the most difficult to assess. However, there are useful tools that can provide some guidance for determining a student's knowledge of academic vocabulary within certain grade levels. The first is a graded word list developed by the Berkley (California) Unified School District (BUSD). They took the High-Incidence Academic Word List developed by Averil Coxhead in 2000 and aligned it to grade level words. Thus, a teacher could assess a student according to a specific grade.

The Barksdale Reading Institute (BRI) developed a rubric based on the seminal work of Edgar Dale (1965) for informally assessing word knowledge of students using the Berkeley Unified School District Word List. The teacher provides the word orally to a student and records responses accordingly (See template below):

A. Own the Word & Can Use Appropriately – the student at this level can define the word, use it in a sentence, and easily incorporates it into their oral discourse.
B. I Know the Word – the student can provide a user-friendly definition; can provide a synonym; and can provide an antonym (or give an example of what the word is and what it is not.)
C. Doesn't know the word – student gives no response or incorrect definition.

**Student Name:**_____ **Pretest Date:** _____ **Posttest Date:** _____

**ACADEMIC WORD LIST**

| Word | A. Own the Word & Can Use Appropriately | B. I Know of This Word. | | | C. Doesn't Know the Word |
|---|---|---|---|---|---|
| | | Definition | Synonym | Antonym | |
| **1.** | | | | | |
| **2.** | | | | | |
| **3.** | | | | | |
| **4.** | | | | | |
| **5.** | | | | | |
| **6.** | | | | | |
| **7.** | | | | | |
| **8.** | | | | | |
| **9.** | | | | | |
| **10.** | | | | | |

This informal assessment can be administered at any time or as a screener at beginning, middle, and end of year to show growth. The Word List also serves as a good resource for teaching vocabulary.

## APPENDIX G Oral Language Informal Assessment (BRI, 2015)

Eight-five percent (85%) of struggling readers experience deficits in decoding, thus requiring phonics interventions. However, teachers should not forget the critical role that language comprehension plays in reading comprehension (per the Simple View of Reading). In addition to vocabulary assessments, another diagnostic option available to assess the language comprehension domain of reading comprehension is to administer an oral language assessment. These informal instruments (see **Appendix G & H**) are not normed but provide some insight as to a child's receptive and expressive language abilities.

### Steps of an Explicit and Systematic Intervention

Finally, once the lowest deficit skill has been identified, teachers are encouraged to deliver interventions using a systematic, sequential, and explicit approach. The following template provides a framework for developing explicit interventions in the foundational skills of reading.

# Informal Oral Language Assessment

**Unless otherwise indicated, many items are assessed orally and without pictures.**

Following directions: (1) Hand me the pencil. (2) Clap your hands and hand me the pencil. (3) Wave, clap your hands, hand me the pencil.

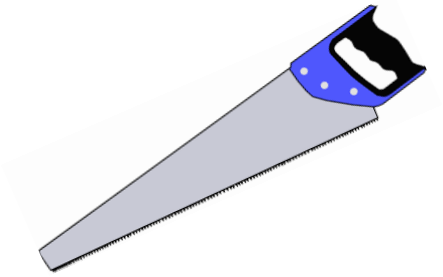
Body parts: Expressive – What is this? (point to nose) vs. Receptive – Point to your ear.

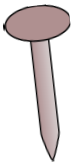
Comparisons: big, bigger, biggest (point to objects) fast, faster, fastest

Naming by category: Name five colors; name five foods; name five animals, etc.

Identify pictures: Point to the animals (pictures include squirrel, bird, dog);

Point to the tools (pictures include hammer, nail, saw)



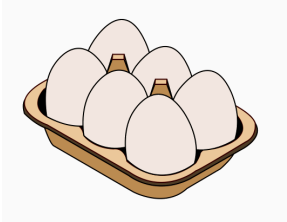


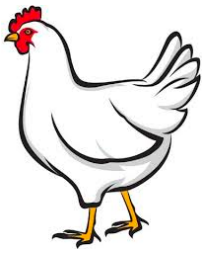
Describe objects by size, shape, color, composition (ball, car, book, paintbrush)

Functions: What do you do with a telephone? What do you do with a shoe?

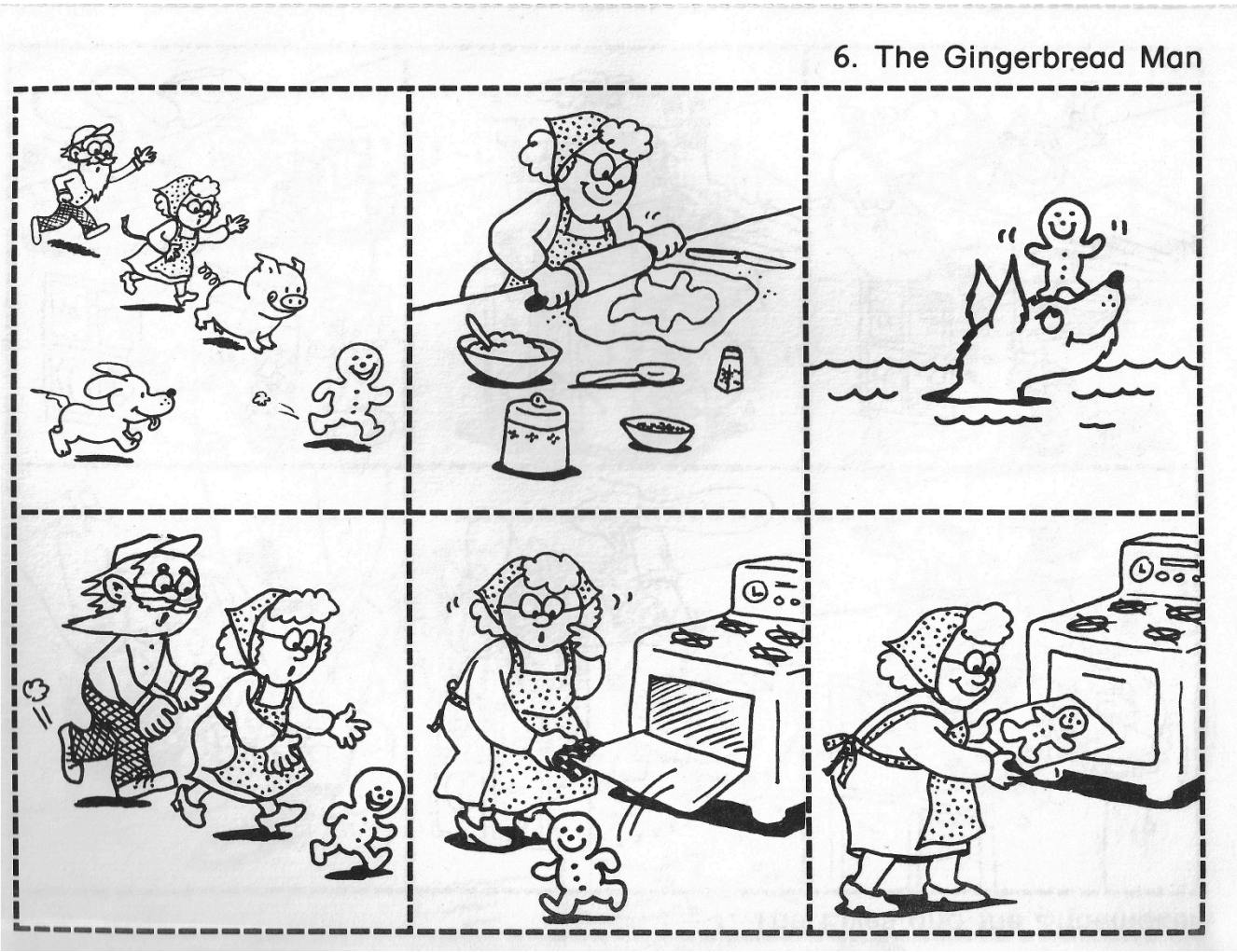
Associations (how things are similar and different) car & bicycle cat & dog shoe & hat

Go together: pictures to match – chicken/egg pillow/bed bird/nest





Sequencing (4 – 6 part stories, sequencing pictures)  retell, then create one



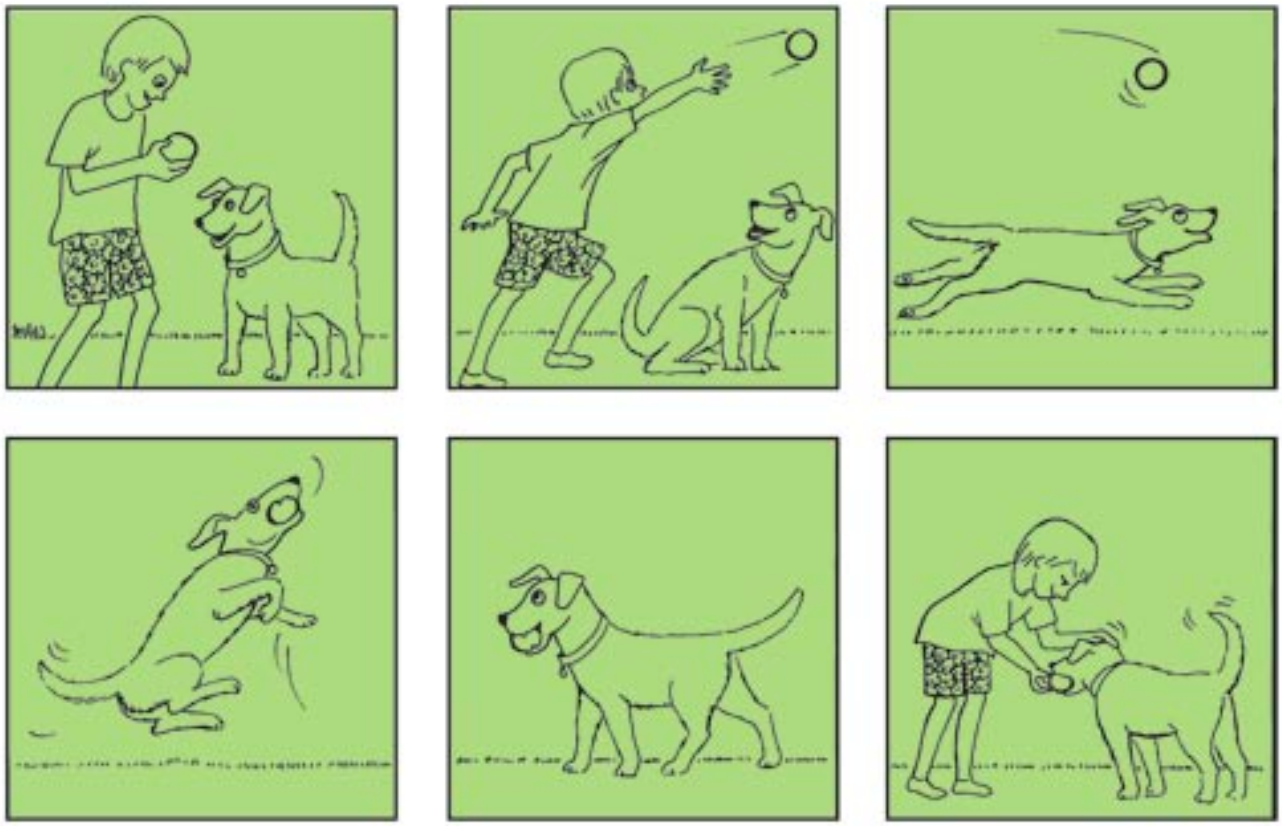
Verbal sequencing:  How do you make a peanut butter sandwich?  How do you wash your hands?

Opposites (antonyms):  in/out  light/dark

Similarities (synonyms):  puppy/kitten  book/magazine  loud/noisy

Multiple meaning words:  Student provides two different sentences to demonstrate understanding of different meanings of same word.

Narratives:  retelling a story (with or without prompting; clear beginning, middle, and end)



Functional problem solving:  (provide scenarios)  What do you do if your friend fell off his bike and hurt himself?

Grammatical markers: ability to appropriately use of pronouns, regular plurals, possessives, etc.

Articulation of phonemes; distinction between two similar phonemes

# EXPLICIT AND SYSTEMATIC LESSON TEMPLATE

(Barksdale Reading Institute, 2017)

☐ **Phonological/phonemic awareness** ☐ **Fluency**

☐ **Phonics (decoding/word recognition)** ☐ **Oral Language/Vocabulary**

☐ **High frequency words** (☐ **Comprehension)**

**Teacher/Grade** _____ **Date** _____

<table>
<tr><td colspan="2">Skill/Objective:</td><td>Materials/Supplies:</td></tr>
<tr><td colspan="3">Teaching/Explain<br><br>What: (Today, we are going to..)<br><br>Why: (We need…because…)<br><br>When/Where: (Whenever we read, we need to…)</td></tr>
<tr><td colspan="3">Modeling/Demonstrate the skill<br><br>Examples:<br><br>Non-examples:</td></tr>
<tr><td colspan="3">Scaffolding the Practice</td></tr>
<tr><td>I Do:</td><td>We Do/Redo:</td><td>You Do:</td></tr>
<tr><td colspan="3">Assess the Skill</td></tr>
<tr><td>Rubric for Assessment</td><td>Discuss Goals & Results</td><td>Graph Results</td></tr>
</table>

## APPENDIX H Oral Language Assessment

*Used with permission from Neuhaus Education Center*

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EDUCATION CENTER
Better Readers - Brighter Futures

**ORAL LANGUAGE**

Procedure: The student will name items from four different categories. He or she will name items in each category for 30 seconds. Use hash marks to record the number of items. Count repeated items once. Do not count items named that are out of the category. Record the final number. Total the final number of all four categories and divide by two. This number represents the number of items named in one minute.

Directions: ***You are going to name items in categories. When I give you the category or group, you will name items until I say stop.***

***Ready? Name things that you find in a classroom. Begin.***
Time the student for 30 seconds as he or she names things in a classroom.
Record items named with hash marks: _____
After 30 seconds, say, "***Stop.***" Record the number of items. _____

***Ready? Name fruits and vegetables. Begin.***
Time the student for 30 seconds as he or she names fruits and vegetables.
Record items named with hash marks: _____
After 30 seconds, say, "***Stop.***" Record the number of items _____

***Ready? Name animals. Begin.***
Time the student for 30 seconds as he or she names animals.
Record items named with hash marks: _____
After 30 seconds, say, "***Stop.***" Record the number of items. _____

***Ready? Name states in the United States. Begin.***
Time the student for 30 seconds as he or she names states in the United States.
Record items named with hash marks: _____
After 30 seconds, say, "***Stop.***" Record the number of items. _____.

Total for all four categories: _____ divided by 2 = _____items/minute.