

# Dolch Sight Word RAN Boards

Using the Dolch Pre-Primer,  
Primer, First, Second and  
Third Grade lists, plus Nouns



By

Liz Young

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What is a RAN Board?

RAN is defined as how quickly readers are able to identify letters, digits, or images. These boards are charts that can be used to practice any items that need to be memorized, such as letters, shapes, numbers, or words.

**In this packet you will receive the following items:**

- 12 different RAN (Rapid Automatic Naming) Boards using the Dolch Pre-Primer, Primer, First, Second and Third Grade lists plus Nouns.
  - Color Coded Flash cards for each RAN board.
- Recording Sheet for each RAN Board that can be used up to 3 times (giving the student 3 chances/times to improve their time/speed) with a place for notes.



# Snapshot of RAN Board #1 Items:

Sight Word RAN Board #1

the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat



up

it

look

in

boy

said

girl

for

you

the

cat

to

dog

and

a

I

Snapshot of RAN Board #1 - Recording Sheet

the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat

1st read 2nd read 3rd read

Notes

Attempt

Date

Teacher

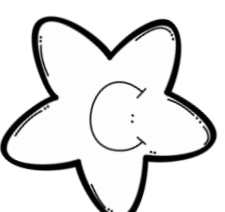
Student

Used

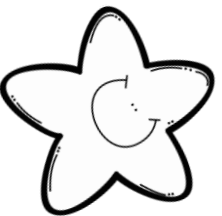




# Sight Word RAN Board #1



the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat



you

the

cat

to

dog

and

a

I

up

it

look

in

boy

said

girl

for

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

## Sight Word RAN Board #1 – Recording Sheet

the	to	and	I	you	cat	dog	a	it
in	said	for	up	look	boy	girl	the	to
and	I	you	cat	dog	a	it	in	said
for	up	look	boy	girl	the	to	and	I
you	cat	dog	a	it	in	said	for	up
look	boy	girl	the	to	and	I	you	cat

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #2



is	go	we	little	down	can	pig	car	see
not	one	my	me	big	sun	toy	snow	come
blue	red	where	jump	away	here	rain	help	water
see	car	pig	can	down	little	we	go	is
come	snow	toy	sun	big	me	my	one	not
water	help	rain	here	away	jump	where	red	blue
is	go	we	little	down	can	see	not	one
my	me	big	blue	red	where	jump	away	here



can

is

pig

go

car

we

see

little

not

down

toy

one

snow

my

come

me

blue

big

red

sun

help

where

water

jump

away

here

rain

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

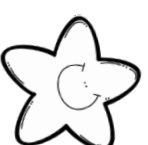
## Sight Word RAN Board #2 – Recording Sheet

is	go	we	little	down	can	pig	car	see
not	one	my	me	big	sun	toy	snow	come
blue	red	where	jump	away	here	rain	help	water
see	car	pig	can	down	little	we	go	is
come	snow	toy	sun	big	me	my	one	not
water	help	rain	here	away	jump	where	red	blue
is	go	we	little	down	can	see	not	one
my	me	big	blue	red	where	jump	away	here

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #3



make	yellow	two	play	run	find	three	funny	day
man	he	was	bat	she	on	they	but	at
bed	men	man	day	funny	three	find	run	play
two	yellow	make	men	bed	at	but	they	on
she	bat	was	he	man	make	yellow	two	play
run	find	three	funny	day	man	men	bed	at
but	they	on	she	bat	was	he	play	on



find

yellow

three

make

funny

two

day

play

man

run

they

he

but

was

at

bat

bed

she

men

on

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

## Sight Word RAN Board #3 – Recording Sheet

make	yellow	two	play	run	find	three	funny	day
man	he	was	bat	she	on	they	but	at
bed	men	man	day	funny	three	find	run	play
two	yellow	make	men	bed	at	but	they	on
she	bat	was	he	man	make	yellow	two	play
run	find	three	funny	day	man	men	bed	at
but	they	on	she	bat	was	he	play	on

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #4



with	all	there	out	be	have	am	do	wind
tree	did	what	so	get	like	this	will	leg
yes	top	went	are	now	no	came	ride	into
good	apple	seed	tree	wind	do	am	have	be
out	there	all	with	top	yes	leg	will	this
like	get	so	what	did	seed	apple	good	into
ride	came	now	are	no	went	have	this	went
did	so	like	am	be	no	yes	be	are

have

with

am

all

do

there

wind

out

tree

be



this

did

will

what

leg

so

yes

get

top

like

ride

went

into

are

good

now

apple

no

seed

came

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

## Sight Word RAN Board #4 – Recording Sheet

with	all	there	out	be	have	am	do	wind
tree	did	what	so	get	like	this	will	leg
yes	top	went	are	now	no	came	ride	into
good	apple	seed	tree	wind	do	am	have	be
out	there	all	with	top	yes	leg	will	this
like	get	so	what	did	seed	apple	good	into
ride	came	now	are	no	went	have	this	went
did	so	like	am	be	no	yes	be	are

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #5



want	too	pretty	four	saw	well	ran	brown	name
box	eat	who	new	must	black	white	soon	our
mother	father	ate	say	under	of	his	had	him
brother	sister	box	name	brown	ran	well	saw	four
pretty	too	want	father	mother	our	soon	white	black
must	new	who	eat	sister	brother	him	had	his
of	under	say	ate	too	new	say	had	ran
box	saw	our	well	four	eat	box	sister	father

well

want

ran

too

brown

pretty

name

four

box

saw



white

eat

soon

who

our

new

mother

must

father

black

had

ate

him

say

brother

under

sister

of

his

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

## Sight Word RAN Board #5 – Recording Sheet

want	too	pretty	four	saw	well	ran	brown	name
box	eat	who	new	must	black	white	soon	our
mother	father	ate	say	under	of	his	had	him
brother	sister	box	name	brown	ran	well	saw	four
pretty	too	want	father	mother	our	soon	white	black
must	new	who	eat	sister	brother	him	had	his
of	under	say	ate	too	new	say	had	ran
box	saw	our	well	four	eat	box	sister	father

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #6



her	some	as	then	could	when	were	them	baby
home	ask	an	over	just	from	any	how	know
street	boat	home	baby	them	were	when	could	then
as	some	her	boat	street	know	how	any	from
just	over	an	ask	her	some	as	then	could
when	were	them	baby	home	ask	an	over	just
from	any	how	know	street	boat	then	from	an

when

her

were

some

them

as

baby

then

home

could



any

ask

how

an

know

over

street

just

boat

from

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

## Sight Word RAN Board #6 – Recording Sheet

her	some	as	then	could	when	were	them	baby
home	ask	an	over	just	from	any	how	know
street	boat	home	baby	them	were	when	could	then
as	some	her	boat	street	know	how	any	from
just	over	an	ask	her	some	as	then	could
when	were	them	baby	home	ask	an	over	just
from	any	how	know	street	boat	then	from	an

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #7



put	take	every	old	by	after	think	let	feet
ground	going	walk	again	may	stop	fly	round	give
letter	ball	once	open	has	live	thank	doll	window
would	very	your	ground	feet	let	think	after	by
every	take	put	ball	letter	give	round	fly	stop
again	walk	going	would	window	doll	thank	live	has
open	once	take	by	fly	stop	live	has	feet
old	may	your	ball	again	let	after	very	letter

after

put

think

take

let

every

feet

old

ground

by

fly

going

round

walk

give

again

letter

may

fly

stop

doll

once

window

open

would

has

very

live

your

thank

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

# Sight Word RAN Board #7 – Recording Sheet

put	take	every	old	by	after	think	let	feet
ground	going	walk	again	may	stop	fly	round	give
letter	ball	once	open	has	live	thank	doll	window
would	very	your	ground	feet	let	think	after	by
every	take	put	ball	letter	give	round	fly	stop
again	walk	going	would	window	doll	thank	live	has
open	once	take	by	fly	stop	live	has	feet
old	may	your	ball	again	let	after	very	letter

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #8



its	around	don't	right	green	their	call	sleep	house
night	five	wash	or	before	then	off	cold	tell
school	way	work	first	does	goes	write	always	made
gave	bell	bird	night	house	sleep	call	their	green
right	don't	around	its	way	school	tell	cold	off
then	before	or	wash	five	bird	bell	gave	made
always	write	goes	does	first	work	its	don't	call
five	or	then	off	first	write	cold	does	way



their

its

call

around

sleep

don't

house

right

night

green

cold

five

or

wash

tell

before

school

then

way

off

always

work

made

first

gave

does

bell

goes

bird

write

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

## Sight Word RAN Board #8 – Recording Sheet

its	around	don't	right	green	their	call	sleep	house
night	five	wash	or	before	then	off	cold	tell
school	way	work	first	does	goes	write	always	made
gave	bell	bird	night	house	sleep	call	their	green
right	don't	around	its	way	school	tell	cold	off
then	before	or	wash	five	bird	bell	gave	made
always	write	goes	does	first	work	its	don't	call
five	or	then	off	first	write	cold	does	way

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #9



us	by	those	use	fast	pull	both	sit	flower
money	which	read	why	found	because	best	upon	these
ring	song	sing	wish	many	if	long	about	got
six	children	picture	money	flower	sleep	sit	both	pull
fast	use	those	by	us	song	ring	these	upon
best	because	found	why	read	which	picture	children	six
got	about	long	if	many	wish	sing	us	fast
sit	read	many	upon	use	ring	sleep	these	pull

pull

us

both

by

sit

those

flower

use

money

fast

best

which

upon

read

these

why

ring

found

song

because

about

sing

got

wish

six

many

children

if

picture

long



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

# Sight Word RAN Board #9 – Recording Sheet

us	by	those	use	fast	pull	both	sit	flower
money	which	read	why	found	because	best	upon	these
ring	song	sing	wish	many	if	long	about	got
six	children	picture	money	flower	sleep	sit	both	pull
fast	use	those	by	us	song	ring	these	upon
best	because	found	why	read	which	picture	children	six
got	about	long	if	many	wish	sing	us	fast
sit	read	many	upon	use	ring	sleep	these	pull

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #10



never	seven	eight	today	myself	much	keep	try	time
game	start	ten	bring	drink	only	better	hold	warm
farm	farmer	full	done	light	pick	hurt	cut	kind
fall	birthday	party	game	time	try	keep	much	myself
today	eight	seven	never	farmer	farm	warm	hold	better
only	drink	bring	ten	start	party	birthday	fall	kind
cut	hurt	pick	light	done	full	seven	try	only
hold	done	pick	cut	start	kind	much	time	eight

much

never

keep

seven

try

eight

time

today

game

myself

better

start

hold

ten

warm

bring

farm

drink

farmer

only

cut

full

kind

done

fall

light

birthday

pick

party

hurt

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

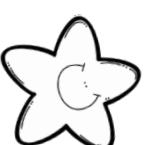
# Sight Word RAN Board #10 – Recording Sheet

never	seven	eight	today	myself	much	keep	try	time
game	start	ten	bring	drink	only	better	hold	warm
farm	farmer	full	done	light	pick	hurt	cut	kind
fall	birthday	party	game	time	try	keep	much	myself
today	eight	seven	never	farmer	farm	warm	hold	better
only	drink	bring	ten	start	party	birthday	fall	kind
cut	hurt	pick	light	done	full	seven	try	only
hold	done	pick	cut	start	kind	much	time	eight

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #11



carry	small	own	show	pot	far	draw	clean	bear
chicken	grow	together	shall	laugh	cow	horse	duck	fish
bear	clean	chicken	draw	far	pot	show	own	small
carry	fish	duck	horse	cow	laugh	shall	together	grow
fish	duck	horse	cow	laugh	shall	together	grow	chicken
bear	clean	draw	far	pot	show	own	small	carry

far

carry

draw

small

clean

own

bear

show

chicken

pot



cow

grow

horse

together

duck

shall

fish

laugh

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

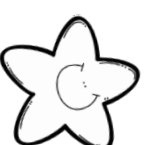
## Sight Word RAN Board #11 – Recording Sheet

carry	small	own	show	pot	far	draw	clean	bear
chicken	grow	together	shall	laugh	cow	horse	duck	fish
bear	clean	chicken	draw	far	pot	show	own	small
carry	fish	duck	horse	cow	laugh	shall	together	grow
fish	duck	horse	cow	laugh	shall	together	grow	chicken
bear	clean	draw	far	pot	show	own	small	carry

Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				



# Sight Word RAN Board #12



egg	kitty	rabbit	sheep	squirrel	nest	robin	clean	stick
wood	watch	grass	garden	coat	corn	bread	milk	morning
hill	fire	chair	wood	stick	clean	robin	nest	squirrel
sheep	rabbit	kitty	egg	watch	stick	clean	wood	chair
fire	hill	morning	milk	bread	corn	coat	garden	grow
kitty	wood	watch	sheep	nest	bread	milk	stick	clean

nest

egg

robin

kitty

stick

rabbit

would

sheep

watch

squirrel

milk

grass

morning

garden

hill

coat

fire

corn

chair

bread

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

## Sight Word RAN Board #12– Recording Sheet

egg	kitty	rabbit	sheep	squirrel	nest	robin	clean	stick
wood	watch	grass	garden	coat	corn	bread	milk	morning
hill	fire	chair	wood	stick	clean	robin	nest	squirrel
sheep	rabbit	kitty	egg	watch	stick	clean	wood	chair
fire	hill	morning	milk	bread	corn	coat	garden	grow
kitty	wood	watch	sheep	nest	bread	milk	stick	clean

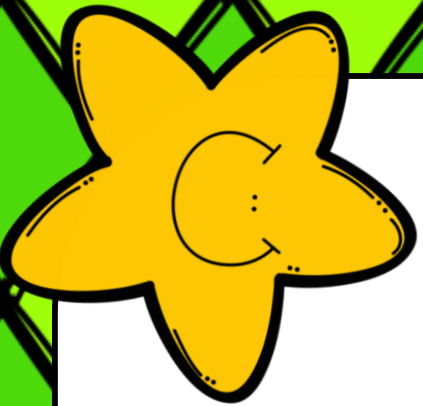
Attempt:	1 <sup>st</sup> read	2 <sup>nd</sup> read	3 <sup>rd</sup> read	Notes:
Date:				
Total Words Named Correctly:				
Duration of Time Used:				

# Thank you for purchasing!!

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# MERGE SHARED READING AND FLUENCY DEVELOPMENT FOR POWERFUL RESULTS

An Innovative Approach • 30 Minutes: 15 Minutes Twice a Day

	SHARED READING LESSON	FLUENCY DEVELOPMENT LESSON
<b>DAY 1</b> Read for joy. Design a play activity to go with it using art strategies later in the day to engage.	Choose an exciting book, poem or excerpt. Display text and pictures. Model very best reading. Define unusual words.	Ask children to echo-read favourite parts after you. Act out sentences. Decide on props and artifacts. Children bring props from home. Celebrate!
<b>DAY 2</b> Skills We Know & Rehearsal	Model-read it again. Point out skills we have learned – alphabet, sight words, punctuation, print concepts.	Use the props and artifacts this time. Rehearse with echo reading, choral reading and assigning group roles (girls, boys, different clothing colours etc). Debrief how you did and how it might have gone better.
<b>DAY 3</b> Word Study & Rehearsal	Model-read it again with the class. Point out the high lights of your model reading. Point out the Word Study skills we have learned – syllables, rhymes, spelling, blends etc.	Choral read the passage as a whole class. Stop at each line to discuss how it might be improved. Plan how the children will stand for rehearsal and how they will use their props when performing.



# MERGE SHARED READING AND FLUENCY DEVELOPMENT FOR POWERFUL RESULTS

An Innovative Approach • 30 Minutes: 15 Minutes Twice a Day

	SHARED READING LESSON	FLUENCY DEVELOPMENT LESSON
<b>DAY 4</b> Comprehension & Rehearsal	Choral read the passage together this time. Practice comprehension skills most appropriate – setting, theme, plot, predictions, connections, inferring.	Rehearsal: Assign roles; practice use of props and artifacts; practice body placement; practice drama and action. Choose the rehearsal audience and set time and place (the janitor, secretary, principal, a parent's meeting, the superintendent etc).
<b>DAY 5</b> Performance & the Audience	The Big Day: Our Last Rehearsal. Have the children compliment each other – one compliment to each other in pairs then share to make sure everyone feels good.	<b>The Big Day: Our Performance</b> Keep track of the video performance of the children so you have a record of their growth over the course of the year and regular reports to send home. PM Benchmarks result may triple (according to Rasinski's data and experience).
<b>DAY 6</b> ...extend as desired	Sometime children become so engaged you may want to repeat the reading, find texts by the same author or genre, move into a related classroom theme for a week on the same topic, turn it into an art project, teach younger classes what they learned, join with other teachers and hold a performance assembly! This could be an endless literacy celebration!	

## Teacher's Chart

CLASS	DATE	STUDENT'S NAME	SCORE	Scores of 10 or more indicate that the student is making good progress in fluency.
-------	------	----------------	-------	--

## MULTI-DIMENSIONAL FLUENCY RUBRIC

	1	2	3	4
EXPRESSION and VOLUME	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
PHRASING	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
SMOOTHNESS	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots".	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/or sentences structures.
PACE	Reads slowly and labouriously.	Reads moderately slowly.	Reads generally at an appropriate rate throughout reading.	Reads at an appropriate rate conversational pace throughout reading.

Source: Training Teachers to Attend to their Student's Oral Reading Fluency: J. Zutell & T. Rasinski, 1991, Theory Into Practice | © Early Learning Circle Charts: Fluency and Comprehension

# ASSESSING READING FLUENCY

## Teacher's Chart

Class \_\_\_\_\_

Date \_\_\_\_\_

## ASSESSING READING FLUENCY Multi-Dimensional Reading Fluency Scale

STUDENT'S NAME	1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4			
	Expression and Volume				Phrasing				Smoothness				Pace (minimal disruption while reading)			
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Source: Training Teachers to Attend to their Student's Oral Reading Fluency: J. Zutell & T. Rasinski, 1991, Theory Into Practice | © Early Learning Circle Charts: Fluency and Comprehension

A First Class Beginning:  
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Janet N. Mort PhD • jnmort@shaw.ca

**Skill Mastery Progress**  
Black – Sept/Oct/Nov  
Green – Dec/Jan  
Yellow – Jan/Feb/Mar  
Red – Apr/May/Jun

**Degree of Skill Mastery**  
● Skill Mastery  
● Skill Review Required  
○ Skill Instruction Required

# Primary Reading Comprehension Rubric (K-1)

	Level 1	Level 2	Level 3	Level 4
<b>Making Connections</b> (Prior Knowledge)	Does not make connections with the text	Talks about what text reminds them of, but cannot explain or relate clearly to the text	Relates background knowledge/experience to text	Uses background knowledge to enhance comprehension and Interpretation. Makes text-to-text and text-to-self connections; uses author schema with familiar text to make predictions
<b>Questioning</b>	Does not ask questions	Asks questions about the story; may confuse questions/statements	Asks questions relevant to the story; can answer questions	Asks questions to enhance meaning; can easily answer questions; beginning awareness of different types of questions
<b>Visualizing</b> (Sensory Imagery)	Does not describe simple sensory images related to the text	Can describe some simple sensory images, mostly related to text or picture	Describes some sensory images tied directly to the text or a description of the picture in the text	Describes own sensory images; images can be elaborated from the literal text or existing picture; demonstrated using any modality or media
<b>Determining Importance</b>	Random guessing	Inaccurate attempts to identify some concepts in text (i.e., characters, plot, main idea, or setting)	Identifies some concepts in text as more important to text meaning (i.e., characters, plot, main idea, or setting)	Identifies words, characters, and/or events as more important to overall meaning; makes some attempt to explain reasoning
<b>Monitoring Comprehension</b>	No awareness of text difficulties	Has text difficulties, no need to solve the problem	Identifies difficulties and articulates need to solve problem; does not articulate what the problem is	Identifies location and type of difficulty and articulates the need to solve the problem
<b>Inferring</b>	Does not attempt a prediction or conclusion	Attempts a prediction or conclusion; inaccurate or unsubstantiated with the text	Draws conclusions and make predictions that are consistent with text or background knowledge	Draws conclusions and makes predictions using examples from the text
<b>Synthesizing</b>	Does not retell	Randomly retells some elements of the text; events may not be in sequence	Retells most key elements in sequence	Retells elements of the text in logical sequence; may include some extension to overall theme, message, background knowledge

# Primary Reading Comprehension Rubric (2-3)

	Level 1	Level 2	Level 3	Level 4
<b>Making Connections</b> (Prior Knowledge)	Does not make connections to the text	Talks about what text reminds them of, but cannot explain how it relates to the text	Relates background knowledge/experience to text	Links background knowledge and examples from the text to enhance comprehension and/or interpretation
<b>Questioning</b>	Unable to ask or answer questions; gives inappropriate or off topic responses	Beginning to ask and answer questions; unable to support with evidence from the text	Can ask and answer questions and begin to provide evidence from the text	Asks and answers different types of questions; and finds evidence in the text to support questions and answers
<b>Visualizing</b> (Sensory Imagery)	Does not demonstrate use of sensory images	Demonstrates use of some sensory images	Demonstrates use of sensory images; images are somewhat elaborated from literal text or existing pictures	Demonstrates multi-sensory images that extend and enrich the text; demonstration may be through any modality or medium
<b>Determining Importance</b>	Unable to identify important concepts in the text	Identifies some important concepts in text (i.e. characters, plot, main idea, or setting)	Identifies some important concepts in text with some supporting explanation (i.e. characters, plot, main idea, or setting)	Identifies at least one key idea, theme, or concept linking it to the overall meaning of the text. Uses supporting details from the text to clearly explain why it is important
<b>Monitoring Comprehension</b>	Does not identify difficulties or problem areas	Identifies difficulties, but does not articulate need to solve problem or articulate the problem area	Identifies difficulties and articulates need to solve the problem, but does not use strategies independently to solve the problem; may need teacher guidance	Identifies difficulties, articulates need to solve the problem and identifies the appropriate strategy to solve the problem (i.e. using meaning, visual, or structural cues)
<b>Inferring</b>	Does not make predictions, interpretations, or draw conclusions	Makes predictions, interpretations, and/or draws conclusions, but does not justify response with information from the text	Makes predictions, interpretations and/or draws conclusions and justifies response with information from the text; some teacher prompting may be necessary	Independently makes predictions, interpretations, and/or draws conclusions; and clearly explains connections using evidence from the text and personal knowledge, ideas, or beliefs
<b>Synthesizing</b>	Unable to retell elements of the text	Randomly retells some elements of the text	Retells all key elements of the text in logical sequence	Retells elements of the text in logical sequence with some extension to overall theme, message, or background knowledge



# Primary Reading Comprehension Rubric (4-5)

	Level 1	Level 2	Level 3	Level 4
<b>Making Connections</b> (Prior Knowledge)	Makes no connections between text and background knowledge	Makes simple connections but cannot explain them, or the connections are irrelevant to the text	Relates background knowledge/ experience to text and expands the interpretations of text by using schema; may discuss schema related to author, text structure;	Explains how schema enriches interpretation of text and begins to make connections beyond life experience and immediate text
<b>Questioning</b>	Asks only literal questions	Asks questions only to clarify meaning	Asks questions to deepen the meaning of text; may explain how the questions enhance comprehension (metacognition)	Uses questions to challenge the text (author's purpose, theme, or point of view)
<b>Visualizing</b> (Sensory Imagery)	Cannot describe sensory images	Describes some visual or other sensory images; may be tied directly to text or description of the picture in the text	Describes own mental images, usually visual; images are somewhat elaborated from the literal text or existing picture	Creates and describes multi-sensory images that extend and enrich the text, and can explain how those images enhance comprehension
<b>Determining Importance</b>	Guesses randomly or inaccurately attempts to identify important elements	Identifies some elements as more important to text meaning	Identifies words, characters, and/or events as more important to overall meaning and makes some attempt to explain reasoning	Identifies at least one key concept, idea, or theme as important in overall text meaning and clearly explains why
<b>Monitoring Comprehension</b>	Little or no conscious awareness of reading process	Identifies difficulties, comprehension breakdown is often at word level, little or no sense of the need to solve the problem; main strategy is to sound it out	Identifies problems at word, sentence, or schema level; can articulate and use a strategy to fix comprehension breakdown, usually at the word or sentence level	Uses more than one strategy to build meaning when comprehension breaks down; can articulate which strategies are most appropriate for a given text
<b>Inferring</b>	Attempts to make predictions or draw conclusions, without using the text or by using the text inappropriately to defend the statement	Draws conclusions or makes predictions that are consistent with the text or schema	Draws conclusions and/or makes predictions and can explain the source of the conclusion or prediction	Develops predictions, interpretations, and/or conclusions about the text that include connections between the text and the reader's background knowledge or ideas and beliefs
<b>Synthesizing</b>	Stops occasionally or at the end of the text and identifies some text elements	Stops periodically to identify text events and may incorporate schema into interpretation	Stops frequently to reflect on text meaning; uses own schema and story elements to enhance meaning; may identify key themes	Stops frequently to reflect on text meaning; relates to the story or genre in a personal way; can identify key themes; may articulate how this process has created new meaning upon completion of the text

# PRIMARY READING COMPREHENSION RUBRIC

Teacher's Chart

Class \_\_\_\_\_

Date \_\_\_\_\_

## PRIMARY READING COMPREHENSION RUBRIC

STUDENT'S NAME	1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4				1 / 2 / 3 / 4						
	Making Connections				Questioning				Visualizing				Determining Importance				Monitoring Comprehension				Inferring				Synthesizing		
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 Janet N. Mort PhD • jnmort@shaw.ca

**Skill Mastery Progress**  
 Black – Sept/Oct/Nov  
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**Degree of Skill Mastery**  
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# Fluency Skills

Every Week: Teach and Practice

## 1. Expression and Volume

Do you read with expression and volume as if you were telling a story to a friend?

## 2. Phrasing

Do you read paying attention to what the punctuation tells you?

Do you cluster words so you can breathe as necessary?

Do you use the tone or feeling that fits the story?

## 3. Smoothness

Do you read with some natural breaks?

Do you self-correct when experiencing difficulty with words or sentence structures?

## 4. Pace

Do you read with a regular tempo as if you were telling the story to a friend?





# Daily Read-Alouds and Fluency: A Perfect Partnership

## Integrate Daily Read-Alouds and Fluency Development Skills

### Dr. Tim Rasinski's Daily Fluency Strategy

#### Monday

- Choose an exciting book or poem.
- Model exemplary reading displaying text and pictures.
- Discuss unusual words and props for Friday's presentation.
- Echo-read or choral-read parts.

#### Tuesday

- Read the text again.
- Examine Foundational Skills (alphabet, sight words, punctuation and print concepts).
- Practice echo-reading and choral reading.
- Assign roles to small groups.

#### Wednesday

- Review one of the comprehension skills.
- Practice applying the comprehension skill considering the text.
- Practice echo and choral reading to prepare for the Friday presentation.

#### Thursday

- Define and discuss unusual words from the text.
- Review previously taught word study skills.
- Conduct a formal rehearsal for Friday with roles and props assigned.
- Practice with drama and expression.

#### Friday

- Performance Time!
  - Choose your audience.
  - Debrief after the performance.
- "What could we have done better?"

*Watch Reading levels and Fluency Blossom.*





## **The Power of Poetry** **Mentor Texts** **Reading AND Writing**

### **What is a mentor text and why use them?**

*Students learn more about reading and writing when we use mentor texts to explore how literacy works. Mentor texts can be exceptional children's literature or poetry that gives your children clear and enjoyable examples of good writing they can read for pleasure – and to pinch and pilfer for their own writing.*

*Mentor texts help us guide our children through rich literacy experiences that achieve two things:*

- 1. Provide vulnerable children with imaginary adventures and ideas, they may not have had previously – opening doors to new thinking, new vocabulary and new possibilities for further reading and writing.*
- 2. Provide us with the opportunity to practice the foundational skills we are teaching in the context of inspiring children's literature – truly integrating all features of literacy instruction in meaningful ways.*

**INTEGRATE**  
**DAILY READ-ALOUDS, FOUNDATIONAL SKILLS,**  
**FLUENCY AND WRITING**  
**A SIMULATION OF A WEEK IN YOUR CLASS**

**TASK ONE (MONDAY)                      15 MINUTES**

The teacher **models** reading the book or poem with best expression and fluency skills while displaying and discussing pictures. Choose a really good part that you will use in your Friday presentation. Read it together. Discuss possible props.

**TASK TWO (TUESDAY)                      10 MINUTES**

The teacher asks the group to identify **foundational skills** they have learned or practiced that week – alphabet, sight words, rhyming words, phonological skills etc. Practice the part you will present Friday. (echo read or choral read - practicing the **four fluency skills**).

**TASK THREE (WEDNESDAY)                      10 MINUTES**

The teacher reviews the **comprehensions skills** with the class (chart) and chooses one or two skills to practice using the story. Practice the part you will present Friday. (echo read or choral read - practicing the four fluency skills).

**TASK FOUR (THURSDAY)                      10 MINUTES**

The teacher works with the class to identify new **vocabulary** to define, discuss, use in sentences and put on the word wall. Also find words that you might feature in **word studies**. Hold a rehearsal for your public presentation Friday; assign roles; plan props.

**TASK FIVE (FRIDAY)                      10 MINUTES**

The teacher reminds the class about **the four fluency skills** and reminds them to do their best. The teacher leads the class in their performance. The class debriefs after to identify what they could do better.

# ***Parents & Family Members:***

## ***Every Child's First & Forever Teachers***



## **Strategy #1 Echo Reading**

### ***What is Echo Reading?***

- The parent reads a sentence to their child.
- The child 'echos', or re-reads, the same sentence out loud trying to sound like the parent did – same tone, same volume and same rhythm.

### ***Why Echo Read with My Child?***

- Practice is the key to reading success.
- When parents read just one sentence and have children read the sentence back right away, they are modeling good reading in small doses and children get to practice in short, successful spurts.
- Echo reading is a powerful way to increase your child's reading ability.

## ***What do I need for Echo Reading with my child?***

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to lead the echo reading;
- A book or poem that the child can read easily.

## ***How do I Echo Read?***

Sit together so you can both see the sentence. Say:

1. I will read a sentence out loud.
2. You listen carefully to the words and how I read them with good expression. Follow the words with your finger as I read.
3. You read the sentence out loud back to me following the words with your finger. As you read, try to copy how I read it with expression.
4. Continue this practice for 5 to 10 minutes or until the child loses interest.

## ***Tips for Parents***

- If your child has trouble copying the sentence you read, it is okay to repeat the sentence and have them copy it several more times. Remember this is practice! If they have trouble copying too many sentences you may need to try with an easier book.
- You want this to be a happy experience so show excitement as they copy your reading. “Good job! Terrific! Great reading! Well done!”
- Point out exclamation marks, question marks, commas and periods and explain how they affect how you read.
- Find a special time in the day for echo reading. Make it a fun, special experience just between the two of you. Try to echo read several times a week.
- **A treat at the end would probably be welcome!**

# ***Parents & Family Members:***

## ***Every Child's First & Forever Teachers***



## **Strategy #2 Paired Reading**

### ***What is Paired Reading?***

- Paired Reading is like choral reading we did in the old days but it is just two people – an adult or an fluent older child reading with a young child. Another name for it is ‘assisted reading’ where the child gets one-on-one help.
- For 10 minutes (or as much as the child enjoys), the two readers read the same print at the same time together.

### ***Why Pair Read with My Child?***

- Practice is the key to reading success. Research is clear that daily paired reading with children can make ‘wow’ progress in every area of their reading – learning new words, fluency, understanding of reading, and best of all - reading success overall.

### ***What do I need to Pair Read with my Child?***

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to lead the echo reading;
- A book or poem that the child can read easily.

# *How do I Pair Read with my child?*

Sit together so you can both see the sentence.

1. Let the child choose the book or poem. This will make the child is more likely to want to pair read. Check to be sure it is not too hard for them to read.
  2. On a signal from the leader, begin to read together. Ask the child to follow each word with a finger. The leader reads slowly enough that the child can easily keep up. If it is easy for the child, the leader can speed up.
  3. If the reading is too hard for the child, the leader can read louder (which will help the child) and slow down a bit. If it is still too hard the leader can find an easier book).
  4. Continue this practice for 5 to 10 minutes or until the child loses interest.
- Remember Paired Reading is a special and fun experience for both readers.

## *Tips for Parents*

- If your child makes a word mistake when Paired Reading the leader points to the word, says the right word, has the child repeat it, but don't stop. At the end of the reading go over the ones that were errors and practice saying them, repeating them and talking about them. The leader might make a list to practice later. Try putting it on the fridge for lots of daily practice.
- Remember to use lots of expression
- You want this to be a happy experience so show excitement as they copy your reading. "Good job! Terrific! Great reading! Well done!"
- Point out exclamation marks, question marks, commas and periods and explain how they affect how you read.
- Find a special time in the day for Paired Reading. Make it a fun, special experience just between the two of you. Try to Pair Read several times a week.
- *A treat at the end would probably be welcome!*



# ***Parents & Family Members:***

## ***Every Child's First & Forever Teachers***



## **Strategy #3 Come Alive Reading**

### ***What is Come Alive Reading?***

- In schools we often call this Reader's Theatre but you can do it at home too with all your children together no matter what grade they are in - or just one child because you will be the main reader.
- You can bring reading and drama together and enjoy each other as you do so.

### ***Why use Come Alive Reading***

- Come-Alive Reading is a fun and exciting way to increase reading success and keep children excited about reading.
- Research tells us that this is a great way to increase fluency in reading.
- Fluency is also one of the most important skills in reading success in grades 3 to 12.
- If children do not get practiced at it in grades K to 3 they will struggle more in later grades.



## ***What do I need for Come Alive reading with my child?***

- A parent (or grandparent, guardian, an older brother or sister, or any loving relative) to be the leader of Come-Alive Reading;
- A book or poem that has interesting characters or chants in it that children can act out. This book does NOT have to be a book your child can read, just a book you can read comfortably and one you can enjoy. Choose one that will be exciting for your child. It can be an old favourite or a new one you have found. We want children to love this experience with you!

## ***How do I Come-Alive Read with my child/children?***

- Practice the story by yourself first to plan; look for lines the character says that can be dramatized. Look for lines that are repeated throughout the book or poem – lines that the children might enjoy repeating.
- Invite your child to listen to you read the whole story to them without stopping for discussion or questions. Model your best reading.
- Tell the children/child you need them to help you make the reading more exciting. Ask them which characters they liked the most and talk about why.
- Tell them you are going to read the main part of the story but you need them to be the characters as you meet them in the story.
- Read the story again slowly. As you get to the lines said by a character, read the line to the child then ask them to say it in a different way – with more expression; the way the character is feeling (scared, happy, sad); the kind of voice the character might use (yelling, whispering, screaming); the pace of the reading (slow, fast, halting). Ask them to practice as many as four times until you are all satisfied.
- Ask them to use their bodies to go along with the way they are reading (face, legs, hands, arm actions).

- When you feel you are finished with the story or poem and have done your best, plan a performance for someone else in your home. Perform for someone far away via technology if you can do it.

## ***Tips for Parents/Leaders***

- If you have more than one child and they are in different grades – all the better! The older children can help you lead the reading.
- Poems are perfect as they often have refrains; you can read the main part and they can do the refrain.
- Remember to use lots of expression. This helps build confidence in reading and will help children want to read more. Your teachers will appreciate it too; this is one of the skills they are working on too.
- Children love to perform for others after they have practiced. You might even find a few props around the house that fit with the story or poem.

***Most of all laugh a lot, be silly and encourage them to have fun as well!***

