

***FAMILY FITNESS -  
SCIENCE FAIR  
FAMILY DATA NIGHT***

Hal Hutchens Elementary

January 24, 2019

# READING INVENTORY

- *The Reading Inventory* is a low-stakes, classroom-based assessment designed to evaluate students' reading ability, monitor their reading progress, and match students to books at their reading level.
- *The Reading Inventory* is taken on a computer and lasts about 20 minutes. The types of questions a student receives and the results that are reported are based upon the student's grade level and reading level.
- The results of a student's *The Reading Inventory* assessments are used in a number of ways. First, a student's score on the test is used to determine the student's reading ability compared to grade-level performance standards. These determinations can help tailor appropriate reading instruction and set goals. The results of subsequent *The Reading Inventory* tests are then used to monitor progress over time. Student results are also used to match students to texts at their reading level, which helps to make reading rewarding, constructive, and enjoyable.

- Test Administration – 4 times a year (August, January, October, May)



# DEFINITION OF FLUENCY

- Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to *read fluently* whether they are reading aloud or silently. When reading aloud, fluent readers read in phrases and add intonation appropriately. Their reading is smooth and has expression.

# IMPORTANCE OF FLUENCY

Children who do not read with fluency sound choppy and awkward. Those students may have difficulty with decoding skills or they may just need more practice with speed and smoothness in reading. Fluency is also important for motivation; children who find reading laborious tend not to want read! As readers head into upper elementary grades, fluency becomes increasingly important. The volume of reading required in the upper elementary years escalates dramatically. Students whose reading is slow or labored will have trouble meeting the reading demands of their grade level.

Additional Fluency Guidance/Understanding for Parents -  
<http://www.readingrockets.org/helping/target/fluency>

# DIBELS (DYNAMIC INDICATORS OF BASIC EARLY LITERACY SKILLS)

DIBELS Fluency is an assessment our teachers will use to monitor student fluency progression.

DIBELS Benchmarks will be conducted two times a year (Winter, Spring) – Students read three fluency passages and receive the median score

DIBELS Progress Monitoring will be conducted every 3 weeks after the first benchmark.

Student DIBELS data will be used to inform instruction.

# DIBELS EXPECTATIONS

## WPM (WORDS PER MINUTE), ACCURACY

Grade Level	1	2	3	4
First	0-29	30-54	55-65	66+
Second	0-60	61-89	90-100	101+
Third	0-74	75-110	111-125	126+
Fourth	Less than 69%	70-94%	125 (96%)	125 (96%)
Fifth	Less than 69%	70-94%	140 (96%)	140 (96%)

# FLUENCY DATA

- Report Card (1,2,3,4)

1ST GRADE ELA READING				
	Term			
	1	2	3	4
<b>READING FOUNDATIONAL</b>				
RF1: Understands print concepts	3	NA		
RF2 a-d: Demonstrates phonological awareness	3	NA		
RF3 a-f: Uses phonics and word recognition	3	3		
RF4 a-d: Reads with accuracy and fluency	NA			



ATTENDANCE				
Term	1	2	3	4
Days Present	41	33	0	0
Days Absent	0	1.0	0	0
Periods Tardy	0	0	0	0

Academic Performance Level for Homeroom	
Name	Score
Outstanding	O
Good	G
Needs Improvement	NI
Unsatisfactory	U
Satisfactory	S
Meets	M
Exceeds	E
Yes	Y
No	N

Academic Performance Level for Elementary Conduct & Work Habits	
Name	Score
Outstanding	O
Good	G
Needs Improvement	N
Unsatisfactory	U
No	NO
Yes	YES

Academic Performance Level for Standards Based	
Name	Score
Exceeds Mastery	4
Demonstrates Mastery	3
Progressing Toward Mastery	2
Limited or Minimum Progress	1
Not Yet Assessed	NA

Academic Performance Level for 1st Grade Specials	
Name	Score
Does Not	U
Exceeds	E
Meets	M

Academic Performance Level for Elementary Venture	
Name	Score
Satisfactory	S
Needs Improvement	N
Unsatisfactory	U

ELEMNTARY SCHOOL				
	Term			
	1	2	3	4
ELEMENTARY				
Course Final Avg				

*END OF YEAR STATUS				
	Term			
	1	2	3	4
End of Year Status	NA	NA		

1ST GRADE ELA READING				
	Term			
	1	2	3	4
<b>READING FOUNDATIONAL</b>				
RF1: Understands print concepts	3	NA		
RF2 a-d: Demonstrates phonological awareness	3	NA		
RF3 a-f: Uses phonics and word recognition	3	3		
RF4 a-d: Reads with accuracy and fluency	NA	NA		

READING				
	Term			
	1	2	3	4
R1: Asks and answers questions about key details	NA	3		
R2: Identifies key details, retells stories	3	3		
R3: Describes story elements using key details and connections	3	3		
R4: Ask and answers questions to determine word meaning	3	3		
R5: Contrasts literary and informational	NA	NA		

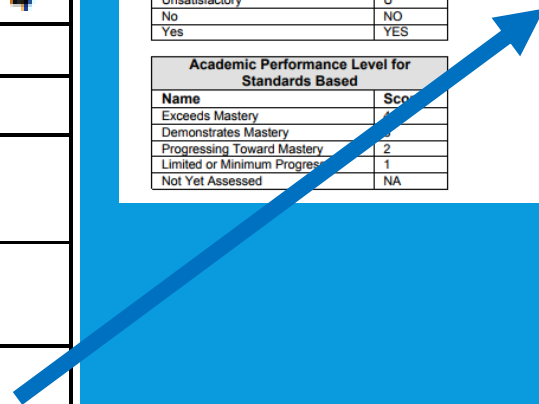
1ST GRADE ELA READING				
	Term			
	1	2	3	4
texts				
R6: Understands point of view	NA	3		
R7: Describes story elements using illustrations	3	NA		
R8: Uses informational components	NA	NA		
R9: Compares and contrasts characters' experiences/texts	NA	NA		
R10: Reads stories, poetry and informational texts	NA	4		

1ST GRADE ELA WRITING				
	Term			
	1	2	3	4
<b>WRITING</b>				
W1: Writes opinion pieces	NA	NA		
W2: Writes informative/explanatory texts	NA	NA		
W3: Writes narratives	2	NA		
W5: Uses writing process	NA	NA		
W7: Participates in research and writing projects	NA	NA		

SPEAKING AND LISTENING				
	Term			
	1	2	3	4
SL1.2.3: Participates in conversations	3	3		
SL4.5.6: Describes things with relevant details	3	3		

LANGUAGE				
	Term			
	1	2	3	4
L1: Uses conventions of standard English when writing or speaking	3	NA		
L1.a.k: Uses conventions of writing	3	3		
L1.j.L6 Produces complete sentences and conjunctions	2	2		
L2 a: Uses capitalization	3	3		
L2 b-c: Uses punctuation	2	2		
L2e.d: Spells correctly	3	3		
L4.5: Determines meaning of unknown words & understands word relationships	3	NA		

1ST GRADE MATHEMATICS				
	Term			
	1	2	3	4
<b>OPERATIONS AND ALGEBRAIC THINKING</b>				



# DI CONTINUUM

Second Grade  
(No MS in 2<sup>nd</sup>)

First Grade

Kindergarten

		<b>Vocabulary and Comprehension</b>		
		Student Read Silently		
		<b>Fluency and Comprehension</b>		
		With Multisyllabic Decoding	No Multisyllabic Decoding	
		<b>Word Recognition and Fluency</b>		
	Blends and Diagraphs	R-controlled Vowels	Vowel-Consonant-e	Vowel Teams
	<b>Phonological Awareness and Word Recognition</b>			
Basic Alphabet Knowledge	Using Letter Sounds		Using Letter Patterns	

• Student's DI Group: \_\_\_\_\_




# SIGHT WORD ACTIVITIES

B	I	N	G	O
and	you	said	to	funny
the	away	yellow	can	make
is	come	Free Space	three	find
it	little	where	up	see
a	I	blue	for	help

- **Flash Cards:** You can print flash cards to use for the assigned sight word list, or purchase sets of flash cards recommended for different grade levels.
- <https://superheroesandteacups.com/dolch-sight-word-flash-cards-free-printable/>
- **Sight Words Games:** Sight words Bingo can be played with printable bingo cards or making up your own. Students will become familiar with the words while playing the game, and you can reward them to make it fun. Sight words hangman is an easy game to enjoy with one or more students. Other ideas include playing Go Fish with sets of sight word cards, memory games, bean bag toss games, and laying out sight words in a pathway to follow.
- <http://www.sightwords.com/sight-words/games/bingo/>

# RAZ KIDS

- <https://www.kidsa-z.com/main/Login>
- Type in your student's teacher's username - \_\_\_\_\_
- Your student will choose their name and then type in their password - \_\_\_\_\_
- Students then click on  **Level Up!**
- Students are presented with books on their reading level.

# EDUCATION GALAXY

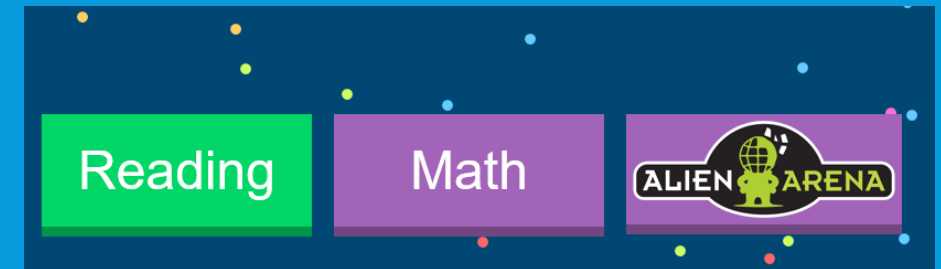


- [www.educationgalaxy.com](http://www.educationgalaxy.com)

Username – Student ID # (lunch #) + hes

Password – Student ID # (lunch #)

Resource for student skill practice at home  
in Reading and Math



# RESOURCES

- Fluency Passages –
  - Read Aloud or partner read with your student and then have them read to you.
  - Encourage students to track with their finger as they are reading.
  - Practice Sight Words to build student's lexicon (word bank).
  - Ask students questions about passage to work on comprehension.
  - Encourage students to use their phonics skills to sound out words they don't know.

Great resource for printed activities and games to support reading fluency -

[http://fcrr.org/resources/resources\\_sca\\_k-1.html](http://fcrr.org/resources/resources_sca_k-1.html)

# CANVAS

Due to the inclement weather that Paulding County has experienced in previous years, we will be providing some make-up learning time through a digital learning format during inclement weather.

Teachers will provide assignments via Canvas, our learning management system, for students to complete if inclement weather occurs. Teachers will also be available for virtual "office hours" through Canvas should students or parents have questions on the material or need assistance with their learning during this time.

Access to Canvas - <https://www.paulding.k12.ga.us/domain/207>

Canvas For Parents Link - <https://www.paulding.k12.ga.us/Page/28792>

- Guidance on how to access canvas as an observer of your student's account
- How to receive a pairing code