

***Spaghetti With Your  
Sweetheart–  
Pit Crew Meeting***

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HAL HUTCHENS ELEMENTARY

FAMILY NIGHT – FEBRUARY 13, 2018

# Reading Inventory

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*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 – 2 times a year (January/February, May)



# Foundational Reading Assessment

<b>Foundational Reading Assessment Fluency Score</b>	<b>Recommended Instruction</b>
0-15	Uppercase and Lowercase Letter Recognition; Phonological Awareness
16-30	Letter-Sound Correspondence; Phonological Awareness
31-35	Basic Decoding and Word Recognition—focus on words with consonants and short vowels (CVCs)
36-48	Intermediate Decoding and Word Recognition—including words with short vowels, consonant blends and digraphs, and closed syllable types
49-58	Advanced Decoding and Word Recognition—including words with long vowels, variant vowels, diphthongs, and a variety of syllable types
59-82	Morphology

# Raz Kids

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<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



Students are presented with books on their reading level.

# Student Sight Word Folders

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- Letters and Letter Sounds
- Highlighting – Teachers will mark the letters/words as the students master them.

Please to not write in or allow your child to write/mark in the book.

This is our means of data collection for each student.

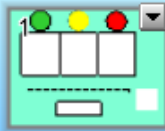
Sight Word Goal end of Kindergarten: 85

# DI Continuum

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

Student's DI Group:

Group 1



Oct 1-10:18 AM



Oct 1-10:18 AM



Oct 1-10:18 AM

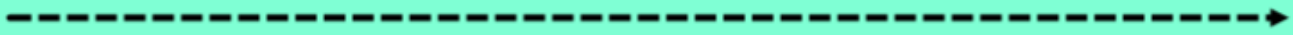
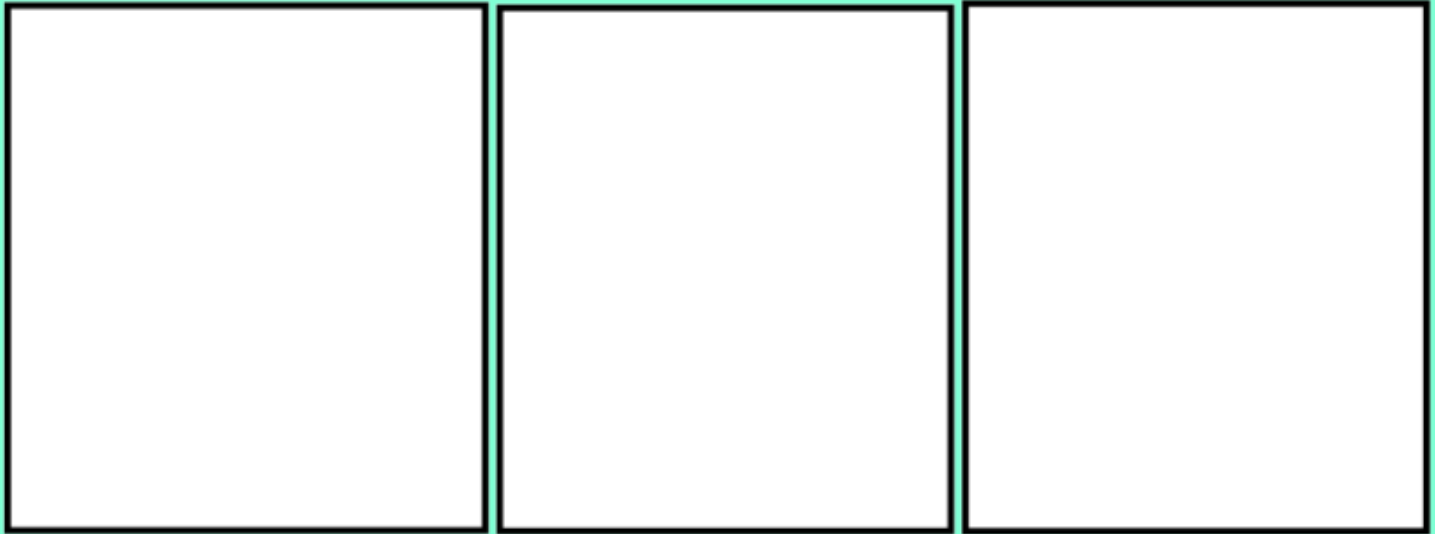
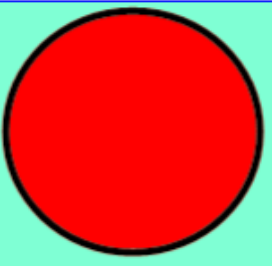
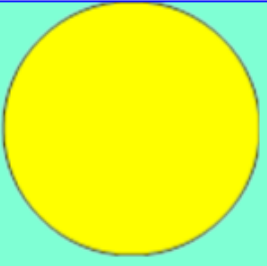
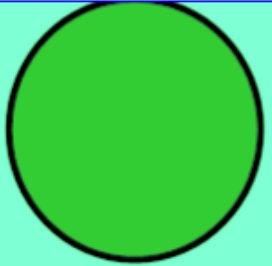


Oct 1-10:18 AM



Oct 1-10:18 AM

Auto-hide





# Inclement Weather Make-up Work



# Canvas – February Break Assignment

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Please use the following link to Listen to the story The Hat by Jan Brett

<https://www.youtube.com/watch?v=d7f5obVnFGk>

When the story is over, have them tell you:

- one way The Hat is similar to the story The Mitten
- one way that it is different from The Mitten
- Then have them write a response to the story. – Please type their response into CANVAS.

I liked the story the Hat because.....

- We are also sending home a story sequence sheet and a writing response sheet for them to fill out and complete at home. This is not required.

Here is a link to the Mitten to help compare and contrast the stories. :0)

<https://www.youtube.com/watch?v=QA6ukHm9etg>

Thank you for  
taking your time to  
join us this  
evening!!!