1. **NEAR TRANSFER PASSAGE: READ & MAKE CONNECTIONS**

We are going to do a few activities with this story. Place the story in front of the student. First, we will read it together. I’ll read out loud to a gray boxed letter, and then you’ll read out loud the same part that I read. Then, I’ll ask a question, and you’ll make a connection. “Make a connection” means answer the question with information from earlier in the text. Do you understand?

   *If student doesn’t understand or asks a question, repeat the instruction or answer questions using relevant parts of the instruction.*

   *If student still seems unsure of what to do, say: Answer as best you can or Just try your best.*

Ready? The title of this story is [read title].

Proceed with reading. At each black boxed letter, read the question and then read the prompt: Think of a connection, look back at the text and connect it. When you are ready, start by reading this... Point to the answer stem on the question card.

Provide feedback according to the scaffolded feedback prompting sheet.

   *If the student does not respond, read the clarifying question.*

   *If the student still doesn’t respond, say: Just try your best.*

   *If the student still doesn’t respond, say: Let me show you. Proceed to modeling.*

Check the prompts or correct answers on the scaffolded feedback prompting sheet.

2. **NEAR TRANSFER PASSAGE: RETELL**

*REMOVE THE TEXT from the student’s view.* Now, let’s pretend I am a friend from your class who didn’t get to read this story. Please tell me the story about [read title] in your own words. Go ahead and start.

   *If student hesitates or seems unsure of what to do:*

   Prompt the student by saying, “What happened next?” until the student has finished retelling.

   *If the student does not say anything when prompted, or does not tell the very end of the text, say, “Is there anything (else) about the story that you’d like to tell me?”*  

   *Do not ask any other leading questions.*  

After the student has finished retelling, say: Thanks for telling me that story!
3. NEAR TRANSFER PASSAGE: ORAL READING

Place the HIGHLIGHTING VERSION of the same text in front of the student. Now, I’m going to ask you to read it again. When I say, “BEGIN,” start reading aloud on the top of the page, with the first word (point to first word, NOT the title). READ ACROSS THE PAGE and then go to the next line (point to the first word, across the first line, and to the beginning of the second line). Try to read EACH WORD. If you come to a word that you DON’T KNOW, I’ll tell it to you. Be sure to do your BEST READING. Okay?” (pause).

"Ready? Begin."

Start the timer when the student says the first word. If the student fails to say the first word after 3 seconds, say the word, mark it as incorrect, then start the timer. Do NOT correct word-reading errors from here on.

Follow along on your copy, mark errors by putting a slash (/) through words read incorrectly. Circle self-corrections if you have already slashed the word. See MISCUES at the end of this packet.

At 60 seconds – the timer sounds – say: STOP. Place a ( ) after the LAST COMPLETE WORD the child said.

4. NEAR TRANSFER PASSAGE: HIGHLIGHTING

Give student a highlighter and a pencil.

Thanks for reading! We have one more thing to do with this story. I’d like you to highlight NO MORE THAN 8 sentences that you think include the MOST IMPORTANT parts of the story – the parts you really need to remember to understand what the story was about. If you make a mistake, you can draw a line through your mistake with this pencil. Just try your best, OK? You may begin.

If student seems to be stuck, say: Can you find ANY sentence that you think is important to understand the story? Encourage the student to keep trying to find important sentences, but use your judgment and stop the activity if the student becomes frustrated.

When student seems to be finished, if they highlighted fewer than 8 sentences, say: Are there any OTHER sentences that you think are important to understand the story?

If student tries to highlight more than 8 sentences, say: Remember, you should highlight NO MORE THAN 8 sentences. You have highlighted X sentences. Are any of these sentences not quite as important as the others? If so, please draw a line through it with the pencil.

If student highlights less than 8 sentences, say: You highlighted X sentences, and you MAY highlight up to 8 sentences. Are there any OTHER sentences that you think are important to understand the story?

If at any time the student needs to correct a mistake, confirm that he/she has drawn a line through the entire part that was a mistake. Help clarify the intended correction as needed.

If the student is working diligently, allow him/her to work for up to 10 minutes or until he/she finds 8 sentences (whichever comes first).

Now, we’ll do the SAME thing with one more text.

(Place the next text in front of the student. Repeat steps 1-4.)
Making the Right Connections: Spring Pilot 2014 Midtest Administrator Instructions

Revised February 10, 2014

Miscues
(Each miscued word is counted as 1 error per word)

Substitutions
Student says, “Ann” when the name in the passage was “Anna”. (1 error)
Student says, “can’t” for the words, “can not”. (2 errors)
Student says, “a” when the word in the passage was “the”. (1 error)
Student says, “apples and oranges” when the passage was, “oranges and apples” (2 errors, i.e., apples, oranges)
NOTE: This last example would be 2 errors because both words were missed. This is not a reversal because the words are not immediately next to each other in the text.

Mispredictions
Student says, “clothe” when the word in the passage was “cloth”.

Adding or deleting endings
Student says, “smallest” when the word in the passage was “small”.
Student says, “reading” when the word in passage was “read”.
Student says, “thing” when the word in the passage was “things”.

Other errors
When a passage has the word, “t-shirt”, and the student says “shirt”, then the whole word is incorrect.
Any abbreviation should be counted as a word and pronounced as the word – Mrs. Smith = Missus Smith.

Omissions
(Each word omitted is counted as 1 error)
When a word is left out by the student, put a slash through the word and count it as 1 error.
Text says: The bird was big. Student says: The bird big.

Skipped Line
(Cross out line and count each omitted word as 1 error)

Reversals
(Each pair of words reversed is counted as 1 error)
When a student reverses 2 continuous words as they appear in the text.
Student says, “enough old” when the passage was, “old enough”.
NON EXAMPLE: Student says, “apples and oranges” when the passage was, “oranges and apples” (this is a MISCUE and counts as 2 errors – see above).

Hesitations lasting 3 seconds (watch timer to gauge for time)
(Each hesitation of 3 seconds is counted as 1 error)
Apply the 3-second rule to any hesitation:
Student says, “The teacher wa…wat…” (3 seconds). Student is told “watched”. Error is recorded.
If the student gives the word correctly before 3 seconds, no error is recorded.
Student says, “The teacher wat..(2 sec)...watched…” Student is allowed to continue on own. No error is recorded.

Non-Errors

Self Corrections
The student says, “She couldn’t watch…could not watch the game,”
when the passage read, “She could not watch the game.”
The student says, “He was happily playing when the others…playing happily when the others…”
when the passage read, “He was playing happily when the others…”

Repeated words
The student says, “The party was very…party was very nice.”

Inserted words
The student says, “The party was really very nice,”
when the sentence originally was, “The party was very nice.”

Dialectic differences
The student says, “The cah is pahked in the garage,” when the sentence reads, “The car is parked in the garage.”
The student is very young and says, “The twee was weally tall,” when the sentence reads, “The tree was really tall.”
The student has a slight lisp and says, “The thanta at the thtore was very busy,” when the sentence read, “The Santa at the store was very busy.”