

Reading Strategies and Tools for Beginning Readers

Intervention Planning Tool

The Interventional Planning Tool provides an overview of indicators of growth in reading. Use the Interventional Planning Tool to determine your beginning reader's profile, locate reading interventions and track progress across the school year. Follow the directions below.

1. Review the Reader Profile descriptions for each of the categories: Concepts About Print, Alphabetic Principle, Oral Language, and Phonological Awareness.
2. Put a check mark in every box that describes what your beginning reader is doing NOW.
3. Look at each reader profile from left to right. For each category, find the column farthest to the right that has two or more checks. Circle the appropriate quarter marker under that column.
4. Look at the interventions in the column you have selected and those in the column to the right to guide your intervention planning for this reader.

EXAMPLE

Concepts About Print					Independent Reading	
<p>Reader Profile</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Recognizes if a book is upside down or backwards. <input checked="" type="checkbox"/> Shows excitement or interest (laughs or vocalizes) when being read to or in response to a favorite part of a book. <input checked="" type="checkbox"/> Begins to demonstrate preferences for some books over others. 	<p>Reader Profile</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures. <input checked="" type="checkbox"/> Demonstrates understanding that text flows from left-right, top-bottom as well as page-to-page in books. <input type="checkbox"/> Shows knowledge of the one-to-one correspondence between spoken and written words. 	<p>Reader Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shows an understanding of the use of upper case letters in text (at the beginning of the sentence and/or at the beginning of a person's name. <input type="checkbox"/> Identifies individual words in text. <input type="checkbox"/> Independently chooses books by their covers/titles and communicates preferences. 	Q1	Q2	Q3	Q4

5. Use the suggested intervention activities listed below the reader profile to help your beginning reader practice and achieve success within each skill area.
6. Review and update the Reader Profile once each quarter. Circle the quarter in which you make each observation. *Tip: Use a different color of pen to circle the reader's reading profile each quarter for easy identification OR create a new, updated Reader Profile for each new quarter of the school year.*

Reader Name _____

Date of Initial Profile _____

Concepts About Print

Independent Reading

Reader Profile

- Recognizes if a book is upside down or backwards.
- Shows excitement or interest when being read to or in response to a favorite part of a book (for example, *laughs* or *vocalizes*).
- Begins to demonstrate preferences for some books over others.

Reader Profile

- Demonstrates knowledge of story reading process including page turning, commenting, pointing to pictures.
- Demonstrates understanding that text flows from left-right, top-bottom as well as page-to-page in books.
- Shows knowledge of the one-to-one correspondence between spoken and written words.

Reader Profile

- Shows an understanding of the use of upper case letters in text (at the beginning of the sentence and/or at the beginning of a person's name).
- Identifies individual words in text.
- Independently chooses books by their covers/titles and communicates preferences.

Q1 Q2 Q3 Q4

Q1 Q2 Q3 Q4

Q1 Q2 Q3 Q4

Interventions

- Read a lot of Enrichment books.
- Engage the reader in reading by communicating about the book.
- If needed, provide access to the repeated line and vocabulary with voice output devices as available.
- Provide access to the Book Talk communication board. Use voice output devices as available.
- Point out features of the text on the title page (such as the placement of the book title and author's name).
- Draw beginning readers' attention to the way sentences are highlighted by phrase as they are read in the computer book.
- Provide ongoing opportunities for beginning readers to choose from a variety of books.
- Point to the words as you are reading to help demonstrate the left-to-right progression and one-to-one correspondence between spoken and written words.
- Pause between pages to see if the beginning reader wants you to turn the page or read more. Wait long enough that a response is possible, but move on if no response is offered.

Interventions

- Read Transitional texts with the beginning reader.
- Continue to engage the beginning reader by talking about the book and encouraging participation in reading aloud any repeated lines or vocabulary as available. Use a voice-output device if necessary.
- Continue to engage the beginning reader by communicating about the book, encouraging the verbalizing of or providing voice-output access to any repeated lines or vocabulary as available.
- Move toward shared reading of the text by having the beginning reader take on increasing responsibility for reading parts of familiar texts (such as repeated lines and/or rhyming words).
- Point out the word-by-word highlighting and model pointing to each word on the cover, title page and pages in the text.
- Provide opportunities for the beginning reader to take on increasing responsibility for directing the process of reading books (such as turning the pages and looking back at pages already read to check understanding).
- Continue to read Emergent text with the beginning reader to build concepts about print and build background knowledge.

Interventions

- Provide the beginning reader with access to a wide variety of easy-to-read conventional texts.
- Emphasize fluency in word identification when reading connected (story) text.
- Encourage beginning readers to read a sentence multiple times until they can read the sentence(s) smoothly, without long pauses to identify words.
- Provide opportunities to write about what is being read with an emphasis on writing the high frequency words in the story. Support letter-by-letter spelling with Co:Writer word prediction.
- Provide daily opportunities to write about self-selected topics to promote use of words being used across a variety of topics and genres. Support letter-by-letter spelling with Co:Writer word prediction.
- Continue to read a variety of Enrichment and Transitional texts to build concepts about print and increase background knowledge.
- Talk with beginning readers about their favorite books, as well as when and why they enjoy reading.



Reader Name _____

Date of Initial Profile _____

Alphabetic Principle

Word Identification

Reader Profile

- Understands that print has meaning (represents spoken words and concepts) and will scribble or type on the keyboard when asked to write.
- May recognize a few letters in controlled contexts.

Reader Profile

- Can point to and name some upper and lower case letters of the alphabet.
- Understands that letters are used to represent words and makes letter-like shapes or types letters on the keyboard when asked to write.
- Points out familiar letters in the environment across contexts.

Reader Profile

- Rapidly identifies most upper and lower case letters of the alphabet.
- Identifies an increasing number of high-frequency sight words.

Q1 **Q2** **Q3** **Q4**

Q1 **Q2** **Q3** **Q4**

Q1 **Q2** **Q3** **Q4**

Interventions

- Point out words and letters in the environment, highlighting those letters that are personally relevant for the beginning reader (for example, letters in the reader's name).
- Provide opportunities to "write" independently using a physically accessible pencil or pencil alternative (for example, a keyboard, scanning array, alternative keyboard, etc.).
- Using Enrichment texts, point out letters in the title, at the beginning of sentences, and in other important words in the books.

Interventions

- Provide opportunities for beginning readers to "write" independently using a physically accessible pencil or pencil alternative (for example, a keyboard, scanning array, alternative keyboard, etc.).
- Using Transitional texts, which have fewer words and portions that are designed for beginning readers to read independently (for example repeated or rhyming lines), point out letters in the title, at the beginning of sentences, and in other important words in the books.
- Point out letters in the title, at the beginning of sentences, and within other important words in the book.
- Have the beginning reader use a combination of first-letter and context strategies when decoding the words on the pages intended for the reader to read.

Interventions

- Provide access to a wide variety of easy-to-read Conventional texts. Encourage beginning readers to read these books independently and, once the reader is fluent, with other people.
- Continue to read Conventional text-level books—as well as books at the Enrichment and Transitional text levels—aloud with the beginning reader. Look for words that the reader knows and/or can read independently and encourage the reader to read those words aloud.
- Provide daily opportunities to write about self-selected topics to promote use of words being used across a variety of topics and genres. Support letter-by-letter spelling with Co:Writer word prediction.



Reader Name _____

Date of Initial Profile _____

Oral Language		Comprehension				
<p>Reader Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Has some indications of speech and object recognition when being read to. <input type="checkbox"/> Communicates understanding of graphics and words read by others within a familiar book. <input type="checkbox"/> Able to fill in the repeated line for familiar books using speech, symbols, and/or a simple voice-output device as appropriate. <input type="checkbox"/> Able to use picture symbols, objects or speech to label and comment during interactions with familiar books. <input type="checkbox"/> Demonstrates preferences for favorite books. 	<p>Reader Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> The beginning reader can orally (or with a simple voice output device) complete open-ended and fill-in-the blank sentences presented orally by a reader of a familiar book. <input type="checkbox"/> Can successfully retell a familiar book with the book present (with the use of picture symbols and/or a voice-output device as needed). <input type="checkbox"/> Can relate own experiences to the book in very simple ways (for example, "I have a helmet.>"). <input type="checkbox"/> Communicates understanding of graphics and words read by others during interactions with new and unfamiliar books. <input type="checkbox"/> Able to use picture symbols, objects or speech to make simple predictions (for example, "What do you think will happen now?") and respond to simple, open-ended questions (for example, "What would you do?") during interactions with familiar books. 	<p>Reader Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Can successfully retell a story after a single reading of a new book. <input type="checkbox"/> Relates both familiar and new books to their own experience and background knowledge. <input type="checkbox"/> Communicates preferences for particular stories. <input type="checkbox"/> Can successfully retell a story without the book present after one or two readings (with the use of picture symbols and/or a voice-output device as needed). 	Q1	Q2	Q3	Q4
<p>Interventions</p> <ul style="list-style-type: none"> • Using Enrichment books, engage in Always Activities as described in this guide. • Use the vocabulary cards provided with the Enrichment books to help beginning readers learn new vocabulary and relate it to other known vocabulary (see Building Vocabulary in this guide). • Promote commenting and labeling of story elements through modeling. Provide verbal models of comments and labels, as well as modeling with the symbol-based vocabulary provided with each book. • Vary your voice for different characters when reading. • Relate characters and events in the book to people and things the reader knows or has experienced. 	<p>Interventions</p> <ul style="list-style-type: none"> • Using Transitional books, engage in Always Activities as described in this guide. • Use vocabulary cards provided with the Transitional books to help readers learn new vocabulary and relate it to other known vocabulary (see Building Vocabulary in this guide for more details). • Use questions to guide beginning readers in making connections between their own experiences and the information provided in the book (for example, "Do you have a bike like that? Tell me about your bike.>"). • Follow the beginning reader's lead and reread a Transitional book (over a period of days—not hours) as long as interest remains. • Ask others to read the transitional book with beginning readers and encourage them to relate the book to things the competent reader knows as well as to things the beginning reader knows. 	<p>Interventions</p> <ul style="list-style-type: none"> • Using Conventional books, engage in Always Activities as described in this guide. • Encourage beginning readers to retell the story—in their own words—after they've read a book of any text type. • Provide opportunities for self-selection of books from a variety of genres and text types. • Encourage readers to retell stories they choose to read each time they read them. Use verbal cues like, "and then what happened" and "tell me more about that" to support the beginning reader in providing increasingly more sophisticated retellings. 	Q1	Q2	Q3	Q4



Reader Name _____

Date of Initial Profile _____

Phonological Awareness		Phonemic Awareness/Phonics					
Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
<p>Reader Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates awareness of rhyme and rhythms when listening to music, rhymes and poems (for example, sways to rhythm, claps to a beat, etc.). <input type="checkbox"/> Identifies different sounds in the environment and associates particular sounds with stories, poems, and songs. 	<p>Reader Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Recognizes rhyme and rhyming words in the context of a poem or song. <input type="checkbox"/> Provides rhyming words in the context of a familiar poem or song. <input type="checkbox"/> Demonstrates an awareness of the number of words in a spoken sentence (by clapping, counting, vocalizing, etc.). <input type="checkbox"/> Spells or selects some initial and/or final consonants correctly when asked to spell unfamiliar words. 	<p>Reader Profile</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates an understanding of the number of syllables (parts) in a spoken word (by clapping, counting, vocalizing). <input type="checkbox"/> Spells or selects the correct initial and final consonants in most familiar and unfamiliar one- and two-syllable words when asked to spell them. <input type="checkbox"/> Uses vowels in the correct location when spelling unfamiliar words, but doesn't consistently use the right vowel. <input type="checkbox"/> Demonstrates understanding of the location of vowels in words, but is often unsuccessful in identifying the correct vowel. 	<p>Interventions</p> <ul style="list-style-type: none"> • Engage in repeated, shared reading of Enrichment books that are rich in rhyme, rhythm and repetition. • Provide beginning readers with access to repeated lines and word play using simple voice output devices as needed. 	<p>Interventions</p> <ul style="list-style-type: none"> • Engage in repeated reading and shared reading of transitional books that are rich in rhyme, rhythm and repetition. • Encourage beginning readers to provide rhyming words by pausing to allow them to fill in rhyming words. Accept "non-words" that rhyme in the given context. • Encourage beginning readers to use a first-letter plus story context strategy when decoding the words on pages intended for readers. • Engage beginning readers in word play, identifying all rhyming words in a given text and generate additional words that share the rhyming pattern. • Provide opportunities to "write" independently using a physically accessible pencil or pencil alternative (for example, a keyboard, scanning array, alternative keyboard, etc.) 	<p>Interventions</p> <ul style="list-style-type: none"> • Provide the reader with daily opportunities to write about self-selected topics to promote use of letter-by-letter spelling and Co:Writer word prediction. • Encourage the use of decoding strategies beyond a first-letter plus story context strategy (for example, onset/rhyme, phonics, etc.) so that beginning readers attend to all of the letters and sounds in unfamiliar words. • Encourage beginning readers to use the spelling patterns of words they know to figure out words that they don't know (for example, that share the same spelling pattern). • Use the vocabulary cards provided with the Conventional books to help beginning readers learn a set of high frequency words, many of which have common spelling patterns that can be used to read many other words. 		



Building Vocabulary

Four word cards are included with each of the books in the Start-to-Finish Literacy Starters series. At the Enrichment and Transitional levels, these word cards are intended to build oral language—particularly vocabulary knowledge.

Enrichment and Transitional Vocabulary

- The vocabulary words selected for the enrichment stories represent core concepts and ideas that have a particular meaning in the story, but may have other meanings in other settings.
- The word cards are NEVER intended to be used in flash card drill and practice.
- Use the vocabulary cards to build a vocabulary wall in your room and encourage everyone who enters your room to find a word and relate it to something they know or have experienced.
- Categorize, sort, and complete activities that highlight connections among words.
- As you begin using new books, don't abandon old vocabulary – continue to build on and use existing vocabulary as new words are added.
- Create webs and graphic organizers that relate the new words to experiences and vocabulary the beginning readers already know. Some beginning readers will generate these related words over time with minimal support – adding them to the organizers. Other beginning readers will require support from their parents or caregivers, who can be asked to send in photos and other relevant items that might trigger associations for the beginning readers.

The word cards that are provided with the Conventional books serve a very different purpose from those that are provided with the Enrichment and Transitional books. The conventional word cards, like the books themselves, are aimed at building word identification skills. The words are carefully selected to ensure that the most frequently occurring words and words with the most common spelling patterns are represented across the entire Start-to-Finish Literacy Starters series.

Conventional Vocabulary

- Notice that the vocabulary cards do not focus on meaning, but support beginning readers in developing fluency in word identification.
- Add these words to a classroom or personal word wall that continues to grow as beginning readers are introduced to and read more conventional texts.
- When beginning readers encounter these high frequency words when reading or need support in spelling them, refer them to the word wall for support.
- Engage beginning readers in word wall activities every day that require them to spell the words letter-by-letter. The lesson format is:
 - See the words
 - Say the words
 - Chant the words (clap, stomp, rock)
 - Write the words and check them together with the teacher

Always Activities

All reading, regardless of the difficulty or type of text, should be purposeful. Each time you read with a beginning reader, you must set a clear purpose. State the purpose clearly by saying, “Read so that you can...”.

- Each time you read a book with your beginning reader(s), decide on ONE purpose for reading.
- Read each book several times, focusing on a different purpose for reading each time.
- Use the before, during and after reading activities for your chosen purpose for reading to motivate beginning readers to read and re-read, building their reading skills with each reading.
- Select from the examples provided or develop your own purpose to match the type of text your readers are reading.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Selecting a Book Title	<ul style="list-style-type: none"> • Tell beginning readers, “Authors use titles to help readers know what is most important in the book.” • Ask readers to identify some of the titles of their favorite television shows, movies and books. • Have them sort the titles based on whether they describe the place, a person or some other part of the show, movie or book. • Tell beginning readers, “Here are three possible titles for the book you’ll read today. While you read, think about which title you think is best.” <i>Hint: As you prepare titles, make them all plausible.</i> 	<ul style="list-style-type: none"> • Remind beginning readers that they should be thinking about which title is best while they read. • Several times during reading, look at the three possible titles you presented before reading and ask which title the beginning readers think fits the story best at that time. Be sure to talk about WHY they think a particular title fits the book (<i>for example: the book is about this person or the story teaches us about plants, etc.</i>). 	<ul style="list-style-type: none"> • Ask beginning readers to select or vote on the best title. Then, compare the readers’ title with the real title. • Look back through the book with the beginning readers to find the words and pictures that might have lead them to choose a title different from the one the author chose.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Predicting	<ul style="list-style-type: none"> • Tell beginning readers, “Predicting means to make a guess about something that you think will happen.” • To help beginning readers visualize predicting, ask them to make predictions—or guesses—about what will happen if you: drop a raw egg, squeeze a balloon, tickle someone, or anything else with an outcome that is familiar to them. • Tell beginning readers, “I am going to show you the first few pictures in this book. Then you’re going to make a prediction, or guess what the story is about.” <i>Hint: When working with alternative communication tools, prepare some predictions from which beginning readers may choose.</i> 	<ul style="list-style-type: none"> • Stop one or two times (no more) in the middle of the book to ask beginning readers about their predictions: <ul style="list-style-type: none"> • “Do you think you guessed right about what this story is about? Why or why not?” • “What do you think will happen next? Is that the same thing you thought would happen before you read the story?” • “How do you think the story will end?” 	<ul style="list-style-type: none"> • Compare the predictions beginning readers made before they read the book and during the reading of the book with what really happened in the story. • With the beginning readers, look back through the book to find the information that shows whether they guessed correctly.
Describing Characters, Setting and other Elements	<ul style="list-style-type: none"> • Tell beginning readers, “We can use lots of different words to describe people. Words like tall, short, young, old, mean and nice all work to describe people.” • To practice thinking about describing words, ask beginning readers to identify words you’ve provided or readers have generated that describe someone very familiar to them (<i>for example, a television character, the principal</i>). • Tell beginning readers, “While we read today, think about which of these words best describe the character(s), setting(s) or theme in the story.” <i>Hint: To control the difficulty level of this activity, provide familiar words for your beginning readers (including picture symbols as needed).</i> 	<ul style="list-style-type: none"> • Model thinking aloud for beginning readers when you encounter information that would guide you to select a particular describing word. 	<ul style="list-style-type: none"> • Work with beginning readers to find the words that best describe the character(s), setting(s) or theme of the story. • After beginning readers have completed their selections, look back through the book together to find the information that led to their choices of describing words.











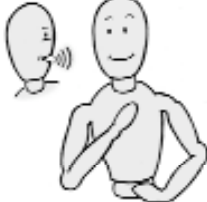





Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Sequencing	<ul style="list-style-type: none"> • Tell the beginning readers, “Sequencing means putting things in the order they happened.” • Ask beginning readers to help you put events that are very familiar to them in order: meals they eat, days of the week, their school schedules, etc. Provide pictures and/or word cards that can be mixed up and then rearranged into the correct sequence. • Make photocopies of several pages from the book. Tell beginning readers, “Here are some things that happen in the story. While you read, think about these things and the order they happen.” <i>Hint: You can use as few as two events and as many as happen in the story. The descriptions of the events can be in written form and/or picture form.</i> 	<ul style="list-style-type: none"> • Remind beginning readers that they should be looking for the things you told them would happen in the story. • Model a think-aloud such as, “Hey, that was one of the things we knew would happen. It is the first one we’ve found, so it must come first.” 	<ul style="list-style-type: none"> • Work with beginning readers to put the events you talked about before reading into the order that they occurred in the story. • After beginning readers have placed the events in order, re-read the book to check their sequencing.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Summarizing	<ul style="list-style-type: none"> • Tell beginning readers, "When you summarize, you retell the most important parts of the story using just a few words." • Model this concept by summarizing (in just a few words) something your beginning reader did earlier in the day. Then, ask beginning readers to help you use just a few words to summarize an experience you have shared (<i>for example, a PE class, field trip, etc.</i>). • Tell beginning readers, "Here are three summaries I have written about the story we are going to read. As we read the story together, think about which summary does the best job of telling about the whole story." Limit your summaries to 8-10 words and make sure the choices are not too similar. <i>Hint: Make one of your summaries humorous to add fun to this activity.</i> 	<ul style="list-style-type: none"> • Remind beginning readers that they have to remember the important parts of the story in order to decide which summary does the best job of telling about the whole story. • Model thinking aloud as you read parts of the story that are included in your summary by saying things like, "Hmm. I remember that one of our summaries mentioned this! Let's check them to see which one it was." 	<ul style="list-style-type: none"> • Work with beginning readers to choose the best summary. Talk about which parts of each summary are true and which are not. <i>Hint: Make the activity harder by offering two summaries that contain true information, but where one focuses on lesser details and the other on important parts of the story.</i> • After choosing a summary, go back through the book to make sure the selection includes the most important information from the book.

Purpose for Reading	Before Reading <i>Always begin with something beginning readers know very well.</i>	During Reading <i>Remember that the reading or listening should take longer than the before and after activities.</i>	After Reading <i>Only ask beginning readers to complete activities that directly relate to the specific reading purpose in the left column. Be explicit—always tell beginning readers the specific purpose of their reading.</i>
Making Text-to-Self Connections and Activating Background Knowledge	<ul style="list-style-type: none"> • Show beginning readers the book and make a connection to knowledge they have (for example, if reading "Wear a Helmet," ask beginning readers if they know anyone who wears a helmet). • Provide concrete experiences (where appropriate) with something related to the book content (for example, if reading "Wear a Helmet," bring helmets to class for readers to look at and talk about). 	<ul style="list-style-type: none"> • Model making explicit connections between the book and the hands-on experience you did together before reading (for example, if reading "Wear a Helmet," point to a helmet in the book. Then, pick up a helmet you have in class and say something like, "The helmet this person is wearing is the same as the helmet we have right here!"). • Ask questions to help beginning readers make a connection between the hands-on activity, their own experiences (background knowledge) and the book (for example, if reading "Wear a Helmet," use prompts such as, "Some helmets in the book have fancy designs. Do any of the helmets at school have fancy designs?"). • While reading a new book, ask beginning readers to talk about the things they know about the topic. If they were able to touch a hard helmet in class, ask something like, "Are helmets hard or soft?" Make a list of responses on the board or chart paper. 	<ul style="list-style-type: none"> • Go back through the book with the beginning reader and look for information that is related to the list of what they already knew. Use a prompt like, "We said some helmets have fancy designs. Here is a picture of a helmet with a fancy design." • Talk about what beginning readers learned from the book and add that to the list. • Ask beginning readers to look for things related to the book in their classroom, at home or in the community (Text-to-Self), in other books or magazines (Text-to-Text), on television or on a field trip (Text-to-World).

Alternative Communication

Book Talk 16

<p>I</p> 	<p>want</p>  <p>need</p>	<p>turn page</p> 	<p>more</p>  <p>again</p>
<p>no</p>  <p>don't</p>	<p>like</p> 	<p>know</p>  <p>think</p>	<p>funny</p> 
<p>wow</p> 	<p>why</p> 	<p>tell me</p> 	<p>cool</p> 
<p>what</p> 	<p>who</p> 	<p>that</p> 	<p>bad</p> 

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Start-to-Finish® Literacy Starters

































Display by Caroline Ramsey Musselwhite, Ed.D., CCC-SLP
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Reading Portfolio Tools

Week of _____

(Reader Name)

BOOKS READ	HOW?	WHO?	PREFERENCE	PLANNING
I read _____ (Book Title) Circle one: E T C	 computer book	 by myself	 I liked this book.	 I will read this book again.
	 book	 with someone else	 I didn't like this book.	 I won't read this book again.
I read _____ (Book Title) Circle one: E T C	 computer book	 by myself	 I liked this book.	 I will read this book again.
	 book	 with someone else	 I didn't like this book.	 I won't read this book again.
I read _____ (Book Title) Circle one: E T C	 computer book	 by myself	 I liked this book.	 I will read this book again.
	 book	 with someone else	 I didn't like this book.	 I won't read this book again.
Total up the number of books read from each column. _____ E _____ T _____ C	 _____  _____	 _____  _____	 _____  _____	 _____  _____



(Pencil Name)

	October	November	December	January
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	E T C Total	E T C Total	E T C Total	E T C Total

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Start-to-Finish® Literacy Starters



(Border Name)

	February	March	April	May
15				
14				
13				
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				
	E T C Total	E T C Total	E T C Total	E T C Total



(Student Name)		February			March			April			May		
15													
14													
13													
12													
11													
10													
9													
8													
7													
6													
5													
4													
3													
2													
1													
		self	with someone else	# of books liked	self	with someone else	# of books liked	self	with someone else	# of books liked	self	with someone else	# of books liked
				# of books will read again			# of books will read again			# of books will read again			# of books will read again

Start-to-Finish® Literacy Starters

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