

Introduction

Level 3 of Up-Words Reading® incorporates ongoing assessments to ensure that your student is learning all of the necessary skills to build a strong foundation for reading and spelling. The Progress Checks which assess reading literacy, reading comprehension and spelling, take place each Friday. Instructions on how to administer these assessments can be found in this Progress Manual.

The Progress Manual serves two purposes. First, it is where you will find detailed instructions for administering the weekly Progress Checks. Second, it is the place for recording student performance on these assessments. As you work through the Up-Words Reading® lessons and assessments, you may have questions regarding your student's progress and need to contact the Up-Words Reading® staff. When you do so, it is helpful to have this Progress Manual on hand, as it will document your student's assessments to-date.

Progress Checks

Begin on page 5.

This section includes detailed instructions for administering each weekly Progress Check. It also serves as a place for you to record your student's performance on each task. When you get to the Progress Check each Thursday and Friday in the Teacher's Manual, you will want to pull out this Progress Manual, turn to the Progress Check section, find the Progress Check for the appropriate lesson, and follow the instructions.

Each Thursday, during the Student Read Story Activity, the student will read a chapter of the Decodable Reader. This first part of this reading will serve as the text for the weekly Progress Check. The student should read the first part of the chapter aloud on this day. While the student is reading the assigned text, you, the teacher, should time this activity to determine how many words per minute the student is reading. In Level 3, the student should be timed for 2 minutes and the teacher will mark the last word read and record the words read incorrectly during this time in the progress manual. After the student has completed the passage as printed in this progress manual, have the student stop reading. You will now read the 5 comprehension questions from this Progress Manual to the student and record the student's answers. Then, the student can continue reading the entire chapter of the Decodable Reader without your involvement.

Each Friday, a spelling test will be administered to the student. The student will number a separate sheet of paper and record the responses as you administer the spelling test. You will record the results in this Progress Manual and determine the percent accuracy for both phonetic words, as well as, sight, high frequency, and bonus words. You should analyze any errors to determine if a pattern of errors emerges.

You can use your student's performance on Progress Checks to determine whether your pacing is appropriate. If your student does not demonstrate mastery in any of the three areas, your student may benefit from additional drills and activities aimed and targeting specific areas of need.

The Up-Words Reading® staff is available to consult with you regarding your student's individual needs as he works towards mastery. If your student demonstrates mastery of all three areas, you can be confident that your pacing is appropriate and that the student is ready to continue moving forward. If your student is reaching mastery ahead of time, and you are concerned that pacing is too slow, the Up-Words Reading® staff is also available to consult with you regarding increasing the pacing of the lessons. Please feel free to contact us at info@upwordsreading.com.

7.
Thursday

Lesson 10

Progress Check

Student Read Story



4 In the Land of Hiding Chapter 4: Mr. Ten Boom's Story

Over the next few days, Tabitha, Sam, Kim and James joined the crowd in the Ten Boom house, helping out where they could and learning the routines. The house was not just the Ten Booms' home; it also housed a watch shop on the ground floor facing the street. The family had gotten an alarm system installed, so that if a spy or Nazi entered the shop, the people on upper floors could get to the hiding place before the spy had time to get upstairs. The alarm was a system of buzzers on the upper floors loud enough to alert the guests, but soft enough not to be heard downstairs, with buttons hidden in many places on the main floor.	... 17 ... 34 ... 51 ... 70 ... 88 ... 106 ... 121
The family practiced "raid drills" every day. For example, sometimes, when everyone was sitting around the table eating a meal, someone would push the alarm button. All of the guests would run upstairs to the hiding place, and the Ten Booms would hurry to put away all the extra dishes and silverware, so the dining room wouldn't look like seventeen people had been eating there. The goal was for everyone to get to the hiding place, and all the dishes to be put away, in one minute. Tabitha couldn't believe how hard this was to do. It took her, Sam, Kim and James several days to catch up to everyone else.	... 134 ... 151 ... 170 ... 185 ... 205 ... 223 ... 232
As the days passed, Tabitha got to know the Ten Boom family. She quickly grew fond of Mr. Ten Boom. He reminded her of her father. His mouth drooped at the corners, like her father's, which made him look stern if you didn't know him. But, also like her father, as soon as he opened his mouth to speak, you knew in an instant that he was not stern at all. He loved to laugh, and he loved a good story. He especially loved the stories of the Bible (also like her father), and he read the Bible every night with his family. He and one of the Jewish guests, a thin, balding man named Cohen, would sit and read the Bible together and talk about it for hours. Tabitha often joined them.	... 249 ... 266 ... 284 ... 305 ... 325 ... 342 ... 361 ... 366
One day, as she, Sam, Kim and James sat in a semicircle on the floor listening to Mr. Cohen and Mr. Ten Boom talk, Mr. Ten Boom told the story of the only person he'd ever had to fire from the watch shop – a German man named Otto. Years before the war, Otto had come from Germany to work in their shop. Little did they know, he was a Nazi. He was cruel to an old man who also worked there at the time. Otto would bump into the old man, trip him and push him, but always say it was an accident. One day, when the old man turned up with cuts on his forehead, Mr. Ten Boom knew it was time to get rid of Otto.	... 384 ... 404 ... 421 ... 441 ... 459 ... 478 ... 493

Next, ask the student the following questions about the story and mark the responses below.

1. Question: What was housed on the group floor of the Ten Boom house?

Correct response: A watch shop was housed on the ground floor.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

2. Question: Why did the Ten Boom's install an alarm system?

Correct response: The alarm was installed to let the people on the upper floors know if a spy or a Nazi came into the shop so they could get to the hiding place before the spy had time to get upstairs.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

3. Question: Who did Mr. Ten Boom remind Tabitha of?

Correct response: Mr. Ten Boom reminded Tabitha of her father.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

4. Question: What book did Mr. Ten Boom read to his family and guests each night?

Correct response: Mr. Ten Boom read the Bible to his family and guests each night.

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

5. Question: Why did Mr. Ten Boom have to fire a German man named Otto?

Correct response: He was cruel to an old man who also worked at the watch shop at the same time. Otto would bump into the old man, trip him and push him, but always say it was an accident. (the student should be able to give at least one reason why Otto was fired.)

Notes on student response: _____

Did the student answer correctly? Circle one: yes no partially

_____ / 5 Correct * 100 = _____ % Accuracy
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To find the rate of words read correctly per minute, do the following calculations:

1) Using the word count totals to the right of each line in the story, count the total number of words read before the 2-minute mark

2) Count the number of words with marks: - _____

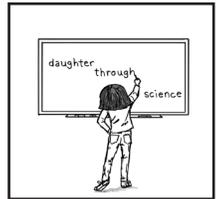
3) Subtract (2) from (1), then divide by 2: _____ / 2 = _____

This number is your student's rate of correct words per minute (WPM). Turn to the WPM graph on page 113 of this manual and mark today's date in the first space on the bottom axis. Directly above today's date, mark a dot on your student's WPM number for today. Also record the WPM for this week's lesson in the Summary of Weekly Scores on page 111.

3.
Friday

Lesson 10

Spelling Test



Explain to the student that you will say the word, then read a sentence using the word, then repeat the word again. The student should then write the word on the separate sheet of paper. In the chart below, mark the words that were spelled incorrectly. Then record the total number correct for both high frequency /sight words and spelling words.

High Frequency / Sight Words

1. live _____
2. wrong _____
3. circle _____
4. sick _____
5. year _____
6. social _____
7. soldier _____
8. Nazi _____
9. synagogue _____
10. notice _____
11. routine _____

_____ / 11 Correct
* 100 =
_____ % Accuracy

Spelling Words

1. semicircle _____
2. antislavery _____
3. antifreeze _____
4. semisweet _____
5. semidry _____
6. mute _____
7. nephew _____
8. barbecue _____
9. humid _____
10. chew _____
11. June _____
12. tooth _____
13. glue _____
14. flu _____
15. soup _____
16. swoop _____

_____ / 16 Correct
* 100 =
_____ % Accuracy

Analysis

Record the student's results in the box provided in each section. First record the number of correct responses (for spelling, record the number of words spelled correctly). Then follow the instructions to calculate the % correct. Turn to the Summary of Weekly Scores on page 111 of this manual and record the results of this lesson.

For spelling words that were missed: Take notes on what types of mistakes the student was making. Determine if there is a pattern. Try to work on practicing these specific skills throughout next week's lessons.

For high-frequency and sight words that were missed: Highlight or take notes on the words that were misspelled, and include these words in some of next week's special word activities.

If the student had difficulty with the reading comprehension questions: Focus plenty of time in the coming weeks on the Language and Literature Oral Language Discussion activities, strengthening the student's listening comprehension. As listening comprehension strengthens, decoding accuracy and fluency increases, and reading comprehension often shows signs of strengthening, as well.