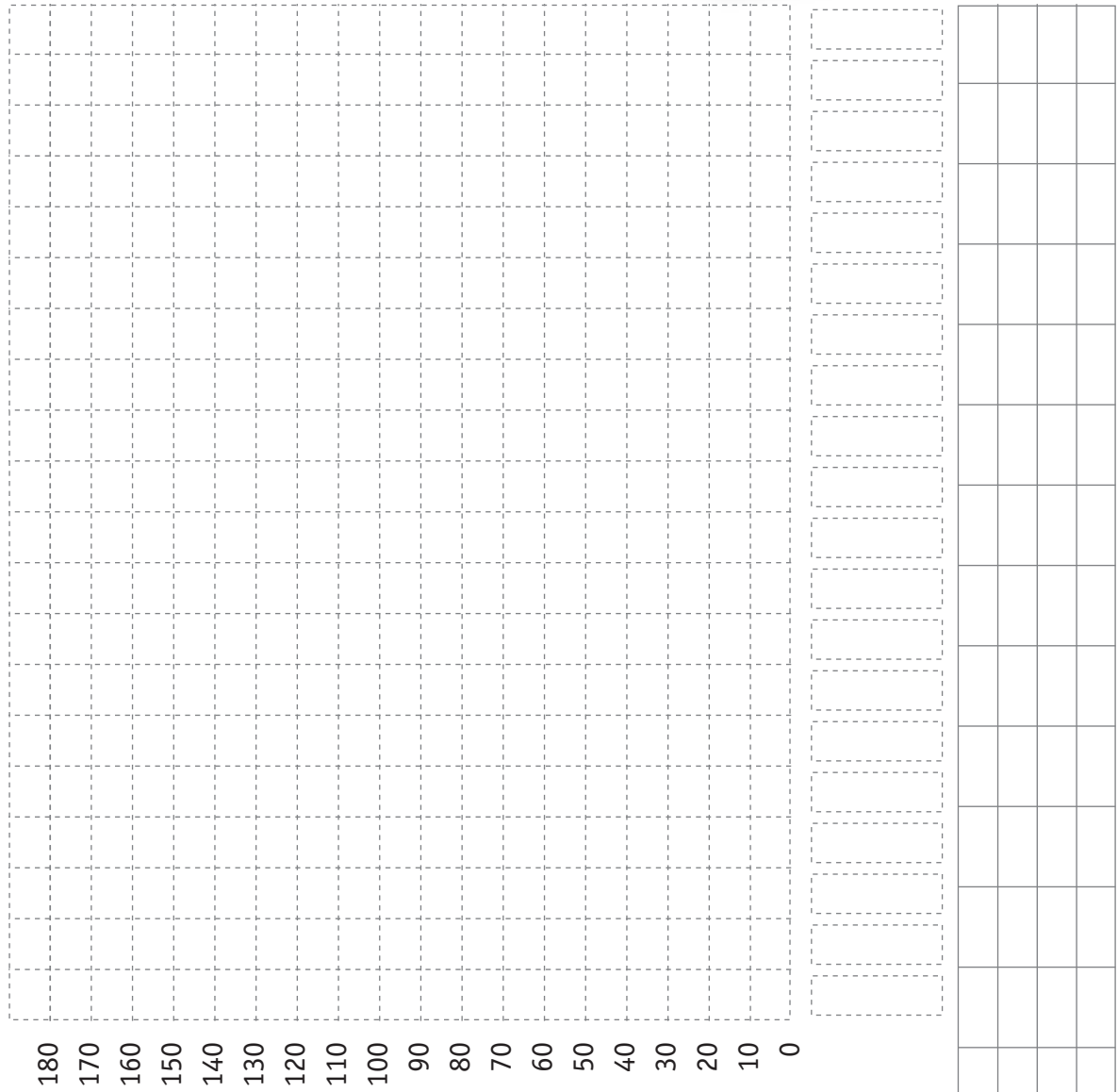




### Making Progress – Fluency and Phrasing Graph

Name: \_\_\_\_\_ Age: \_\_\_\_\_



**Words Correct**

**Date**

**KEY**

- D Date
- L Level
- \* Correct (includes self-corrections)
- o Incorrect

D L \* o

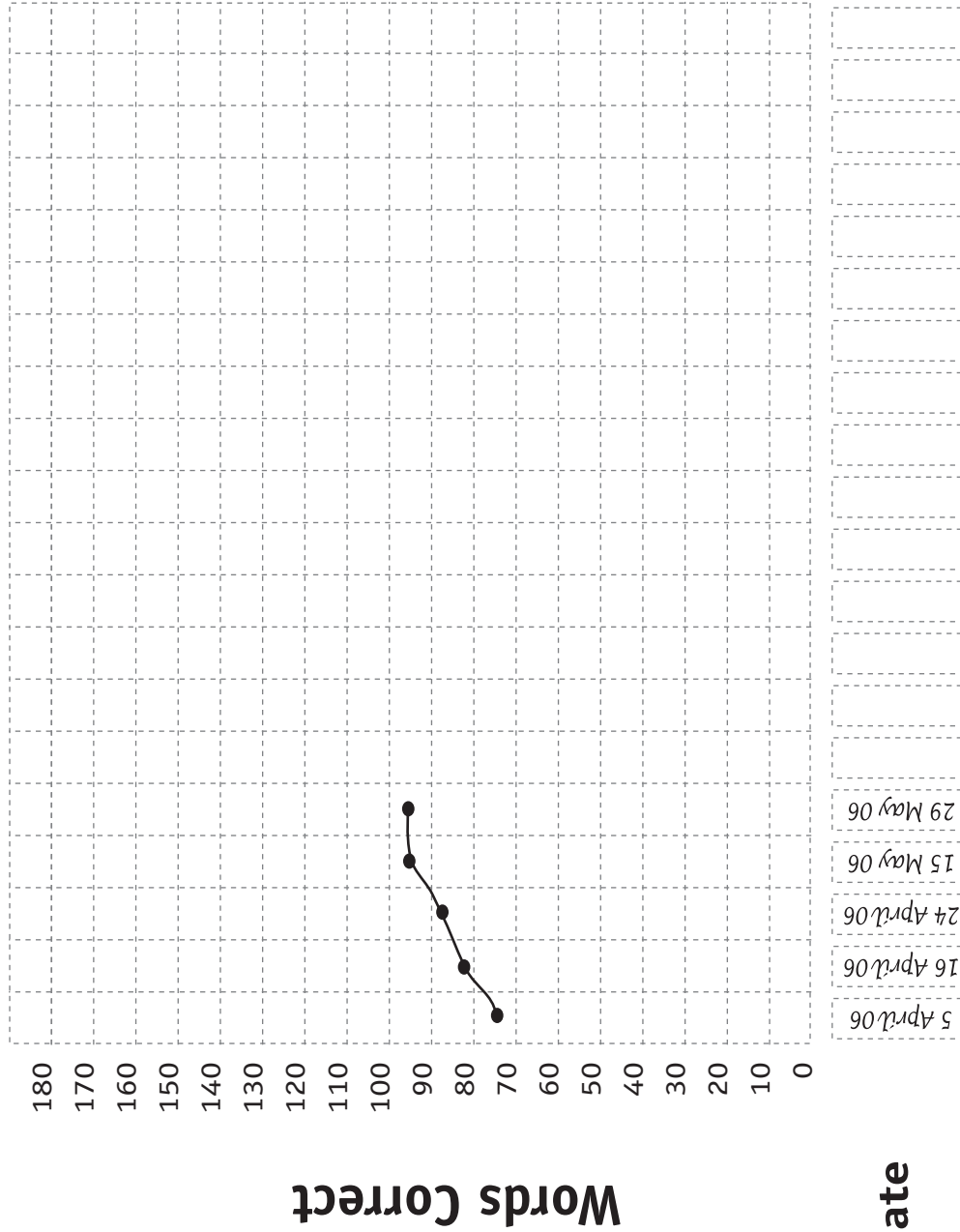


# Making Progress – Fluency and Phrasing Graph (Sample)

## Teacher's Guide – Level 6

### Pro Formas

Name: Joanna Brown Age: 11



**KEY**

- D Date
- L Level
- \* Correct (includes self-corrections)
- o Incorrect

D	5/4/06	16/4/06	24/4/06	15/5/06	29/5/06
L	8	9	10	11	11
*	75	83	87	95	95
o	5	8	5	6	4

## Teacher's Guide – Level 6

### Pro Formas

Name: \_\_\_\_\_ Age: \_\_\_\_\_ Starting Level: \_\_\_\_\_

Level	Activity			Date
	P	C	V	
Level 25				
Level 24				
Level 23				
Level 22				
Level 21				
Level 20				
Level 19				
Level 18				
Level 17				
Level 16				
Level 15				
Level 14				
Level 13				
Level 12				
Level 11				
Level 10				
Level 9				
Level 8				
Level 7				
Level 6				

**KEY**

- P Phonics
- C Comprehension
- V Vocabulary
- W Writing

# Teacher's Guide – Level 6

## Pro Formas



### Reading Graph (Sample)

Name: John Smith Age: 11 Starting Level: 8

Level	Activity			Date
	P	C	V	
Level 25			W	
Level 24			W	
Level 23			W	
Level 22			W	
Level 21			W	
Level 20			W	
Level 19			W	
Level 18			W	
Level 17			W	
Level 16			W	
Level 15			W	
Level 14			W	
Level 13			W	
Level 12			W	
Level 11			W	15/5/06
Level 10			W	24/4/06
Level 9			W	16/4/06
Level 8			W	5/4/06
Level 7			W	
Level 6			W	

**KEY**

- P Phonics
- C Comprehension
- V Vocabulary
- W Writing

# Teacher's Guide – Level 6

## Pro Formas



### Weekly Individual Literacy Plan



Name: \_\_\_\_\_ Age: \_\_\_\_\_ Reading Level: \_\_\_\_\_  
Term: \_\_\_\_\_ Week: \_\_\_\_\_ Date: \_\_\_\_\_

Text	Area of Need	Strategies	Monitoring/ Assessment	Comments

# Teacher's Guide – Level 6

## Pro Formas



### Weekly Individual Literacy Plan (Sample)

Name: Sam Jones Age: 10 Reading Level: 7  
 Term: 1 Week: 5 Date: 5/3/06

Text	Area of Need	Strategies	Monitoring/ Assessment	Comments
<p>Skateboarding Ice On Earth A Night Out The Mess</p>	<p>Drawing on a range of information systems to increase reading skills and strategies</p> <p>Phonological awareness</p> <p>Fluency and phrasing</p>	<p>Daily guided reading with text at student's instructional level</p> <p>Daily independent reading: reading along with audio CD</p> <p>Oral retelling of text</p> <p>Play onset and rhyme games with student, e.g. What Am I? 'I rhyme with lap. Birds do this with their wings. I begin with fl.'</p> <p>Complete phonics activity sheets after reading</p> <p>Daily reading practice and reading along with CD</p> <p>Demonstrate how to read complex sentences by using an oblique '/' (slash) between clauses</p>	<p>Analysis of reading record</p> <p>Observation of word games</p> <p>Analysis of activity sheet</p> <p>Accuracy of oral retelling Timed reading recorded on fluency graph</p>	

# Teacher's Guide – Level 6

## Pro Formas



### Reading Record

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Age: \_\_\_\_\_

Text: \_\_\_\_\_ Level: \_\_\_\_\_

R.W.: \_\_\_\_\_ Accuracy: \_\_\_\_\_ S.C. Rate: \_\_\_\_\_

Page		E	SC	Errors MSV	Self- corrections MSV
<b>Total:</b>					