

SRA[®] Early
Interventions
in
Reading

Level K

**Placement and
Assessment Guide**



Bothell, WA • Chicago, IL • Columbus, OH • New York, NY

MHEonline.com



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Placing Students

Placement Overview

In order to appropriately place students in the ***SRA Early Interventions in Reading***, Level K program, teachers should administer a reliable and valid screening measure during the first several weeks of the school year. Schools and teachers routinely give such tests to all students at the beginning of the year. If such tests are not routine at your school, initial teacher observations can be helpful in spotting students who should be screened to determine if they would benefit from ***SRA Early Interventions in Reading***, Level K.

One quick way to identify students who may need this intervention is to watch for children who are struggling to master letter-naming, letter-sound, and phonemic-awareness skills instruction provided during the first several weeks of the school year. Of course, it becomes easier to notice students who are not making progress as each week passes. However, it is important to identify students who need extra help as soon as possible, because every day that passes allows students to fall further and further behind their peers. Our goal for all students is grade-level reading skills by the end of the year; the further behind children fall at any point of the year, the more difficult it is for them to achieve that goal.

Placing students in the appropriate lessons is an essential part of ensuring student success in ***SRA Early Interventions in Reading***. Once a student has been identified as potentially benefiting from an early-intervention curriculum, through either an outside test of skills or teacher observations, consider which level of ***SRA Early Interventions in Reading*** would be most appropriate for your students. Kindergarten teachers should use Level K.

Level K is appropriate for kindergarten students who need additional support. Either Level K or Level 1 is appropriate for most first-grade students. Level 1 works for those first graders who need additional instruction with beginning reading skills, and Level K works for first graders who struggle with language or who need slower-paced, more intensive instruction. These slower-paced students include those at risk for learning disabilities, English-language learners, and students with intellectual disabilities (that is, mental retardation).

After determining which level of ***SRA Early Interventions in Reading*** is most appropriate, administer the in-program Placement Test. The Placement Test consists of a series of short activities designed to mirror the content of the intervention materials at different points in the curriculum. Based on a student's demonstrated mastery of the skills in each of the Placement Test sections, either administer the next section of the test to the student, place the student in a specific lesson within the curriculum, or move the student out of the intervention group to receive instruction in only the primary reading materials.

Administering the Placement Test

A Placement Test is included to help ensure proper placement in the **SRA Early Interventions in Reading** materials. Make a copy of the Placement Test Record (pages 3–5) for each student completing the Placement Test. Provide each student with a copy of the Placement Test (pages 6–8). Administer the Placement Test to each student, following the instructions on the Placement Test Record. Have each student start with Section 1 on the Placement Test. Mark and record errors as indicated on the record sheet. Stop administration as directed. Identify and record the student's placement information at the top of the Placement Test Record.

As mentioned in the Placement Overview on page 1, remember to consider individual needs and pacing for students at risk for learning disabilities, English-language learners, students with language delays, and students with intellectual disabilities. The Placement Test is an informative guide to help you place a student in **SRA Early Interventions in Reading**, and the results should take into account the individual needs of the student. Teachers should place each student into the section of the curriculum at which the student will most benefit.

Student _____

Date _____

Placement Test Record

Place a slash (/) through each sound or letter missed.

Placement

Teacher's Edition _____ Lesson _____

<p>Section 1</p> <p>Number of Errors _____</p>	<p>I will say a word. You tell me the first sound you hear in the word. Let's do one for practice. Listen.</p> <p>Sun. Tell me the first sound in <i>sun</i>. /sss/</p> <p>Tell me the first sound in _____ <i>fish</i>. /fff/ <i>ship</i>. /sh/ <i>lamp</i>. /lll/ <i>nut</i>. /nnn/</p> <p>(Point to the student Placement Test page.)</p> <p>Tell me the names of these letters.</p> <p>s O T m t M o S</p>	<p>1 or no errors: Continue to Section 2.</p> <p>2 or more errors: Stop administration. Place student in Teacher's Edition A, Lesson 1.</p>
<p>Section 2</p> <p>Number of Errors _____</p>	<p>Tell me the first sound in _____ <i>cake</i>. /k/ <i>book</i>. /b/ <i>shoe</i>. /sh/ <i>toe</i>. /t/</p> <p>(Point to the student Placement Test page.)</p> <p>Tell me the names of these letters.</p> <p>F r c A R a f C</p>	<p>1 or no errors: Continue to Section 3.</p> <p>2 or more errors: Stop administration. Place student in Teacher's Edition A, Lesson 21.</p>

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<p>Section 3</p> <p>Number of Errors _____</p>	<p>Now I will say a word. You tell me all the sounds in the word. Let's do one for practice. Listen.</p> <p>Mop. Tell me all the sounds in <i>mop</i>. /m/o/p/</p> <p>Tell me all the sounds in _____ <i>sock</i>. /s/o/k/ <i>moo</i>. /m/oo/ <i>net</i>. /n/e/t/ <i>sea</i>. /s/eee/</p> <p>(Point to the student Placement Test page.)</p> <p>Tell me the names of these letters.</p> <p>H i n L e I N h E l</p>	<p>1 or no errors: Continue to Section 4.</p> <p>2 or more errors: Stop administration. Place student in Teacher's Edition B, Lesson 41.</p>
<p>Section 4</p> <p>Number of Errors _____</p>	<p>Tell me all the sounds in _____ <i>fish</i>. /f/i/sh/ <i>fan</i>. /f/a/n/ <i>tie</i>. /t/ee/ <i>coat</i>. /k/ooo/t/</p> <p>(Point to the student Placement Test page.)</p> <p>Tell me the names of these letters.</p> <p>D y L d U Y e P u p</p> <p>(Point to the student Placement Test page.)</p> <p>Read these words.</p> <p>at sat Sam fat mat</p>	<p>1 or no errors: Continue to Section 5.</p> <p>2 or more errors: Stop administration. Place student in Teacher's Edition B, Lesson 61.</p>

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Student _____

Date _____

<p>Section 5</p> <p>Number of Errors _____</p>	<p>Tell me all the sounds in _____</p> <p>hat. /h/a/t/ cake. /k/āāā/k/ kite. /k/īīī/t/ cats. /k/a/t/s/</p> <p><i>(Point to the student Placement Test page.)</i></p> <p>Tell me the names of these letters.</p> <p>k B g b z j w J X G</p> <p><i>(Point to the student Placement Test page.)</i></p> <p>Read these words.</p> <p>fan mad and</p>	<p>1 or no errors: Administer Placement Test for Level 1.</p> <p>2 or more errors: Place student in Teacher's Edition C, Lesson 81.</p>
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Placement Test

Sections 1-2

s O T m

t M o S

F r c A

R a f c

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Sections 3-4

H i n L e

I N h E i

D y L d U

Y E P u p

at

sat

Sam

fat

mat

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Section 5

k B g b z

j w J X G

fan

mad

and