

INTRODUCTION TO THE READING CENTER

Purpose of The Reading Center. The Reading Center is a combination of procedures that have been supported by research to improve student reading and comprehension. It is most effective for students who are reasonably accurate in their reading but who are slow and need to build reading fluency. It contains two basic components:

- **Reading Assessment.** The Reading Center contains procedures for assessing a student's reading. The assessment is used to place the student at the correct instructional level within the Reading Center
- **Reading Development.** The Reading Center helps improve reading skills by first modeling accurate reading for the student and by then providing the student with the opportunity to practice reading. It also provides an opportunity for students to practice difficult words used in the story to expand basic sight word vocabulary. Finally the Reading Center challenges the student to demonstrate that had good comprehension of what they read.

Structure of The Reading Center. The Reading Center contains 5 separate reading rooms for different reading levels:

<u>Reading Room</u>		<u>Reading Level</u>
Blue Circle	=	1st Grade
Red Star	=	2nd Grade
Green Square	=	3rd Grade
Yellow Triangle	=	4th Grade
Purple Diamond	=	5th Grade

Use of The Reading Center. The Reading Center should be implemented using 3 steps on a student-by-student basis:

- **Step 1 – Reading Room Placement.** The first step is to determine in which reading room each student should be placed. To place a student in the appropriate room, a series of reading assessments are provided for the placement of 1st -5th Graders.
- **Step 2 – Reading Room Completion.** Once placed in the appropriate reading room, the student is ready to begin the lessons in that room. Each reading room contains 12 lessons that progress in reading difficulty from 1-12. Each lesson has 3 parts, which are designed to improve reading through repetition, practice, and generalization. In each of these 3 parts of a lesson, a reading passage is narrated while the student follows along. The student then reads the passage alone twice for practice. The student also completes a word recognition quiz and a comprehension quiz for each passage. At the end of each lesson, a reading test is conducted to determine if the student is ready to progress to the next lesson in the room. Two options are available for conducting this step:
 - **Teacher-Based Room Completion** – Each student works with a teacher or tutor and the instruction is provided by another person. Teacher-Based Completion materials are available for each reading room.
 - **Computer-Based Room Completion** – The student works independently on a computer program to complete each lesson, and the teacher conducts each lesson test. Computer-Based Completion materials are available for each reading room.
- **Step 3 – Progress Monitoring.** To determine if the student is benefiting from the lessons, it is necessary to monitor the student's progress within the reading room three times a week. **Conduct Steps 2 and 3 together.** Materials are provided to monitor student progress within each reading room.

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM
Purple Diamond
Lesson 9 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Everyday when Sally passes a certain house located on	9
her street, she gets the oddest feeling. The house seems to	20
stare out at the street through its silent windows. Sally	30
wonders what could have happened in the house. All the	40
facts seem to indicate that something completely awful	48
happened to those who lived in the house. In fact, none of	60
the future residents ever stayed more than one month in	70
the house before moving. Sally hated the feeling she got	80
when she walked past the yard of the house. One day, she	92
heard noises and saw lights in the windows of the house.	103
The sight of these strange events scared her so much, she	114
found another route to school. Now, Sally walks a block out	125
of her way each morning in order to avoid the house.	136
Perhaps one day Sally will be brave enough to walk past	147
the house again.	150

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM
Purple Diamond
Lesson 10 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Bob has always wanted to travel to far off places. He	11
wants to go all over the globe, but he has three important	23
places he wishes to go. He wants to be able to visit	35
France, Italy, and Sweden. He wants to visit all the sites	46
that he talked about with his group of friends. They tell	57
grand stories about their adventures in each country. The	66
awesome views, beautiful sites, calming waters, and huge	74
mountains make Bob want to visit soon. Each country has a	85
different cuisine and culture of people. Bob is very	94
excited to be taking a trip to France in the spring. In the	107
fall, he will visit Italy with his sister. Bob has so much	119
to look forward to in the future. When he gets back, Bob	131
would like to write a story about his trips to other	142
countries. He wants to make sure he remembers this cool experience.	153

Student: _____	Date: _____
Number of words read <u>correctly</u> in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM
Purple Diamond
Lesson 11 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p>Mark (X) as incorrect if student:</p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p>Leave as correct if student:</p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Yesterday in history class, Amanda learned about George	8
Washington and the American Revolution. The British were	16
in war with the American soldiers. They had to fight under	27
cruel conditions. The American soldiers' resources were	34
low. After Washington was chief in the army, he became	44
America's first president. Washington was a great man. He	53
had a wife, and her name was Martha. She was the First	65
Lady. They had two children. Before we fought with the British,	76
we were not American citizens. Americans decided to fight	85
for freedom. The colonists knew that the British were	94
being unjust with their laws. They were brave and fought	104
for what was right. They revolted against the British rule	114
with the Boston Tea Party. The Americans threw all the tea	125
into the harbor. Amanda really enjoyed her history class.	134
She liked to learn about great people. It was electric.	144

Student: _____	Date: _____
Number of words read <u>correctly</u> in 1 minute	= _____ Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

THE READING CENTER
STEP 2: COMPUTER-BASED ROOM COMPLETION

TEACHER'S FORM
Purple Diamond
Lesson 12 Test

CBM Procedures:

- Set your timer for **1 minute**.
- Instruct the student to read the passage aloud from the computer screen or from the Student's Form.
- Start the timer when the student reads the first word.
- Follow along (with pencil in hand) on the passage below as the student reads aloud.
- Only provide a word for the student if he/she hesitates on the word for 3 seconds.
- Put an **X** over words read incorrectly to mark reading errors.

<p><u>Mark (X) as incorrect if student:</u></p> <ul style="list-style-type: none"> ◆ Mispronounces a word. ◆ Skips a word. ◆ Transposes words (reads "big smile" as "smile big"). ◆ Substitutes words (reads "mom" for "mother"). ◆ Hesitates on words (longer than 3 seconds). 	<p><u>Leave as correct if student:</u></p> <ul style="list-style-type: none"> ◆ Inserts a word that is not in the text. ◆ Repeats a word that is in the text. ◆ Self-corrects reading errors.
--	--

- At the end of **1 minute**, put a **{bracket}** around the last word read and ask the student to stop reading.
- Complete the score box below.

Mrs. Blue's class is in the science fair this week. The	11
class has the part about the solar system. Mrs. Blue gave	22
Katie the first planet, Mercury. She is happy, because she	32
thinks the first is the best. Now she gets to go discover	44
all sorts of interesting facts about Mercury that no one	54
knows. She already knew that her planet was next to Venus.	65
She wanted to do her best and win the science fair. Did	77
you know that the solar system is in the Milky Way galaxy?	89
Katie learned all sorts of new facts about the planets. It	100
was finally the day of the science fair, and Katie used	111
fruit to look like her planets. Mrs. Blue was about to	122
call out the winner. Katie won! She was so excited. Who	133
would have guessed? Katie had a lot of fun. Mrs. Blue is the best.	147

Student: _____	Date: _____
Number of words read correctly in 1 minute	= _____
	Copy score onto the student's Completion Checklist.

► Go to the Completion Checklist ◀

◆ PURPLE DIAMOND READING ROOM ◆

LESSON TESTS FOR STUDENT'S USE

The same copy of this section
(pages 17-28) can be reused across students.

Melissa wants to learn how to bake a delicious treat.

Her dad is an awesome cook, and Melissa wants to learn his tricks. Melissa asked her dad if he would teach her how to bake. Her dad asked what she wanted to learn to bake.

Melissa answered, seven peach cobblers. Melissa's dad said that was a wonderful idea. The first thing they did was go to the store. They needed to purchase peaches and sugar because they were out. When they got home, they kneaded the crust. Then, they mixed all the ingredients together for the peach filling in a huge bowl. Then, Melissa spread the filling in the crust. They covered the filling with several crust strips. The pie was absolutely delicious, and Melissa was so happy that she had learned how to cook like her dad. It was a lot of fun.

Farmer John had a great planting season on his farm. He was pleased with his fruitful crops. Early on in the year, the rain began to settle the soil. The soil was exceptionally moist and had a great effect on the crops. The track of plants covered the earth. The rains helped the crops grow into huge plants. A few months after the crops were planted, the planes sprayed for bugs. Bugs swarming all over the field was no longer a problem. He was able to produce the best crop around. He was able to sell the crop for a great price. He took the money home and paid bills. He even had money left over to treat himself for a job well done. Farmer John was extremely happy with his work. He has a feeling that next year will be even better.

All year long, Dan was a diligent bus boy at his mom's restaurant. Dan worked tremendously hard everyday. She put Dan in charge of helping out all of the other workers. Dan cleans loads of dishes. Dan runs errands for his mom and her staff. You may wonder why Dan spent tons of time working this year. Well, here are the details. Dan worked all year to earn enough money to buy a swimming pool. Dan loves to swim. His mom gave him a fair chance to earn the money. Dan wants to join the swim team at school next year. The new pool will help him practice. It turns out that Dan earned enough money for the pool. His parents were extremely proud, so they let him keep his hard earned money and bought the pool for him. Dan was excited.

Sam's mother, Pam, is a cool truck driver. She drives a huge truck in the evenings. One winter, Sam rode with his mom on a job going to the western states. They were pulling seven tractors to a farm. When they arrived at the farm, Sam became really eager. He had never been on a real farm with a barn before. After the tractors were loaded into the truck, Sam and his mom drove to a farm in Texas. At first, Sam was told to stay away from the tractors. After a while, Sam was allowed to sit in the driver's seat of a tractor. Sam and his mom dropped the tractors at Funny Farm. Sam was disappointed that he never got to ride on a moving tractor. Just then, Farmer Brown asked Sam to take a ride to the barn. Sam was so excited. He had a lot of fun.

I am going to be rich one day. I will get rich by opening a chain of hat shops. I will make specialized hats for all my customers. Whatever type of hat they want, I will either have it in stock ,or I will have it made. I will even do special order hats for people with giant heads or floppy ears. My company will provide everyone with a beautiful hat that is also useful. My hats will protect people from the sun, so that they do not get sunburn. If my hats are very popular, I am going to open up hat factories. Then people can purchase my hats worldwide. I will then send money home to my parents. This way, they can be happy and relaxed when they are old. I hope that some day everyone will be wearing my hats, even you.

Nick was on a large red surfboard when a huge wave hit. Nick flew right off of the board. He hit a rough rock and broke his foot. It was really scary. Nick's brother rushed him to the hospital, so they could put a cast on Nick's foot. Nick broke his foot in two places. Nick had to stay flat on his back in bed for two weeks. Nick was very bored. All he wanted to do was be out surfing the waves. Nick fell asleep and had a dream. Nick dreamed about a cool surfer. He rode the waves like his board had wings. He tried every move in the book. He did not miss one. Nick wanted to compete like the surfer. Nick couldn't wait to get the cast off of his foot. He wanted to be the next famous surfer.

There was a huge clubhouse in a gigantic tree in Randy's backyard. It was his favorite place in the whole world. He loved to play with his friends and have camp outs. His sister was not allowed in the clubhouse. There was a sign and a strict rule that said no girls allowed. During the winter, Randy did not visit his clubhouse much. It was too cold and windy. One day, his mom suggested that they build a cabin for Randy's sister, Meg. Randy thought that it was an awesome idea. Now she would not annoy him. Randy was all grown up when his parents decided it was time to sell the house. Randy was extremely upset. He quickly purchased the house from his parents. Randy and his new family now own the house. Randy's daughter loved the cabin. His son loved the clubhouse. They both had tons of fun. Randy enjoyed the memories.

Mrs. Blue's class is in the science fair this week. The class has the part about the solar system. Mrs. Blue gave Katie the first planet, Mercury. She is happy, because she thinks the first is the best. Now she gets to go discover all sorts of interesting facts about Mercury that no one knows. She already knew that her planet was next to Venus. She wanted to do her best and win the science fair. Did you know that the solar system is in the Milky Way galaxy? Katie learned all sorts of new facts about the planets. It was finally the day of the science fair, and Katie used fruit to look like her planets. Mrs. Blue was about to call out the winner. Katie won! She was so excited. Who would have guessed? Katie had a lot of fun. Mrs. Blue is the best.