GSA Title I Reading Progress Report – 4th Grade 2018-2019

Student Name: \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Homeroom Teacher: \_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Quarter 1 | | Quarter 2 | Quarter 3 | Quarter 4 |
| Word Decoding | yes/no | |  |  |  |
| Reading Level |  | |  |  |  |
| Sight words |  | |  |  |  |
| Fluency | yes/no | |  |  |  |
| Comprehension | yes/no | |  |  |  |
| Goal: |  |  |  |  | Summer Goal: |
| Comments: |  |  |  |  |  |

**What does all this mean?**

Word Decoding – This shows whether your student can stretch out the sounds in a word such as /c/ /a/ /t/ or cat. This involves being able to recall letter sounds quickly and pushing the sounds together. **Words get more and more difficult as the year goes on.**

Reading Level – This shows what level your child is reading at. This system starts at A (kindergarten) and goes to Z (8th grade). In 4th grade students will work their way up to reading at a level S/T. Students who are on grade level should be reading: **Quarter 1- P/Q, Quarter 2 – Q, Quarter 3- R, Quarter 4- S/T,** by the end of each quarter. The best way to help your student with reading is to read with them for at least 20 minutes a night.

Sight Words – Sight words are the words we read the most. This is just like the words your child does with their homeroom teacher. These are also words that are difficult to decode due to their various sounds. They are words that need to be known by “sight”.

Fluency – This shows if your child can read their level of book smoothly and with expression. Fluency is important because it helps your child understand the book. If they are not stopping at periods or commas it makes the book confusing and hard to understand. To help your child become a more fluent reader, have them read books, poems, or passages over and over making sure they stop on the periods, commas, and other marks.

Comprehension- This shows if your child can understand what they are reading. They should be able to identify the main idea and details in the story. The student also needs to be able to answer deeper thinking questions.

**Please remember that these are the results seen when the student is in the Title I reading class. There are never more than 6 students reading at a time with one teacher. There may be a slight difference between what the classroom teacher and Title I teacher see. Please email or call me with any questions you have.**

**Jody Shaffer**

**Title I Reading Specialist**

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