



THE SCHOOL DISTRICT OF PALM BEACH COUNTY

# Third Grade Summer Reading Academy (SRA) Student Folder

Student Name \_\_\_\_\_

Student # \_\_\_\_\_

Home School \_\_\_\_\_

SRA Site \_\_\_\_\_

**DIRECTIONS:** Place a check in **each box** to indicate that each item has been completed or is enclosed in this folder.  
Data is required from **both** the home school and the Summer Reading Academy site.

## HOME SCHOOL

The Home School teacher is to complete and/or include a copy of the following:

- the Reading Running Record Assessment log, located on the first two pages of the K-4 Literacy Assessment System book
- the most recent instructional level Reading Running Record Assessment
- the *Recordkeeping Sheet for the Reading Assessment Portfolio*, unless student is exempt from Mandatory Retention
- the accommodation letter from the student's ELL folder, if applicable
- the accommodation portion of IEP (PBSD 0659), if applicable
- the *Section 504 Elementary Modification Plan* (PBSD 1470), if applicable
- Section I - Good Cause Reading Assessment Portfolio Information Chart, Home School section

Did the student take the SAT - 10 in May/June? Yes  No

Has the student already met Good Cause? Yes  No

If "Yes," indicate the Good Cause Exemption number: \_\_\_\_\_

\_\_\_\_\_  
*Signature of Home School Teacher* *Date*

\_\_\_\_\_  
*Signature of Principal* *Date*

## SUMMER READING ACADEMY

The Summer Reading Academy teacher is to complete and/or include the following:

- Section I - Good Cause Reading Assessment Portfolio Information Chart, SRA and TOTAL sections
- updated *Recordkeeping Sheet for the Reading Assessment Portfolio* (sent from Home School)
- Record of Observed Behaviors/Anecdotal Records* sheet(s) from small group instruction or conferring sessions
- Section II-Summer Reading Academy Student Performance Data
- Student Attendance Record-recorded below

Did this student take the SAT-10 at the end of Summer Reading Academy? Yes  No

## STUDENT ATTENDANCE RECORD

Days Present \_\_\_\_\_ Days Absent \_\_\_\_\_ Days Tardy \_\_\_\_\_

\_\_\_\_\_  
*Signature of SRA Teacher* *Date*

\_\_\_\_\_  
*Signature of SRA Site Administrator* *Date*

## Section I - Good Cause Reading Assessment Portfolio Information

Benchmark	Home School	SRA	TOTAL (Home School & SRA)
<b>LA.3.1.6.3</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.6.7</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.6.8</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.6.9</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.7.2</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.7.3</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.7.4</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.7.5</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.7.6</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.1.7.7</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.2.1.2</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.2.1.7</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.2.2.1</b>	___ out of 3	___ out of 3	___ out of 3
<b>LA.3.6.1.1</b>	___ out of 3	___ out of 3	___ out of 3

**HOME SCHOOL** - Reading Teacher completes the chart recording how many benchmark examples the student has successfully completed during the **regular school year** according to the *Recordkeeping Sheet for the Reading Assessment Portfolio*.

**SRA** - SRA Teacher records the additional benchmark examples the student successfully completes during SRA according to the *SRA Recordkeeping Sheet*. The SRA teacher will STOP assessing the benchmark when the student has successfully completed three examples of a benchmark, including those completed at the HOME SCHOOL.

**SECTION II - SUMMER READING ACADEMY STUDENT PERFORMANCE DATA**  
 (To be completed by the SRA Teacher based upon observations made during Guided Reading and conferring)

**Student Name:**

**Instructional Reading Level:**

<b>Observed Reading Behaviors</b>	
<p><b>Attention to Print Features:</b></p> <p>Attention to print features is one of the earliest literacy skills a child learns. These are concepts about books, print awareness, and the idea that printed words have meaning. They help a reader know how to approach a written text so that it will make sense.</p>	<input type="checkbox"/> <b>Strongly Developed</b> <input type="checkbox"/> <b>Well Developed</b> <input type="checkbox"/> <b>Not Fully Developed</b>
<p><b>Detecting Errors:</b></p> <p>Proficient readers have strategies that operate in largely unconscious ways to check whether reading sounds right, looks right, and makes sense. As they detect errors, they are able to utilize strategies to begin to self correct.</p>	<input type="checkbox"/> <b>Strongly Developed</b> <input type="checkbox"/> <b>Well Developed</b> <input type="checkbox"/> <b>Not Fully Developed</b>
<p><b>Self-Correcting:</b></p> <p>As readers notice they have read a word wrong, or a gap in meaning, they make self corrections. Beginning readers often self-correct by returning to the beginning of the sentence, but as they become more proficient, they reread a phrase, or self correct at the point of the word. Eventually this self-correction behavior is no longer overt as readers self correct "in the head." (Clay 1991)</p>	<input type="checkbox"/> <b>Strongly Developed</b> <input type="checkbox"/> <b>Well Developed</b> <input type="checkbox"/> <b>Not Fully Developed</b>
<p><b>Searching for and Using Information:</b></p> <p>Understanding the meaning of text requires searching for and using visible and invisible information. Information is used to monitor and check on reading accuracy but it is also used to interpret, predict, infer, and otherwise construct meaning. Proficient readers flexibly use semantic (meaning), structural and visual information as they make meaning out of text.</p>	<input type="checkbox"/> <b>Strongly Developed</b> <input type="checkbox"/> <b>Well Developed</b> <input type="checkbox"/> <b>Not Fully Developed</b>
<p><b>Solving Words</b></p> <p>Effective readers are able to read the words with high accuracy, know or can easily solve their meaning, and derive meaning from the larger units of language - phrases, sentences, and paragraphs. These readers use a wide range of strategic actions in flexible ways to solve words.</p>	<input type="checkbox"/> <b>Strongly Developed</b> <input type="checkbox"/> <b>Well Developed</b> <input type="checkbox"/> <b>Not Fully Developed</b>
<p><b>Fluency</b></p> <p>Readers not only need to decode the words accurately; they also need to decode them effortlessly or automatically. The ability to read with appropriate phrasing and expression (interpretation) is also important for fluency. In essence, reading fluency refers to accurate and automatic decoding of the words in the text, along with expressive interpretation of the text, to achieve optimal comprehension. Fluency is important in reading, then, because it affects how well readers understand what they read. (Raskinsky, 2003)</p>	<input type="checkbox"/> <b>Strongly Developed</b> <input type="checkbox"/> <b>Well Developed</b> <input type="checkbox"/> <b>Not Fully Developed</b>

Clay, M.M. 1991. *Becoming Literate: The Construction of Inner Control*. Portsmouth, NH: Heinemann.

Rasinski, T. V. 2003. *The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension*. New York: Scholastic