**~~Six~~ Minute Reads are now 12 Minute Reads**

**2015-2016 School Year**

**The ACT is MARCH 1, 2016**

The purpose of the timed reads is to increase the speed and comprehension levels of each student. Also, students are to self-monitor their own scores in both speed and comprehension as well. This is a critical component of the work we do. The Reading Works Passages are organized like previous timed reads in the fact that the questions are organized in the same order for each questions. This allows you to drill down to the root weakness of an individual or class as needed. Question #7 is an English question.

Expectations

1. Read an average of three timed reading passages per week
2. Use questions 1-7 for tracking data purposes. Questions 8-10 can be used at your discretion for bellringers or any capacity that works for you.
3. Increase the time from 6 to 12 minutes length
4. Increase the length of passage from approximately 225 to approximately 450 words
5. Increase the lexile levels for each student
6. Monitor and document the comprehension **AND** time for each student by class

Use the provided sheets for timed and comprehension reads. If not using these sheets, you must be able to provide documentation of the necessary information for each student in the class

1. Set and Use a Timer for your reads
2. ***USE the data as formative assessment*** to guide the instruction individually or collectively in your classroom. Review the data on a regular basis and be prepared to discuss in small or large group meetings
3. Ensure students self-monitor individual comprehension scores and time.

Use the provided sheets for individual student self-monitoring on comprehension and reading.

1. Attend all meetings by being prepared and focused with the minimal level of data required in order to share results and make informed decisions regarding student growth.
2. The use of the **STEP READS** is for students who may need differentiated instruction based upon the lexile level. STEP READS are identified in the booklet and follow the read of the higher lexile level. The same questions are used for both reads.
3. Question # 8 can be created to address the time issue using Grade Cam.

#8 How much time did it take you to complete this reading passage and questions?

1. Less than 6 Minutes
2. 6-8 Minutes
3. 8-10 Minutes
4. 10 Minutes or Less

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| **Date/Time/Location** | **Attendees** | **Purpose** | **Required Data/Expectation** |
| 8/17 **/** 4-5 PM **Central Office** | Middle SchoolTeachers | To receive materialsAnd review expectations | To understand expectations and clarify questions |
| 8/19**/15** 2:30-3:15 PM **NBHS** | NBHS Teachers | To receive materialsAnd review expectations | To understand expectations and clarify questions |
| 8/20**/15** 2:30-3:15 PM**BEHS** | BEHS Teachers | To receive materialsAnd review expectations | To understand expectations and clarify questions |
| 8/26**/15** 2:30-3:15 PM**BCHS** | BCHS Teachers and BAC/ROC Teachers | To receive materialsAnd review expectations | To understand expectations and clarify questions |
| 8/31**/15** 1-3 PM**NO MEETING ON THIS DATE** |  |  | If allowed by principal work on timed read resources at your school  |
|  |  |  |  |
| October 12, 2015**ATC** | Scheduled PLC meetings at each school | To evaluate student data and plan instruction  | Bring comprehension and reading data from each class with a minimum of 12-15 passages |
| 11/02/15 **1-3 PM****ATC Lab** | Both Middle and High Teachers | To evaluate student data and plan instruction | Bring comprehension and reading data to date for each class  |
| January 2016**Individual Schools** | Scheduled PLC meetings at each school | To evaluate student data and plan instruction | Bring comprehension and reading data from each class to date |
| 02/01**/16 1-3 PM****ATC Lab** | Both Middle and High Teachers | To evaluate student data and plan instruction | Bring comprehension and reading data from each class to date |
| March 2016**Individual Schools** | Scheduled PLC meetings at each school | To evaluate student data and plan instruction | Bring comprehension and reading data from each class to date |
| 04/11**/16 1-3 PM****TBA** | Both Middle and High Teachers | To evaluate results and plan next steps | Bring data from the entire school year |

**Reading Test Description**

[English](http://www.actstudent.org/testprep/descriptions/engdescript.html) | [Mathematics](http://www.actstudent.org/testprep/descriptions/mathdescript.html) | Reading | [Science](http://www.actstudent.org/testprep/descriptions/scidescript.html) | [Writing](http://www.actstudent.org/testprep/descriptions/writingdescript.html)

The reading test is a 40-question, 35-minute test that measures your reading comprehension. The test questions ask you to derive meaning from several texts by:

* referring to what is explicitly stated
* reasoning to determine implicit meaning

Read more about [reading test content](http://www.actstudent.org/testprep/descriptions/readcontent.html).

Specifically, questions will ask you to use referring and reasoning skills to:

* determine main ideas
* locate and interpret significant details
* understand sequences of events
* make comparisons
* comprehend cause-effect relationships
* determine the meaning of context-dependent words, phrases, and statements
* draw generalizations
* analyze the author's or narrator's voice and method

The test comprises four sections, each containing one long or two shorter prose passages that are representative of the level and kinds of text commonly encountered in first-year college curricula. Passages on topics in social studies, natural sciences, literary narrative (including prose fiction), and the humanities are included.

Each passage is accompanied by a set of multiple-choice test questions. These questions do not test the rote recall of facts from outside the passage, isolated vocabulary items, or rules of formal logic. In sections that contain two short passages, some of the questions involve both of the passages in the section.

**English Test Description**

English | [Mathematics](http://www.actstudent.org/testprep/descriptions/mathdescript.html) | [Reading](http://www.actstudent.org/testprep/descriptions/readdescript.html) | [Science](http://www.actstudent.org/testprep/descriptions/scidescript.html) | [Writing](http://www.actstudent.org/testprep/descriptions/writingdescript.html)

The English test is a 75-question, 45-minute test, covering:

|  |  |
| --- | --- |
| **Usage/Mechanics*** punctuation
* grammar and usage
* sentence structure
 | **Rhetorical Skills*** strategy
* organization
* style
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Read more about [English Test content](http://www.actstudent.org/testprep/descriptions/engcontent.html).

Spelling, vocabulary, and rote recall of rules of grammar are not tested. See [sample questions](http://www.actstudent.org/sampletest/index.html) or read [tips and strategies](http://www.actstudent.org/testprep/tips/subtests.html).

The test consists of five essays or passages, each of which is accompanied by a sequence of multiple-choice test questions. Different passage types are employed to provide a variety of rhetorical situations. Passages are chosen not only for their appropriateness in assessing writing skills but also to reflect students' interests and experiences.

Some questions refer to underlined portions of the passage and offer several alternatives to the underlined portion. You must decide which choice is most appropriate in the context of the passage.

Some questions ask about an underlined portion, a section of the passage, or the passage as a whole. You must decide which choice best answers the question posed.

Many questions offer **"NO CHANGE"** to the passage as one of the choices.

The questions are numbered consecutively. Each question number refers to a correspondingly numbered portion underlined in the passage or to a corresponding numeral in a box located at the appropriate point in the passage.