

PM英语分级阅读

by Hailey

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确定目标

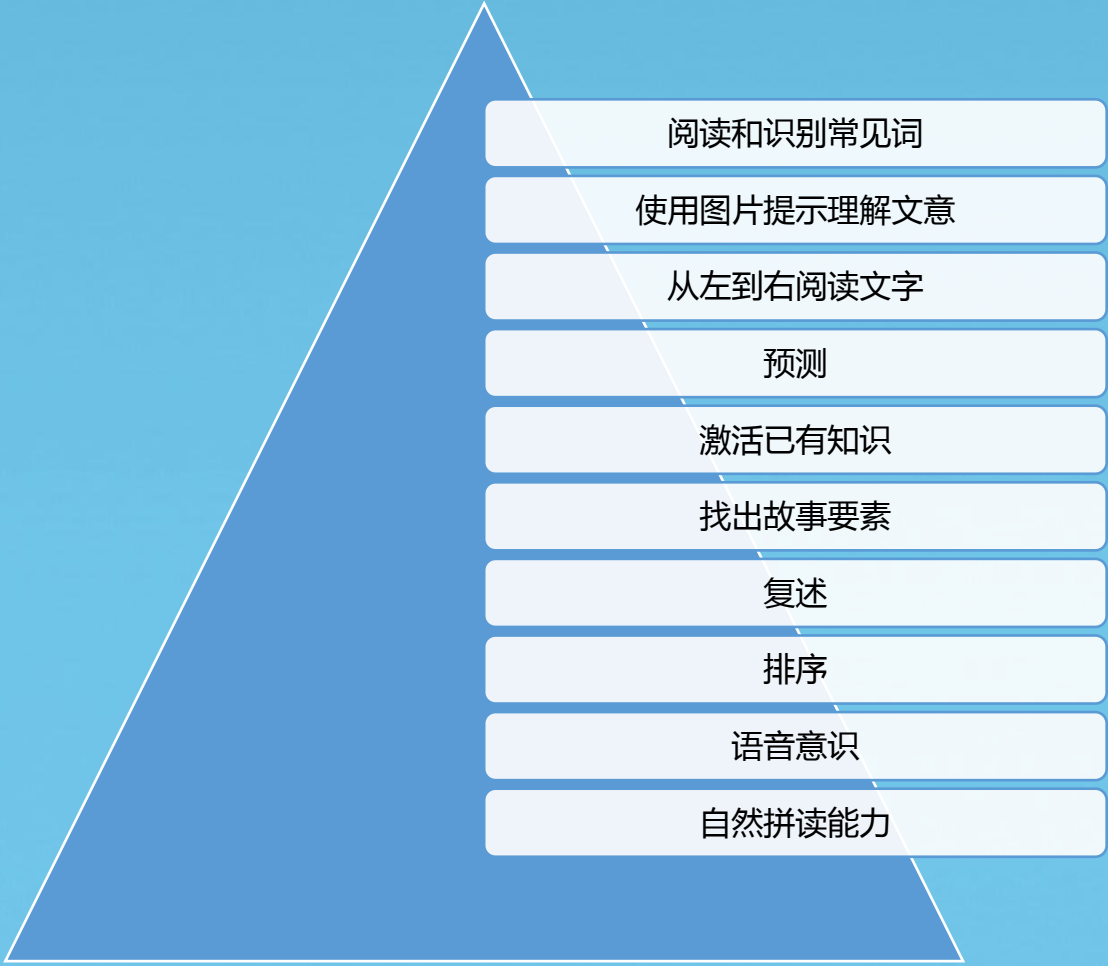
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分级阅读教学

- 常见教学目标



阅读和识别常见词

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激活已有知识

找出故事要素

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排序

语音意识

自然拼读能力

分级阅读教学

- 选择阅读材料

			PM Platinum	PM Collection	PM Plus	PM Stars	PM Photo Stories	PM Math Readers	PM Science Readers	PM Shared Readers
PM Colors	Levels	Grades	Original Series with Fresh New Look	Original Series	More titles at all levels	Feature favorite recurring characters	Shows real photos in every book	Explore the math world	Explore the science world	Big Books! 1 fiction, 1 nonfiction at each level
Magenta	1-2	K	●		●	●	●			Magenta
Red	3-5	1	●		●	●	●	●	●	Red
Yellow	6-8	1	●		●	●	●	●	●	Yellow
Blue	9-11	1	●		●	●	●	●	●	Blue
Green	12-14	1-2	●		●	●	●	●	●	Green
Orange	15-16	1-2		●	●					
Turquoise	17-18	2		●	●					
Purple	19-20	2		●	●					
Gold	21-22	2-3		●	●					
Silver	23-24	3		●	●					
Emerald	25-26	3-4		●	●					
Ruby	27-28	4		●	●					
Sapphire	29-30	4-5		●	●					



分级阅读教学

- 设计阅读前、阅读中和阅读后的活动



读前

- 阅读封面
- 预测
- 阅读内页图
- 讨论高频词
- 梳理核心词汇

读中

- 先阅读文本
- 跟随或指读
- 以自己的速度独立阅读课文
- 阅读接力
- 观察，支持，记录

读后

- 读写技巧训练

分级阅读教学

- 选择辅助阅读教学的教具



荧光笔

鼓励学生使用
荧光笔标注高
频单词和核心
词汇。



跟读“笔”

帮助学生手眼
协调跟读文本
内容。



白板和白板笔

帮助学生绘画
和书写阅读中
的问题或反馈。



磁性字母和磁 性白板

帮助学生使用
拼写高频单词
和核心词汇，
培养语音意识。



小道具

便于学生传递
和张口大声朗
读。

PM Benchmark Reading Assessment Resource

产品重点	评估英文阅读水平
适合年龄	美国小学1至7年级
产品特征	PM Benchmark Reading Assessment Resource 1和2旨在明确评估学生独立阅读小说和非小说文本的水平。 测试材料均为学生未读过的且有意义的文章段落。
测试时长	15-20分钟
评估管理	<ul style="list-style-type: none">老师与学生一对一进行非机测
评估价值	<ul style="list-style-type: none">语言知识阅读技巧朗读流利度复述能力阅读理解力为教学提供建议
评估报告	各种图表和报告，展示学生个人、班级、全班和整个学校的阅读训练进步情况。

PM Benchmark Reading Assessment Resource

Step 1 Retelling

- 能用自己的话独立复述
- 能有条理地进行复述
- 能看图说话
- 能描述要素
- 能自信地组织语言
- 能总结文章大意 (L21-30)

Step 2 Reading record

- 评估学生的阅读水平
- 评估理解文章的能力
- 评估朗读流利度
- 分析阅读能力的发展
- 制定学习计划
- 便于因材施教
- 便于制定教学计划

Step 3 Comprehension questions

- 评估字面理解力
- 评估推理理解力
- 评估语言综合应用能力
- 评估释义能力
- 3+1 (L1-5)
- 3+2 (L6-14)
- 3+3 (L15-20)
- 2+3+1 (L21-24)
- 2+3+2+1 (L25-30)

Step 4 Analysis and Recommendation

- 学生阅读准确性和和自我纠正的率的计算方式
- 通过计算结果评估学生的阅读能力及语言运用能力

PM Benchmark Reading Assessment Resource

Step 1 Retelling

- 学生需独立阅读
- 鼓励学生尽可能复述读物内容
- 如果学生在老师适当帮助下仍然无法复述，换简单的阅读材料
- 在评估表第四页上记录学生表现

Step 2 Reading record

- 请学生大声朗读阅读材料
- 仔细记录学生在阅读时出现的的问题和错误
- 1-5级读100字；6-20级读150字；21-30级读200字

Step 3 Comprehension questions

- 根据第四页上的问题，提问阅读理解问题
- 仔细记录学生的回答和表现

Step 4 Analysis and Recommendation

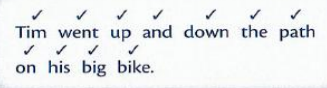
- 在E和SC中记录次数
- $Accuracy = \frac{\text{阅读字数}}{E \text{数量}} = \text{错误比例}$
- Reading Level: 参考对应标尺表
- $S.C. \text{ rate} = 1 : (\frac{E \text{数量} + SC \text{数量}}{SC \text{数量}})$
- 解读E和S.C. : M (语意导致错误) S(句式导致错误) V (词汇导致错误)
- 仔细记录数量

PM Benchmark Reading Assessment Resource

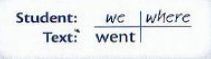
• Reading record 记录方式

Use the following standard procedures to obtain reliable assessment information:

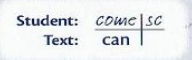
- Mark every word read correctly with a tick.

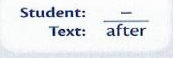
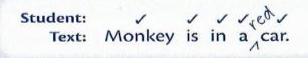

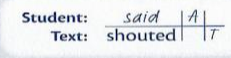
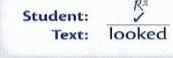
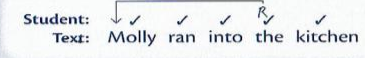
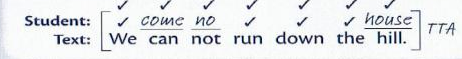


- Record all attempts and errors by showing the student's responses above the text.



- If the student succeeds in self-correcting a previous error, record it as a self-correction.



- If no response is given for a word, record it as a dash and call it an error.
 
- If a word is inserted, record it and call it an error.
 
- If the student has made an error and is unable to correct it, or cannot attempt a word, wait no more than about three seconds, then say the word. Record it with a 'T' for tell and call it an error.
 
- If the student appeals for a word, say: *You try it.* If the student is unable to continue, record 'A' for appeal, tell the student the word and call it an error.
 
- Repetition is not counted as an error, but is shown by an 'R' above the word that is repeated, as well as the number of repetitions, if more than one.
 
- Record 'R' for rereading. Indicate with an arrow the text the student reread. This may be over a phrase or from the beginning of the sentence.
 
- If the student appears confused, say: *Try that again* (TTA). This is counted as one error. Put square brackets around the piece of text. Ask the student to read it again. As the student rereads, begin a further record of the text.
 

PM Benchmark Reading Assessment Resource

- Miscue behaviors 记录方式

In the Errors MSV column, circle the information sources used by the student:

- 'M' if the student used meaning
- 'S' if the student used language structure
- 'V' if the student used visual information.

Errors MSV	S.C. MSV
(M) S V	M S V

Follow the same procedure in the S.C. MSV column:

- 'M' if the student used meaning to self-correct
- 'S' if the student used language structure to self-correct
- 'V' if the student used visual information to self-correct.

Errors MSV	S.C. MSV
(M) S V	M S (V)

PM Benchmark Reading Assessment Resource

- Reading level 评估

	Error Rate	Percentage Accuracy
Independent	1 : 100	99%
	1 : 50	98%
	1 : 35	97%
	1 : 25	96%
Instructional	1 : 20	95%
	1 : 17	94%
	1 : 14	93%
	1 : 12.5	92%
	1 : 11.75	91%
	1 : 10	90%
Difficult	1 : 9	89%
	1 : 8	87.5%
	1 : 7	85.5%
	1 : 6	83%
	1 : 5	80%

Retelling Indicators to Check for Understanding

Tick relevant boxes

- Retold events without assistance from teacher prompts or book support Yes No
- Retold main events in correct sequence - only with teacher prompts. Yes No
- Interpreted picture information Yes No
- Retold coherently using appropriate vocabulary Yes No

Comprehension Questions to Check for Understanding

Tick relevant boxes

Literal

1. Who went up the hill first? (Matthew)
2. Why didn't Emma want to run down the hill? (It was too big.)
3. What happened to Matthew when he ran down the hill? (He fell over.)

Inferential

1. Why do you think Matthew fell over? (He was running too fast. / He slipped on the grass.) His leg was bleeding.

Notes

- Finger pointed to each word when reading to self and during reading record.
- Appealed 1x while reading silently.
- Effectively used prior knowledge of language structures and familiar vocabulary to read for meaning.
- Appeared to sometimes confuse words with similar visual features, i.e. said/shouted run/ran

 Teacher: E.V. Nalley

Matthew is Brave Level 5 Narrative

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Level 5
PM Benchmark Reading Assessment

 Name: Hayden Burgess DOB: 14.09.03 Age: 5.5
 School: Parkview Class: Prep Date of assessment: 19.02.09

 Text: Matthew is Brave Level: 5 Text type: Narrative Running Words: 97
Reading Record - Summary

Errors			Self-Corrections			Accuracy: <u>94%</u>	Reading Level		
M	S	V	M	S	V		Independent >95%	Instructional 90-95%	Difficult <90%
5	4	6			2	S.C. rate: 1: <u>3.5</u>			

Reading Behaviours Observed - Summary

1. Knowledge and Skills: Maintained correct directionality and 1-to-1 word match. Recognised most HFW. Attempted 2x unknown words using initial letter sounds.
2. Strategies: Consistently attended to ⊙ information; often x-checked with ⊙ or ⊙. Repeated 3x and re-read 6x to confirm or S.C. 2x S.C. using ⊙ information.
3. Fluency: Read first page slowly, word-for-word. From page 5 read mainly with fluency reflecting understanding and control of language structures.

Retelling Indicators - Summary

Teacher prompts required, such as "And what happened next?" Long pauses when recalling characters and events. Sequence prompted by teacher.

Level of Understanding		
Excellent 4	Satisfactory 3	Unsatisfactory 0-2

Comprehension - Summary

Questions Answered Correctly				Misinterpreted inferential question.	Level of Understanding		
Literal	1st	2nd	3rd		Excellent 4	Satisfactory 3	Unsatisfactory 0-2
Inferential	1st						

Recommendations for Future Development

- Track text through eye movement rather than finger pointing.
- Structure the retelling of narratives during shared and guided reading.
- Decode simple unfamiliar words using letter-sound relationships.
- Recognise HFW quickly by re-reading PM texts at independent levels.
- Read texts at independent and instructional levels with fluency.
- Respond to inferential questions beginning with "Why do you think...?"

Refer to Teachers' Resource Book pages 32-39 for recommendations for future development.

 Teacher: E.V. Nalley
 Date assessment summary completed: 19.02.09

Matthew is Brave Level 5 Narrative

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Reading Record Text: *Matthew is Brave*

Level: 5

Book orientation	This story is about Matthew and Emma. They are playing on a hill when something happens to Matthew.		E	S.C.	Errors MSV	S.C. MSV	
Page	Text						
3	"Come up here, Emma," ^{said} shouted Matthew. <i>Word-for-word reading</i> "Come up the big hill."		1		(MSV)		
5	Emma went up the hill. Matthew ^{is} ^{is} said to Emma, "We can run down the big hill." "No, Matthew!" said Emma.			1	(MSV)	(MSV)	
7	"We can not run down the hill." "We can not run down the hill." <i>low ISC R Predicted S</i> (F) The hill is too big."			1	(MSV)	(MSV)	
9	"Come on, Emma," said Matthew. "Look at me." I am running down the hill."				(MSV)		
11	Matthew ran down the hill. "Oh, no!" cried Emma. (F) "Dad! Dad! Look at Matthew."		1		(MSV)		
13	"Dad!" ^{said} shouted Matthew. "Come and look at my leg!" Dad looked at Matthew's leg. Emma looked at Matthew's leg, too.		1		(MSV)		
16	"You are brave," Matthew, said Emma.		1		(MSV)		
97			Total	5	2	(5)(4)(6)	(2)

2

Reading Behaviours Observed During the Reading Record
1. Knowledge and skills — Early

Tick relevant boxes

- Held the book the *right way* round
- Turned the pages correctly from *front to back*
- Read words and sentences from left-to-right maintaining correct return-sweep *directionality*
- Maintained correct *one-to-one* matching between spoken and printed words
- Recognised early *high-frequency words* in the text
- Demonstrated understanding of *letters and letter-sound relationships*

2. Strategies — Early

Tick relevant boxes

Beginning to process text by:

- Pausing
- Repeating
- Rereading
- Using picture information
- Self-correcting

3. Fluency

Tick the relevant box

- Read the text consistently with natural rhythm and phrasing reflecting a depth of understanding
- Read some of the text with natural rhythm and phrasing reflecting understanding
- Read the text with irregular phrasing reflecting limited understanding
- Read the text word-by-word reflecting limited or no understanding

3

Thank you !