

# WATI Student Information Guide

## SECTION 6

### Reading

#### 1. The Student Demonstrates the Following Literacy Skills.

(Check all that apply. Add comments to clarify)

- ☐ Engages in joint attention with adult caregiver to activities (e.g. songs, stories, games and/or toys)
- ☐ Shows an interest in books and stories with adult
- ☐ Shows an interest in looking at books independently
- ☐ Associates pictures with spoken words when being read to
- ☐ Realizes text conveys meaning when being read to
- ☐ Recognizes connection between spoken words and specific text when being read to
- ☐ Pretend writes and “reads” what he or she has written, even if scribbles
- ☐ Recognizes and reads environmental print
- ☐ When asked to spell a word, gets first consonant correct, but not the rest of the word
- ☐ Demonstrates sound manipulation skills including:
  - ☐ Initial and final sounds in words
  - ☐ Initial letter names/sounds
- ☐ Recognizes, names and prints the alphabet (if motor skills are limited, may use alternative means rather than printing to demonstrate knowledge of the alphabet)
- ☐ When asked to spell a word, gets first and last sounds correct
- ☐ Applies phonics rules when attempting to decode printed words
- ☐ Sound blends words
- ☐ Reads and understands words in context
- ☐ Uses inventive spelling most of the time
- ☐ Uses conventional spelling most of the time
- ☐ Reads and understands sentences
- ☐ Composes sentences using nouns and verbs
- ☐ Reads fluently with expression
- ☐ Reads and understands paragraphs
- ☐ Composes meaningful paragraphs using correct syntax and punctuation

#### 2. Student’s Performance Is Improved by (Check all that apply.)

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| <ul style="list-style-type: none"> <li><input type="checkbox"/> Smaller amount of text on page</li> <li><input type="checkbox"/> Word wall to refer to</li> <li><input type="checkbox"/> Graphics to communicate ideas</li> <li><input type="checkbox"/> Bold type for main ideas</li> <li><input type="checkbox"/> Additional time</li> <li><input type="checkbox"/> Spoken text to accompany print</li> <li><input type="checkbox"/> Increased spacing between words/lines</li> <li><input type="checkbox"/> Symbol or Rebus supports to text</li> </ul> | <ul style="list-style-type: none"> <li><input type="checkbox"/> Enlarged print</li> <li><input type="checkbox"/> Pre-teaching concepts</li> <li><input type="checkbox"/> Text rewritten at lower reading level</li> <li><input type="checkbox"/> Reduced length of assignment</li> <li><input type="checkbox"/> Being placed where there are few distractions</li> <li><input type="checkbox"/> Color overlay or colored text/background<br/>(List color _____)</li> <li><input type="checkbox"/> Other _____</li> </ul> |
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### 3. Reading Assistance Used

Please describe the non-technology based strategies and accommodations that have been used with this student \_\_\_\_\_

### 4. Assistive Technology Used

The following have been tried. (Check all that apply. Add comments for clarification.)

- ☐ Highlighter, marker, template, or other self-help aid in visual tracking
- ☐ Colored overlay to change contrast between text and background
- ☐ Tape recorder, taped text, or talking books to “read along” with text
- ☐ Digital Audio files (Mp3, iPod, etc.)
- ☐ Talking dictionary or talking spell checker to pronounce single words
- ☐ Hand held pen scanner to read difficult words or phrases
- ☐ Electronic text from
  - ☐ Internet    ☐ publisher    ☐ scanned text    ☐ other \_\_\_\_\_
- ☐ Computer with text to speech software to
  - ☐ Speak single words
  - ☐ Speak sentences    ☐ Speak paragraphs    ☐ Read entire document
- ☐ Handheld device to read electronic books
- ☐ Electronic books from Bookshare or other digital source

Explain what seemed to work or not work with any of the above assistive technology that has been tried. \_\_\_\_\_

### 5. Approximate Age or Grade Level of Reading Skills \_\_\_\_\_

### 6. Cognitive Ability in General

- ☐ Significantly below average                      ☐ Below average
- ☐ Average    ☐ Above average

### 7. Difficulty (Check all that apply. Add comments for clarification.)

Student has difficulty physically accessing the following.

- ☐ Single sheets of paper    ☐ Books

Student has difficulty understanding written language based on

- ☐ English Language Learner    ☐ Limited background experiences

Student has sensory difficulties with

- ☐ Visual clutter                      ☐ Fluorescent lighting    ☐ Background noise
- ☐ Personal Space                      ☐ Other \_\_\_\_\_

Student has difficulty decoding the following.

- ☐ Worksheets    ☐ Content Textbooks    ☐ Trade Books    ☐ Tests
- ☐ Websites or other digital text
- ☐ Modified Curriculum \_\_\_\_\_
- ☐ Recreational text

Student has difficulty comprehending the following.

- ☐ Worksheets      ☐ Content Textbooks      ☐ Trade Books      ☐ Tests  
☐ Websites or other digital text  
☐ Modified Curriculum \_\_\_\_\_  
☐ Recreational text

### 8. Computer Availability and Use

The student has access to the following computer(s):

- ☐ PC      ☐ Macintosh      ☐ Tablet (type: \_\_\_\_\_)

### 9. The Student Uses a Computer:

- ☐ Rarely      ☐ Frequently      ☐ Daily for one or more subjects or periods  
☐ Every day, most of the day

For the following purposes \_\_\_\_\_

### Summary of Student's Abilities and Concerns Related to Reading

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