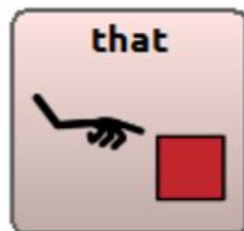
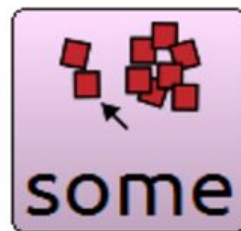




look



that



some



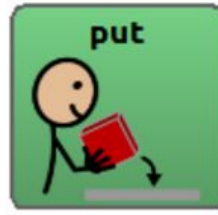
make



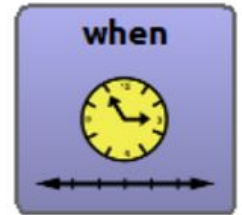
where



over



put



when



what



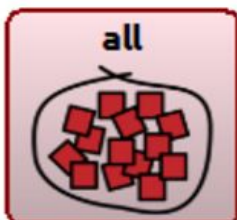
she



up



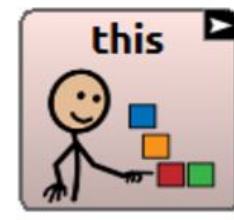
who



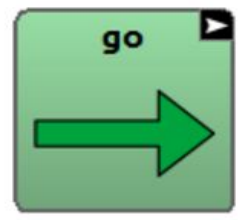
all



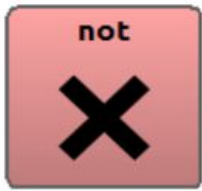
are



this



go



not



help



on



stop

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look

that

some

make

where

over

put

when

what

she

Bonus Words

up

who

all

are

this

go

on

help

not

stop

Expressive-Core word data collection

Student: _____

Test your students expressive recitation of targeted words (verbally or on device)

Mark the data collection +=student identified the word correctly or -=student did not identify the word correctly

D=student responded with device V=student responded verbally

Pre-Data Collection Date: _____

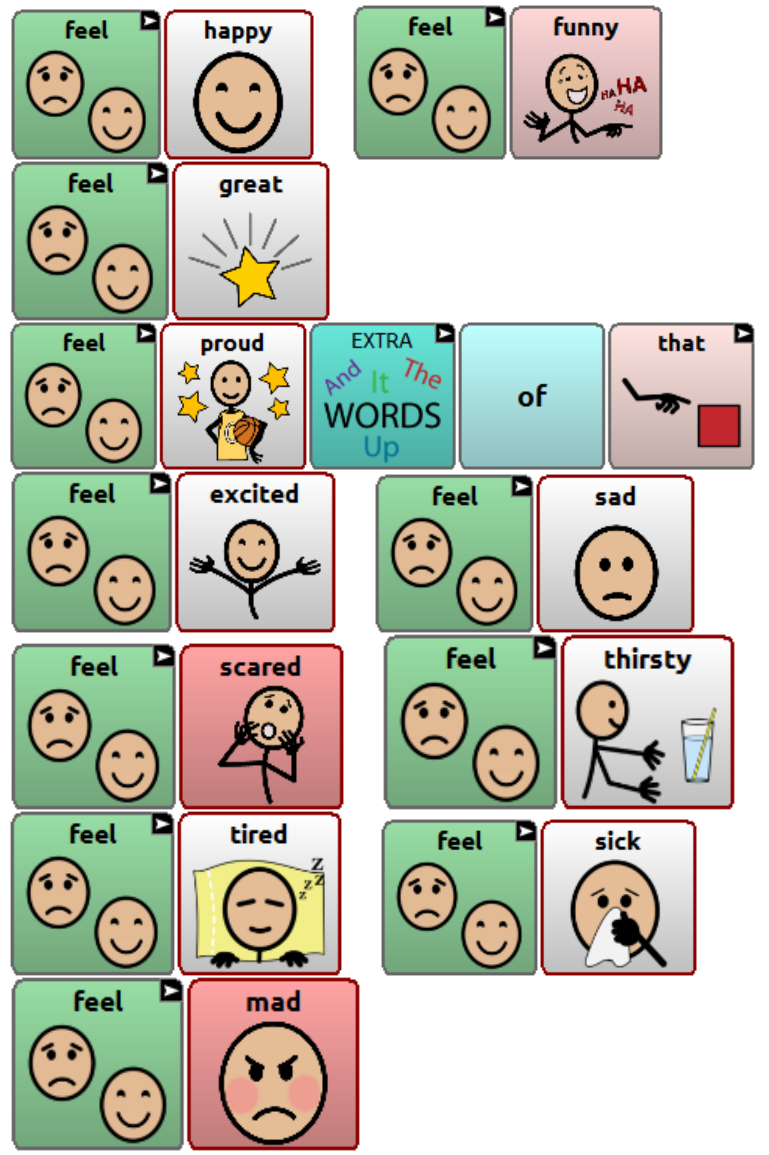
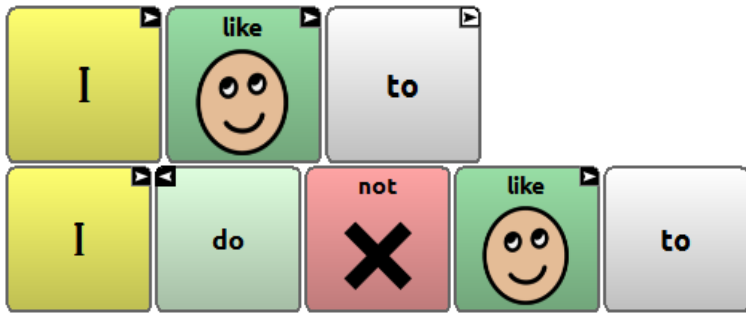
Post Data Collection Date: _____

Sight/Core Word	D/V	+/-	Sight/Core Word	D/V	+/-
look			look		
that			that		
some			some		
make			make		
where			where		
over			over		
put			put		
when			when		
what			what		
she			she		
<i>Bonus words:</i>			<i>Bonus words:</i>		
up			up		
who			who		
all			all		
are			are		
this			this		
go			go		
on			on		
help			help		
not			not		
stop			stop		

Main: ___/10 Bonus ___/10

Main: ___/10 Bonus ___/10

How Do I Feel? WP42B



How Do I Feel? WP60B

QUESTN ? how ? do I feel

I like to
I do not like to

feel happy
feel funny
feel great
feel proud
EXTRA And It The WORDS Up of that
feel excited
feel sad
feel scared
feel thirsty
feel tired
feel sick
feel mad

that is QUESTN ? how ? I feel

How Do I Feel? WPS20

QUESTN ? how do I feel

I like to
I do not like to

ACTIONS A-Z	f	feel	happy
ACTIONS A-Z	f	feel	funny
ACTIONS A-Z	f	feel	great
ACTIONS A-Z	f	feel	proud
ACTIONS A-Z	f	feel	excited
ACTIONS A-Z	f	feel	sad
ACTIONS A-Z	f	feel	scared
ACTIONS A-Z	f	feel	thirsty
ACTIONS A-Z	f	feel	tired
ACTIONS A-Z	f	feel	sick
ACTIONS A-Z	f	feel	mad

a the that this.. that

a the that this.. that is QUESTN ? how I MORE ACTIONS ACTIONS A-Z f feel

How do I Feel?

Written by: Maureen Castillo

Illustrated by: Kurt Castillo



I like to feel happy.



I like to feel funny.



I like to feel great.



I like to feel proud of that.



I like to feel excited.



I do not like to feel sad.



I do not like to feel scared.



I do not like to feel thirsty.



I do not like to feel tired.



I do not like to feel sick.



I do not like to feel mad.

That is how I feel.

Core Words Targeted:

I

like

not

that

Themes Targeted:

feelings

negation

In Context-Core Word of the Week

Twin Powers Reading Project

Student: _____

Using Reading Guide-highlight the sentence of the Target sight/core word on the Context Sentences Page.

Verbally prompt your student to point to the target word.

Record the outcome: +=student can identify target sight/core word in context

--student can not identify target sight/core word in context

Pre-Data Collection Date: _____

Post Data Collection Date: _____

Sentence (Sight/Core Target Word)	+/-	Sentence (Sight/Core Target Word)	+/-
Look at that. (look)		Look at that. (look)	
That is mine. (that)		That is mine. (that)	
I want some. (some)		I want some. (some)	
I can make it. (make)		I can make it. (make)	
Where is she? (where)		Where is she? (where)	
Go over the hill. (over)		Go over the hill. (over)	
Put it there. (put)		Put it there. (put)	
When is lunch? (when)		When is lunch? (when)	
What is that? (what)		What is that? (what)	
She is my mom. (She)		She is my mom. (She)	
Bonus Words:		Bonus Words:	
Put it up. (up)		Put it up. (up)	
Who is that? (who)		Who is that? (who)	
He has all the cars. (all)		He has all the cars. (all)	
We are playing. (are)		We are Playing (are)	
This is my backpack. (this)		This is my backpack. (this)	
We go to school. (go)		We go to school. (go)	
I put my coat on. (on)		I put my coat on. (on)	
I want to help. (help)		I want to help. (help)	
I do not want to go. (not)		I do not want to go. (not)	
Stop at the red light. (stop)		Stop at the red light. (stop)	

Main: ____/10 Bonus: ____/10

Score ____/10 Bonus: ____/10

Created By: The Adams 12 Five Star Schools Assistive Technology Team

In Context-Core Word of the Week

sentences for assessment

Look at that.

That is mine.

I want some.

I can make it.

Where is she?

Go over the hill.

Put it there.

When is lunch?

What is that?

She is my mom.

Bonus Word Sentence Assessment

Put it up.

Who is that?

He has all the cars.

We are playing.

This is my backpack.

We go to school.

I put my coat on.

I want to help.

I do not want to go.

Stop at the red light.

Individual Word Identification

(receptive)

Student: _____

Lay out 3 Sight/Core words for your student to choose from. (student will choose from a field of 3)

Verbally prompt your student to choose (point to or hand to you) the correct word.

("point to the word, help", "hand me, this")

Mark the data collection +=student identified the word correctly or -=student did not identify the word correctly

Pre-Data Collection Date: _____

Post Data Collection Date: _____

Sight/Core Word	+/-	Sight/Core Word	+/-
look		look	
that		that	
some		some	
make		make	
where		where	
over		over	
put		put	
when		when	
what		what	
she		she	
Bonus Words:		Bonus Words:	
up		up	
who		who	
all		all	
are		are	
this		this	
go		go	
on		on	
help		help	
not		not	
stop		stop	

Main: ___/10

Bonus ___/10

Main: ___/10

Bonus: ___/10

Created By: The Adams 12 Five Star Schools Assistive Technology Team

Project Information Summary-Spring 2017

Core Word of the Week-Twin Powers Reading Project

School:

Student Name

Date of Birth

--	--

Diagnosis

--

Grade

Novachat or TouchChat

Vocabulary {20,42,60}

--	--

SLP

Extension

--	--

SSN/LS Teacher

Extension

--	--

Classroom Teacher

Extension

--	--

Paraeducators

--

Baseline Data

Receptive Main: _____/10 Bonus: _____/10	In Context Main: _____/10 Bonus: _____/10	Expressive Main: _____/10 Bonus: _____/10
---	--	--

Post Data

Receptive Main: _____/10 Bonus: _____/10	In Context Main: _____/10 Bonus: _____/10	Expressive Main: _____/10 Bonus: _____/10
---	--	--

Comments

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Spring 2017

Core Word of the Week – Twin Powers Reading Project - 10 words/10 books/10 weeks of intervention

	Dates	Core Word of the Week	Bonus Words	Scholastic Reader	Literacy by Design Book	Extension Book	Theme	Unit of Study
	Jan. 17-21	Data Collection						
Week 1	Jan. 23-27	look	up	Cloud Pictures	Sink or Float	Look!	Nature	Life Science
Week 2	Jan. 30-Feb.3	that	who	That is Funny		Who is That?	People	
Week 3	Feb. 6-10	some	all	What do Monsters Eat?	Families One and All	Fish	Rhyming	Civics - Community
	Feb.13-14	Review Week	-	-	-	-	-	-
Week 5	Feb. 21-24	make	are	Party Shapes	The Monster Pet	Surprise Party!	Shapes	
Week 6	Feb. 27-Mar 3	where	this	The Missing Monster		Where?	Prepositions	
Week 7	Mar 6-10	over	go	Come Over	Is This My Classroom	Where Can You Go?	Places	Civics - Community
Week 8	Mar 13-17	put	on	Gingerbread Boy	Building Buddy	Getting Dressed	Body Parts/Clothing	Life Science – Human Body
Week 9	Mar 20-24	when	help	Growing Up	Helping Hands	We Like to Help		
	Spring Break							
Week 10	April 3-7	what	not	Tiny Things	See What It Will Be	How Do I Feel?	Insects/feelings	
Week 11	April 10-14	she	stop	Play Time		Stop!	Toys	
	April 17-21	Data						