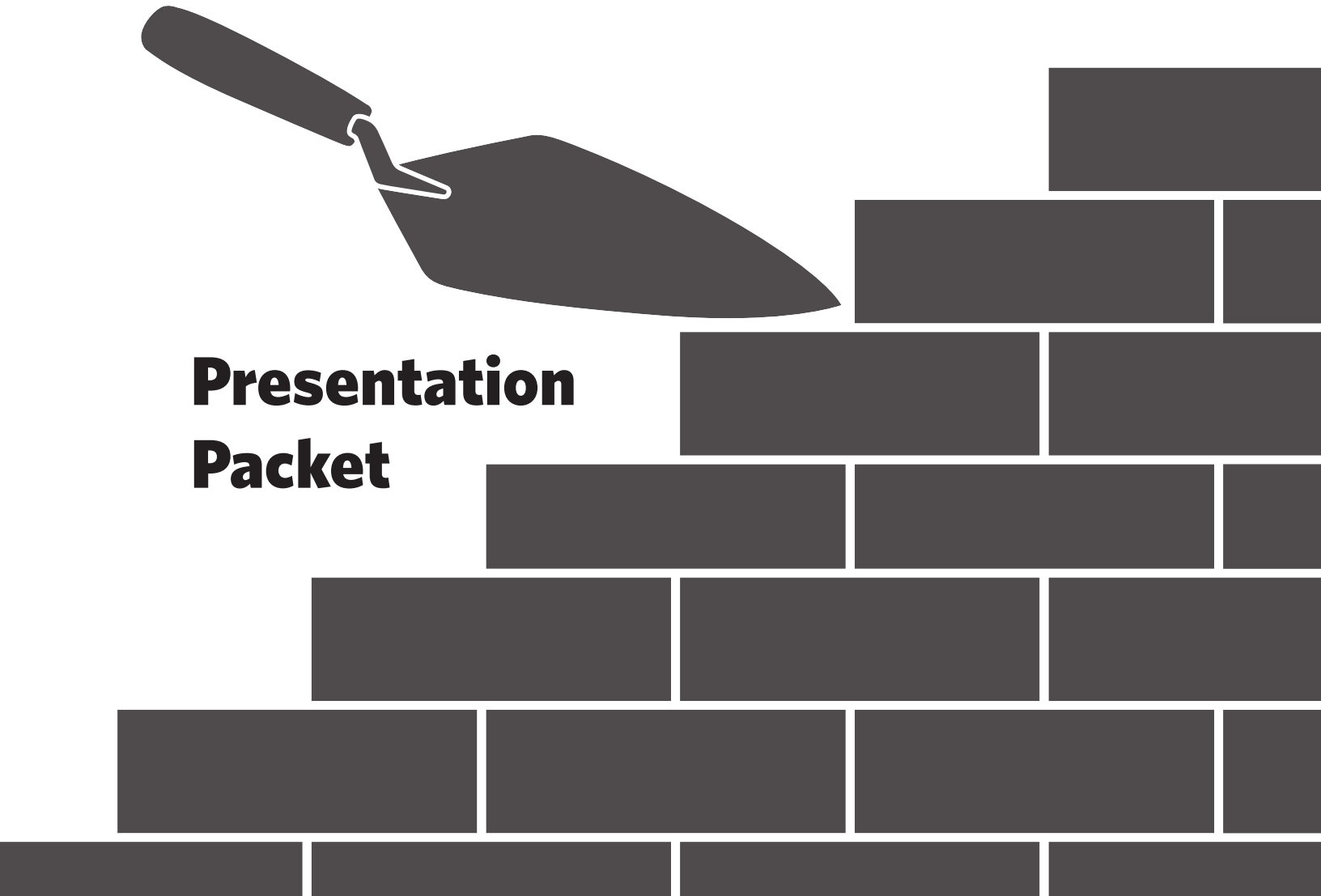
Foundational Reading Skills

Standards Tell Us What—Research Tells Us How



Presentation Packet

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Foundational Reading Skills:

Standards Tell Us What—Research Tells Us How

Presentation Packet

Foundational Reading Skills:
Standards Tell Us **What**—
Research Tells Us **How**

Standards Tell Us What—
Research Tells Us How

Teachers are … free to provide students with whatever tools and knowledge their professional judgment and experience identify as most helpful for meeting the goals set out in the standards.

Common Core State Standards

Presentation Goals

1. Why are the foundational skills so important?
2. Print Concepts
3. Phonological Awareness
4. Phonics & Word Recognition
5. Fluency
6. So …

Foundational Reading Skills

4. Fluency
3. Phonics & Word Recognition
2. Phonological Awareness
1. Print Concepts

Why is it important to develop the foundational skills quickly?

Students who develop foundational skills quickly:

What happens when students develop the foundational skills slowly?

Students who develop foundational skills slowly:

The Downward Spiral of Reading Failure

Difficulty learning to read words accurately and fluently

Less exposure to text—impacts language, vocabulary, and background knowledge

The Matthew effect phenomenon

Decline in motivation and interest in reading

Presentation Goals

1. Why are the foundational skills so important?
2. Print Concepts
3. Phonological Awareness
4. Phonics & Word Recognition
5. Fluency
6. So …

Print Concepts

What is it?

Print/Book Awareness

Letter Knowledge

Print Concepts

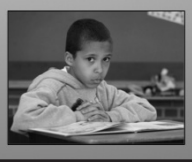
What do we know about book/print awareness?

Standards tell us:

Kindergarten and first grade students must demonstrate understanding of the organization and basic features of print.

Research tells us:

A child's understanding of print concepts successfully predicts future reading success (Pullen and Justice, 2003).



Print Concepts

PRINT AND BOOK AWARENESS SKILLS CHECKLIST		✓	✓	✓	✓	✓
Functions of Print	Print carries meaning.					
	Print can be used for different purposes.					
	Print corresponds to speech word for word.					
Conventions of Print	Print is print, no matter in what form it appears.					
	Printed words are made up of letters (concept of word).					
	Printed words are separated by spaces (word boundaries).					
	Sentences in print are made up of separate words.					
	Sentences start with capital letters and end with punctuation marks.					
	Text is read from left to right with a return sweep to the next line.					
	Lines of text are read from top to bottom of the page.					
	When one page of text is read, the story continues on the following page.					
Book Conventions	A book has a front cover and a back cover.					
	A book has a spine.					
	A book is held right side up.					
	A book has a title and a title page.					
	A book has an author; some books have pictures created by an illustrator.					
	A book has pages. The left page of a book is read before the right page.					
	Pages are turned one at a time in a sequence from front to back.					

VISUALLY SIMILAR LETTERS

Letter Case	A letter pair whose forms are almost identical in upper- and lowercase.	Cc, Kk, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Zz
Letter Shape	Letters whose overall form is identical or similar to target letter's form when rotated, flipped, or reversed.	b-d, b-p, b-q, d-g, d-q, e-a, g-q, g-y, i-j, i-l, k-x, m-n, n-c, n-h, p-q, u-v, u-w, u-y, w-m, y-v

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Print Concepts

What do we know about book/print awareness?

Research tells us:

- *Print referencing* is an effective way to teach print concepts (Justice and Ezell, 2004).
- Use just three to five print references during the reading of a storybook (Justice and Ezell, 2004).

Print Concepts

What do we know about letter knowledge?

Standards tell us:

Kindergarten students must recognize and name all upper- and lowercase letters of the alphabet.

Research tells us:

- Letter naming is one of the best predictors of reading success.
- Students must be able to identify letters of the alphabet in and out of sequence and with automaticity. (Adams, 1990, Treiman, Kessler, & Pollo, 2006).

Print Concepts

What do we know about teaching letter knowledge?

Research tells us:

- Capitals letters are typically learned first.
- A lowercase letter that matches its capital is easier to learn (Treiman & Kessler, 2003).
- Lowercase letters with similar shapes cause confusion (Treiman, Kessler, & Pollo, 2006).

b d p q g

Takeaway

Print Concepts

Visually Similar Letters		
Letter Case	A letter pair whose forms are almost identical in upper- and lowercase.	Cc, Kk, Oo, Pp, Ss, Uu, Vv, Ww, Xx, Zz
Letter Shape	Letters whose overall form is identical or similar to target letter's form when rotated, flipped, or reversed.	b–d, b–p, b–q, d–g, d–q, e–a, g–q, g–y, i–j, i–l, k–x, m–n, n–c, n–h, p–q, u–v, u–w, u–y, w–m, y–v

(Treiman and Kessler, 2003)

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Presentation Goals

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Phonological Awareness

What is it?

An *umbrella term* that includes …

- Word awareness
- Syllable awareness
- Onset-rime awareness
- Phoneme awareness

Phonological Awareness

What do we know about phonological awareness?

Standards tell us:

Kindergarten and first grade students must demonstrate an understanding of spoken words, syllables, and sounds (phonemes).

Research tells us:

- Phoneme awareness is a strong predictor of long-term reading and spelling success (Put Reading First, 1998).
- Phonological awareness is one of the few factors that teachers are able to influence significantly through instruction (Lane and Pullen, 2004).

Phonological Awareness Skills

Less Complex → More Complex

Less Complex ↓ More Complex

Word Awareness	Syllable Awareness	Onset-Rime Awareness	Phoneme Awareness
Sentence Segmentation Tap one time for every word you hear in the sentence: *I like cookies.*		**Rhyme Recognition** Do these two words rhyme: *ham, jam?* (yes)	**Isolation** What is the first sound in *fan*? (/f/) What is the last sound in *fan*? (/n/) What is the middle sound in *fan*? (/a/)
		Rhyme Generation Tell me a word that rhymes with *nut*. (cut)	**Identification** Which word has the same first sound as *car*: *fan*, *corn*, or *map*? (corn)
		Categorization Which word does not belong: *mat*, *sun*, *cat*, *fat*? (sun)	**Categorization** Which word does not belong? *bus*, *ball*, *house*? (house)
Blending Listen as I say two small words: *rain … bow*. Put the two words together to make a bigger word. (rainbow)	**Blending** Put these word parts together to make a whole word: *rock•et*. (rocket)	**Blending** What word am I saying? */b/ … /ig/*? (big)	***Blending** What word am I saying */b/ /ĭ/ /g/*? (big)
Segmentation Clap the word parts in *rainbow*. (rain•bow) How many times did you clap? (two)	**Segmentation** Clap the word parts in *rocket*. (roc•ket)	**Segmentation** Say *big* in two parts. (/b/ … /ig/)	***Segmentation** How many sounds in *big*? (three) Say the sounds in *big*. (/b/ /ĭ/ /g/)
Deletion Say *rainbow*. Now say *rainbow* without the *bow*. (rain)	**Deletion** Say *pepper*. Now say *pepper* without the */er/*. (pep)	**Deletion** Say *mat*. Now say mat without the */m/*. (at)	**Deletion** Say *spark*. Now say *spark* without the */s/*. (park)
			Addition Say *park*. Now add */s/* to the beginning of *park*. (spark)
			Substitution The word is *mug*. Change */m/* to */r/*. What is the new word? (rug)

*Integrated instruction in phoneme segmenting and blending provides the greatest benefit to reading acquisition (Snider, 1995).

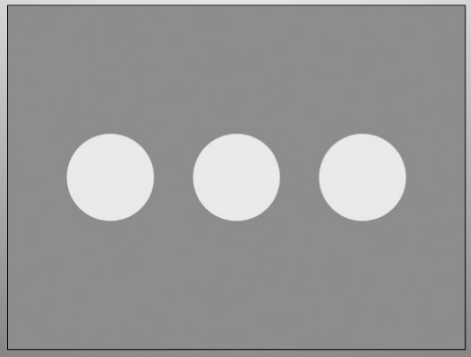
Adapted from Lane and Pullen (2004)

CONSONANT PHONEMES

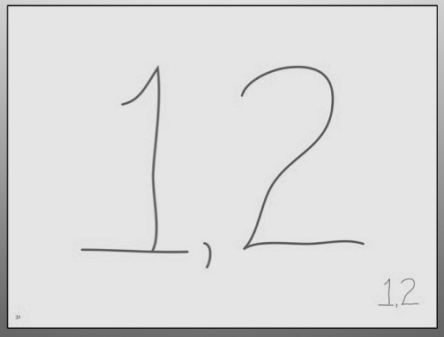
Continuous Sounds*	A continuous sound is a sound that can be pronounced for several seconds without any distortion.	*/f/ • /l/ • /m/ • /n/ • /r/ • /s/ • /v/ • /w/ • /y/ • /z/ • /a/ • /e/ • /i/ • /o/ • /u/*
Stop Sounds	A stop sound is a sound that can be pronounced for only an instant. Avoid adding /uh/.	*/b/• /d/ • /g/ • /h/ • /j/ • /k/ • /p/ • /t/*

*Blending words with continuous sounds is easier than blending words with stop sounds.

Blending Example



Segmenting Example



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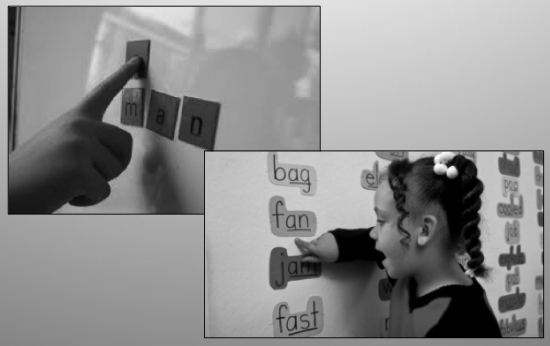
Phonics & Word Recognition

What is it?



Phonics & Word Recognition

Two Types of Words

hot

they

black

was

plain

said

Phonics & Word Recognition

Brain Research

- Learn to read and spell regular words by sounding them out.

  Sound-Out Words

- Learn to read and spell irregular words by memory.

  Spell-Out Words

(Norton, Kovelman, & Petito, 2007)

Phonics & Word Recognition

What do we know about *sound-out words*?

Standards tell us:

Kindergarten through fifth grade students must know and apply grade level phonics and word analysis skills in decoding words.

Research tells us:

- Approximately ____% of words are decodable.

black hot plain

- Another 37% have just one exception. temperature
- The remaining 13% must be memorized. ocean

(Hanna, Hanna, Hodges, & Rudorf, 1966).

Phonics & Word Recognition

What do we know about high-frequency words?

Standards tell us:

Students must read common high-frequency words by sight (K), and recognize and read *(and spell)* grade-appropriate irregularly spelled words (1st – 3rd).

Research tells us:

In students' reading and writing:

- 8 words account for 18%
- 25 words account for 33%
- 100 words account for 50%
- 300 words account for 65%

(Fry, Fountoukidis, & Kress, 2000)

First 200 High-Frequency Words

Irregular Words Listed in Order of Frequency and Regular Words Organized by Common Vowel Spellings

Irregular Words
1. the
2. of
4. a
5. to
8. you
13. was
15. are
19. they
23. from
25. have
28. one
32. what
34. were
37. there
40. your
42. their
43. said
45. do
55. many
56. some
59. would
60. other
61. into
65. two
70. could
75. been
77. who
79. people
85. only
87. find
90. water
93. very
95. words
98. where
99. most
102. through
115. any
123. another
125. come
126. work
128. word
131. does
142. put
144. different
146. again
149. old
151. great
161. should
162. Mr.
165. give
184. something
185. thought
186. both
193. often
194. together
197. don't
198. world
200. want

Short ă	Short ĕ	Short ĭ	Short ŏ	Short ŭ
3. and	35. when	6. in	14. on	31. but
9. that	52. them	7. is	30. not	50. up
16. as	53. then	10. it	91. long	97. just
20. at	101. get	17. with	147. off	104. much
29. had	135. well	18. his	177. along	129. must
38. can	141. help	22. this		136. such
39. an	148. went	41. which		170. under
62. has	152. tell	44. if		150. number
73. than	153. men	46. will		174. us
103. back	168. set	67. him		
113. man	173. never	76. its		
172. last	175. left	83. did		
195. asked	176. end	92. little		
	180. next	120. think		
		140. things		
		158. still		
		164. big		

Long ā	Long ē	Long ī	Long ō	Long ū
72. make	11. he	24. I	57. so	88. use
81. made	21. be	27. by	63. more	111. used
86. way	36. we	66. like	71. no	187. few
89. may	47. each	69. time	100. know	
116. day	54. she	80. my	106. go	
117. same	58. these	109. write	163. home	
124. came	68. see	118. right	169. own	
134. place	112. me	139. why	182. below	
138. take	127. three	167. line	188. those	
145. away	133. even	178. while	191. show	
154. say	137. here	179. might	199. going	
160. name	143. years			
166. air	156. every			
189. always	159. between			
	171. read			

oo	oo	oi / oy	ou / ow	al / au / aw
108. new	107. good		48. about	33. all
114. too	119. look		49. how	96. called
	190. looked		51. out	121. also
			78. now	130. because
			84. down	155. small
			110. our	183. saw
			122. around	
			157. found	
			181. sound	
			196. house	

ar	er /ir / ur	or
132. part	64. her	12. for
192. large	74. first	26. or
	82. over	63. more
	94. after	105. before

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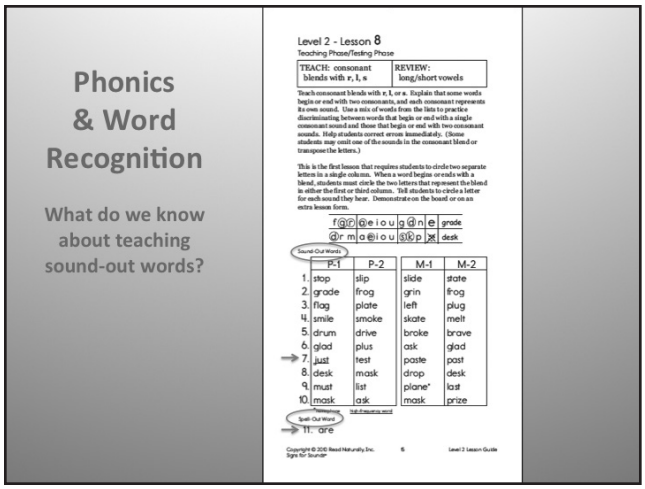

Name: Date: Level 2 - Lesson 8

Sound-Out					Sound-Out
1.	s l t	a e i o u	p t d	e	1.
2.	f g r	a e i o u	g d n	e	2.
3.	f p l	a e i o u	f t g	e	3.
4.	s m k	a e i o u	l t k	e	4.
5.	d b r	a e i o u	k m v	e	5.
6.	p g l	a e i o u	s d k	e	6.
7.	t j p	a e i o u	s t k	e	7.
8.	d r m	a e i o u	s k p	e	8.
9.	p l m	a e i o u	n s t	e	9.
10.	p m r	a e i o u	z s k	e	10.

Spell-Out

11. are ar_ a__

___ ___ _____

Spell-Out

11.

Total Score: __ / 11

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Signs for Sounds™ 2

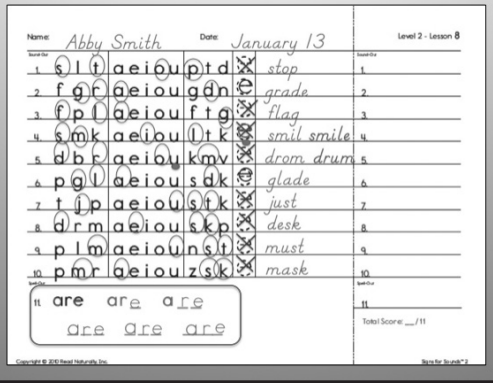
Phonics & Word Recognition

What do we know about teaching spell-out words?

My turn.
Do it with me.
Your turn.

Phonics & Word Recognition

What do we know about teaching sound-out words?

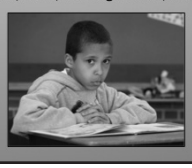


Phonics & Word Recognition

What do we know about building automaticity in decoding?

Research tells us:

- Students need automatic word recognition skills in order to develop fluency, an essential skill for comprehension (LaBerge and Samuels, 1974).
- Students who have not developed automaticity in single word reading by the beginning of second grade are at risk for reading failure (Berninger et al., 2003, Berninger et al., 2006).



cent city cymbal

	6	12	18	24
30	cell	since	ace	ice	cite
35	celt	hence	race	dice	cease
40	cent	fence	face	lice	peace
45	cep	dance	mace	mice	juice
50	cist	lance	lace	lice	truce
55	cyst	glance	place	slice	spruce

words read _____ words read _____

- errors _____ = _____ _____ _____ _____ _____ _____ - errors _____ = _____

cold score hot score

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Word Power

Phonics & Word Recognition

What do we know about multisyllablic words?

Standards tell us:

Students (3rd – 5th) must use their combined skills to accurately read unfamiliar multisyllabic words in context and out of context.

Research tells us:

- Students can be taught to flexibly segment words into spelling units (chunks) that can be decoded (Bhattacharya and Ehri, 2004; Archer et al. 2003, 2006).
- Students must be able to:
  1. Pronounce affixes in isolation
  2. Decode open and closed syllables (Archer et al., 2003; Carnine et al., 2006; Moats, 2005; Shefelbine and Newman, 2004).

Phonics & Word Recognition

What do we know about multisyllablic words?

Affixes

- 80% of all words have one or more affixes. (Cunningham, 1998).
- Affixes are worth teaching, because they are limited in number, occur frequently, and suffixes are especially consistent across words (Shefelbine and Newman, 2004).

com•pre•hens•ible

inter•de•pend•ence

de•con•ges•tive

Common Affixes

If students learn to pronounce prefixes and suffixes phonetically in isolation, the students will recognize and pronounce them as "chunks" in multisyllabic words. If a student is familiar with a multisyllabic word, the student will adjust the pronunciation as s/he recognizes and pronounces the word.

PRONUNCIATION GUIDE: PREFIXES

Prefix	Example
re-	regresses
un-	uninhabited
dis-	discerned
mis-	misfortune
de-	detour
in-	involving
en-	envelope
pro-	protocol
pre-	prefigures
non-	nonprofit
im-	immerses
em-	emperor
over-	overshadowed
under-	undercurrents
a-	aborted

Prefix	Example
ab-	abduction
ad-	adjunct
per-	perplexes
sub-	subculture
trans-	transversely
be-	bereavement
con-	continent
com-	compost
fore-	foreshadowed
ex-	excavate
anti-	antitoxin
inter-	intercede
mid-	midlevel
semi-	semicircle
super-	superpower

PRONUNCIATION GUIDE: SUFFIXES

Suffix	Example
-s	earphones
-es	radishes
-ing	backpacking
-er	traveler
-ed /t/	handcuffed
-ed /d/	buttoned
-ed	uprooted
-able*	predictable
-ible*	deductible
-less	bottomless
-ness	adeptness
-ful	remorseful
-tion*	adoption
-sion*	immersion
-ly	inactively
-en	handmaiden
-ment	abandonment
-ture*	restructure
-ist	arsonist
-est	wickedest

Suffix	Example
-ty	seventy
-ary	dictionary
-age	anchorage
-ic	inharmonic
-ate	liberate
-ish	replenish
-ize	customize
-ous*	generous
-ism	externalism
-ity	extremity
-ant	repentant
-ent	indifferent
-cial*	provincial
-tial*	inferential
-ance	allowance
-ence	preference
-sive*	excessive
-tive*	perceptive
-al	seasonal

*The phonetic pronunciation of these suffixes is not close to how they are usually pronounced in words. Consequently, it may be more helpful to students to learn to pronounce them as they appear in these examples.

Silver Exercise 3
Words With Suffixes
-ism, -ous, -ity, -ent, -ant[3]

Section D
Words With Additional Suffixes
Silver Exercise 3

-ism -ous -ity -ent -ant

-ant	-ism	-ity	-age	-ous	-ent	-ic	-ism	-ant	-ous
-ent	-ate	-ous	-ity	-ant	-ish	-ism	-ent	-ity	-ize

1 2 3 1 2 3

		4	8	12	16
20	external ism	gen er ous	ex trem ity	in dif fer ent	re pent ant
25	de feat ism	haz ard ous	ab nor mal ity	per sist ent	de scend ant
30	im mor al ism	rig or ous	per plex ity	ab sorb ent	a bund ant
35	per fec tion ism	bois ter ous	com mod ity	de pend ent	in tol er ant

words read _____ words read _____

- errors _____ = _____ _____ _____ _____ _____ _____ - errors _____ = _____

cold score hot score

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Word Warm-ups 3

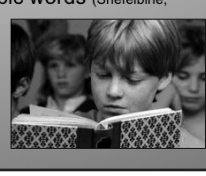
Phonics & Word Recognition

What do we know about multisyllablic words?

Open and Closed Syllables

- Open and closed syllables make up almost 75% of syllables in English words (Stanback, 1992).
- There is a significant relationship between students' sight knowledge of open and closed syllables and students' ability to read multisyllabic words (Shefelbine, Lipscomb, and Hern, 1989).

re•lo•ca•tion
ex•pan•sion•ism
ad•he•sive



du di mo ci fa

hu	pla	lu	su	vo	pre	di	pu	ci	la
du	di	re	ci	mo	vi	cu	fa	clo	ci

1 2 3 1 2 3

	4	8	12	16
20	sub du ing	mis di ag nose	com mo tion	en ci pher	dis fa vored
25	sub hu man	mis di rect	com pla cent	en su ing	dis ci ple
30	sub lu nar	mis cu ing	com pre hen sion	en clo sure	dis re gard ed
35	sub vo cal ize	mis la bel ing	com pu ta tion	en vi ron ment	dis re spect ful

words read _____ words read _____

- errors _____ = _____ - errors _____ = _____

cold score hot score

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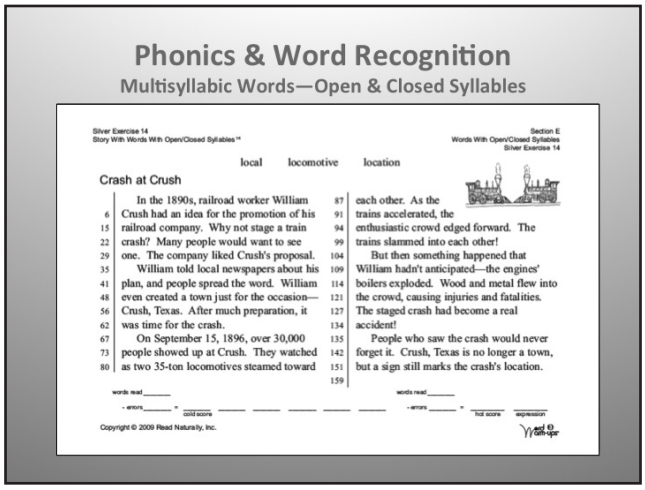

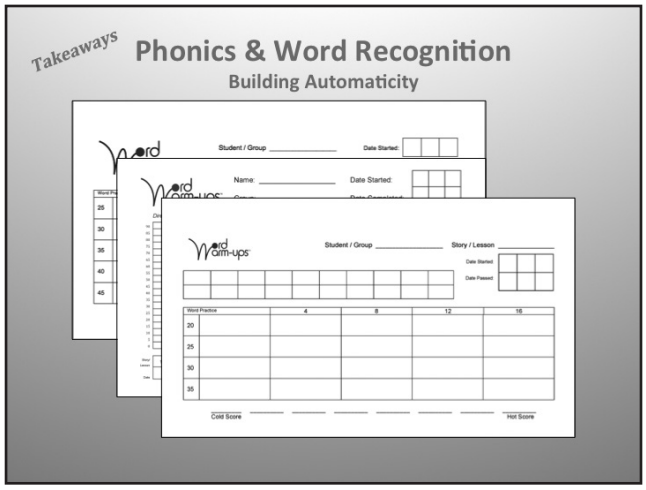

Presentation Goals

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4. Phonics & Word Recognition
5. Fluency
6. So …

Fluency

What is it?

The ability to read "like you speak" in terms of:

- Accuracy
- Rate
- Expression

Fluency

Why is fluency important?

A fluent reader might read 2,000 words in 10 minutes.

A struggling reader might read only 500 words in 10 minutes.

Equal practice time, unequal practice

Fluency

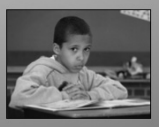
What do we know about fluency?

Standards tell us:

Young students (K) must read emergent-reader texts with purpose and understanding. Older students (1st-5th) must read with sufficient accuracy and fluency to support comprehension.

Research tells us:

- Fluency development is highly correlated with reading comprehension (Fuchs, Fuchs, Hosp, & Jenkins, 2001).
- Just setting aside time for independent silent reading is not sufficient for at-risk readers (National Reading Panel, 2000).



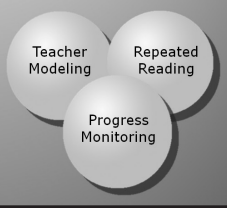
Fluency

What do we know about fluency?

Research tells us:

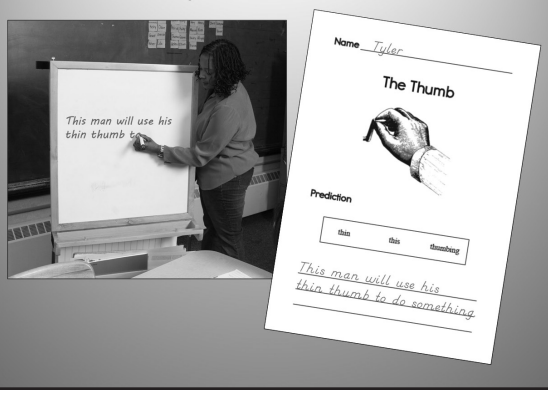
- Research demonstrates that various forms of modeling can improve reading fluency. (National Reading Panel, 2000)
- Repeated reading is the most powerful way to improve reading fluency. (National Reading Panel, 2000)
- Providing students with feedback on their progress toward short- and long-term goals has been shown to increase students' performance.

(Conte, K. L. & Hintze, J. M., 2000)



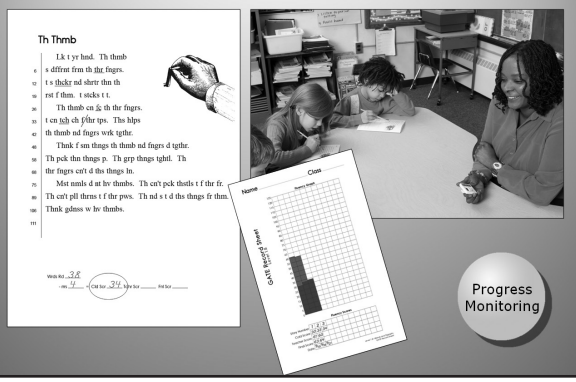
Fluency

Comprehension—Prediction



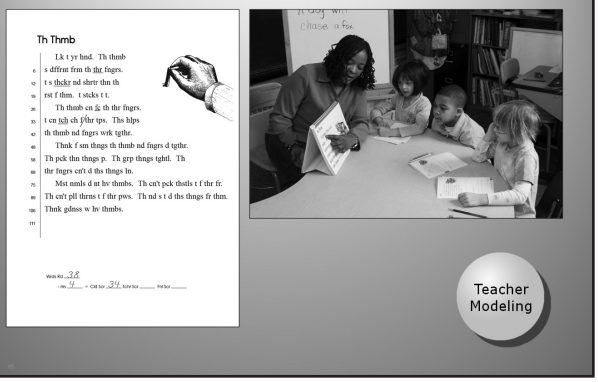
Fluency

Progress Monitoring—Cold Timing



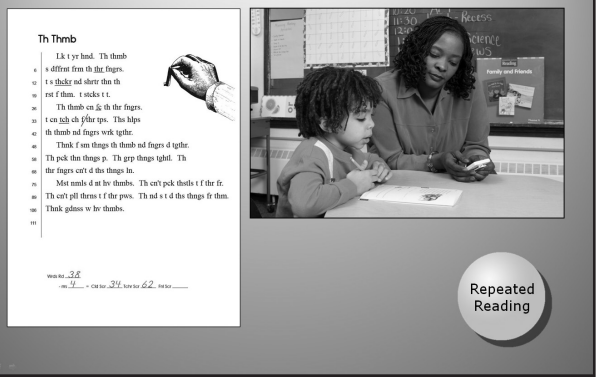
Fluency

Teacher Modeling—Read Along



Fluency

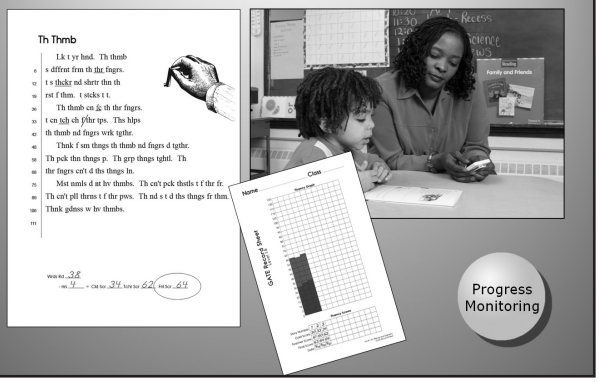
Repeated Reading—Practice



Repeated Reading

Fluency

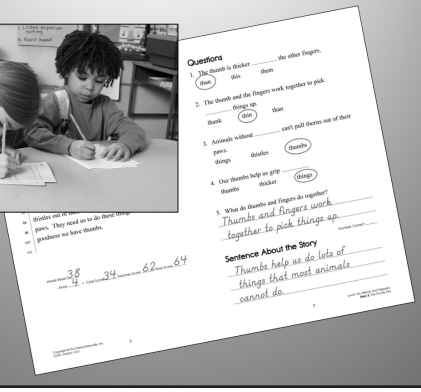
Progress Monitoring—Hot Timing



Progress Monitoring

Fluency

Comprehension—Questions & a Sentence About the Story



Presentation Goals

1. Why are the foundational skills so important?
2. Print Concepts
3. Phonological Awareness
4. Phonics & Word Recognition
5. Fluency
6. So …

So, the Foundational Skills

are the building blocks to reading proficiency!

4. Fluency
3. Phonics & Word Recognition
2. Phonological Awareness
1. Print Concepts

Questions?

For more information:

Contact Read Naturally

- Phone: 800.788.4085
- Fax: 651.452.9204
- Email: info@readnaturally.com
- Website: www.readnaturally.com

Appendix

Resources

- ***Word Warm-ups Templates:***
  - Word Warm-ups Template #1 (2/page)
  - Word Warm-ups Template #2 (2/page)
  - Word Warm-ups Student Graph Template (2/page)

Bibliography

Word Warm-ups®

Student / Group _____ Date Started: | | | |

Story / Lesson _____ Date Passed: | | | |

Automaticity Template		5	10	15	20
25					
30					
35					
40					
45					

words read_____ words read_____

— errors_____ =_____ _____ _____ _____ _____ _____ _____ — errors_____ =_____

Cold Score Hot Score

Word Warm-ups®

Student / Group _____ Date Started: | | | |

Story / Lesson _____ Date Passed: | | | |

Automaticity Template		5	10	15	20
25					
30					
35					
40					
45					

words read_____ words read_____

— errors_____ =_____ _____ _____ _____ _____ _____ _____ — errors_____ =_____

Cold Score Hot Score

Word Warm-ups®

Student / Group _____ Story / Lesson _____

Date Started: | | | |

Date Passed: | | | |

Word Practice		4	8	12	16
20					
25					
30					
35					

words read_____ words read_____

— errors_____ =_____ — errors_____ =_____

Cold Score Hot Score

Word Warm-ups®

Student / Group _____ Story / Lesson _____

Date Started: | | | |

Date Passed: | | | |

Word Practice		4	8	12	16
20					
25					
30					
35					

words read_____ words read_____

— errors_____ =_____ — errors_____ =_____

Cold Score Hot Score

Word Warm-ups®

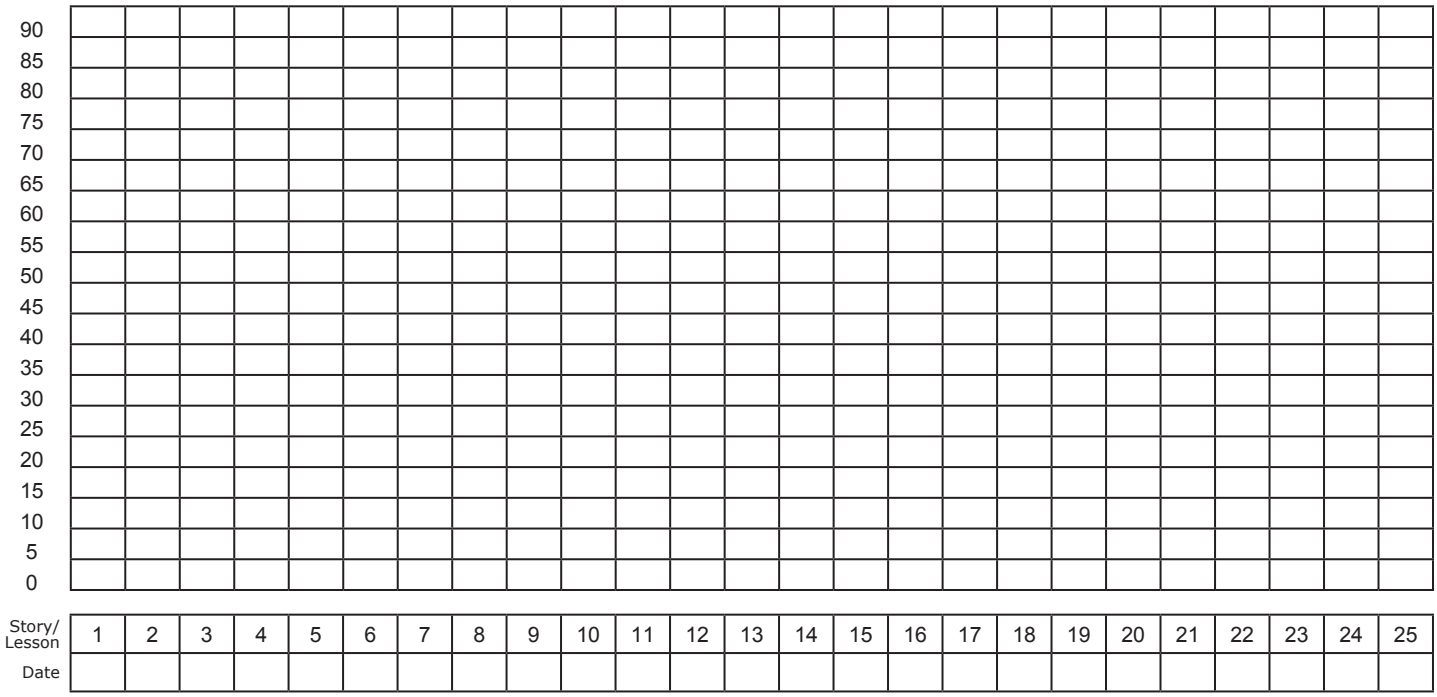
Name: _____

Group: _____

Date Started: | | | |

Date Passed: | | | |

Directions: Write in the date. Shade up to cold score in blue. Use the same bar to shade from cold score up to hot score in red.



Story/ Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Date																									

Word Warm-ups®

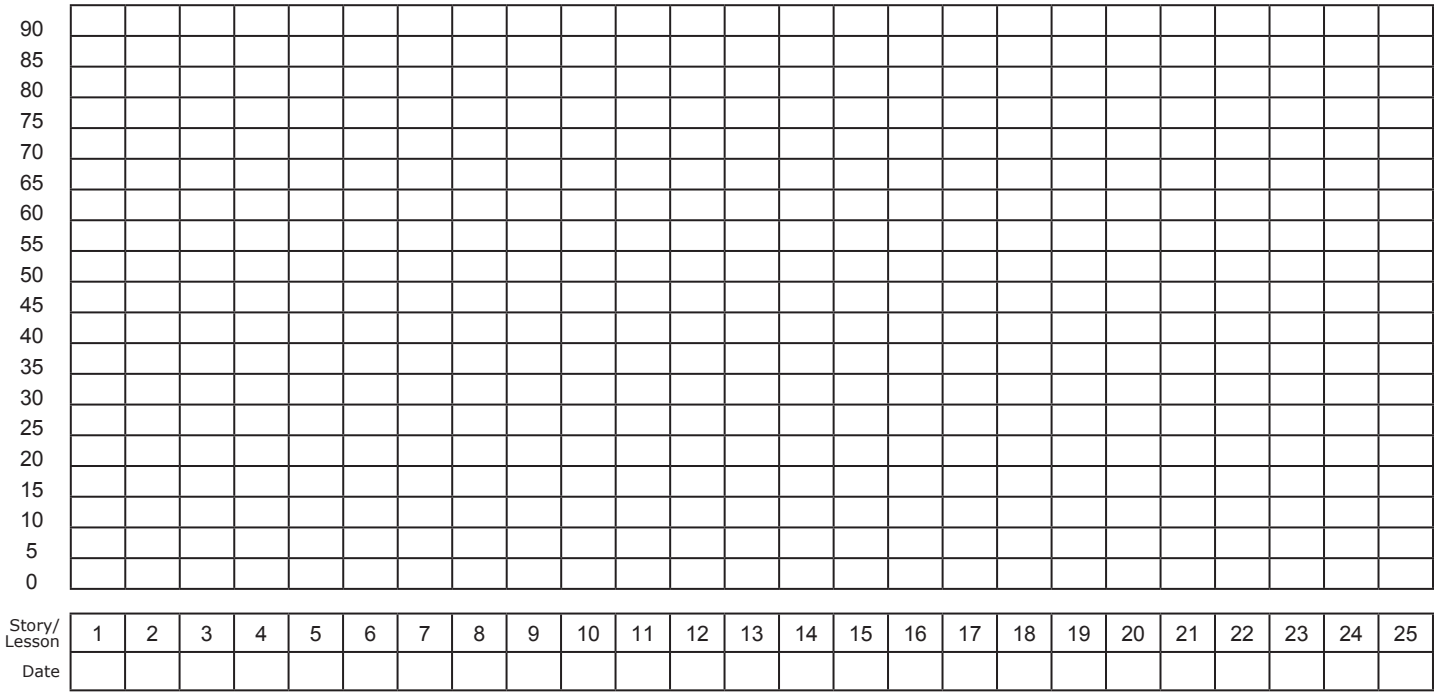
Name: _____

Group: _____

Date Started: | | | |

Date Passed: | | | |

Directions: Write in the date. Shade up to cold score in blue. Use the same bar to shade from cold score up to hot score in red.



Story/ Lesson	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
Date																									

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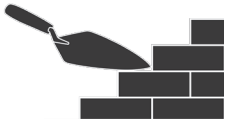

FOUNDATIONAL READING SKILLS
Presentation Evaluation

Position (check all that apply)

☐ Classroom Teacher	☐ Reading Specialist	☐ Title I Teacher	☐ ELL/ESL Teacher
☐ RTI Coordinator	☐ Technology Specialist	☐ District Administrator	☐ Curriculum Director
☐ Speech Pathologist	☐ Professor	☐ Parent	☐ Library/Media Specialist
☐ Student	☐ Psychologist	☐ Administrator	☐ Tutor
☐ Spec. Ed. Teacher	☐ Principal	☐ Other _____	

Students (check all that apply)

☐ K–3 ☐ 4–6 ☐ 7–9 ☐ 10–12 ☐ Adult

Reactions to the Presentation

1 How would you rate the presentation? (Poor) 1 2 3 4 5 (Excellent)

Comments _____

_____

2 How much information did you gain that you can use in your work? (None) 1 2 3 4 5 (Very Much)

Comments _____

_____

3 How can we improve this presentation? _____

_____

_____

Provide your contact information if you would like more information.

Name _____

Email (Required) _____

School Name _____

School Address (Mailing) _____

City _____ State/Province _____ Zip/Postal Code _____

School Phone (_____) _____

☐ (check if this is your home address)

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