

## GreatLeaps Overview/Directions

Placement - You can either give the placement tests to determine the level of the student, or you can guesstimate where to begin. If you begin too low you can always jump up a little bit, otherwise you should generally NOT skip pages.

Guesstimating placement – Use any and all current data to determine needs of students...

You may begin with...

Sound Awareness (K-2 pg 14) for students who are very low and have trouble with phonological awareness (This section is not timed for 1 minute).

Letter Recognition (K-2 pg 72) for students who do not know all of their letter names.

Phonics (K-2 pg 77) for students who do not know all of their letter sounds.

Phonics (K-2 pg 87) for students who know all their letter sounds but have trouble reading words.

Stories (pg 138-139 have placement information that should be used instead of guesstimating for this section) for students who know letter names, sounds, and can read words.

ALL STUDENTS should begin with High Frequency Words (K-2 pg 105) and/or Phrases (K-2 pg 116) along with wherever else they are beginning, unless they are beginning with Sound Awareness.

K-2 The recommendation is that any student that begins with Letter Naming or Letter Sounds (Letter Recognition and Phonics - pg 72) also begins with High-Frequency Words (pg 105). Any student that begins with ORF (Stories - pg 140) should also begin with High-Frequency Words (pg 105) or Phrases.

3-5 The recommendation is that any student that begins with Letter Sounds (Phonics) also begins with High-Frequency Words or Phrases. Any students that begin with ORF (Stories) also begins with High-Frequency Phrases (Phrases).

How to use the program:

Each page is timed for 1 minute. The only exception to this is the K-2 Sound Awareness section, which is not timed. As soon as a student makes an error, they are told the correct answer, asked to repeat it, and then continue. This is the most important part of the program – immediate feedback/error correction, so that they do not continuously make the same errors.

Always take the score from the student's first attempt, even if they read the page a few times at one sitting. Students should finish a page after the minute is up so that they get the extra practice with the items on that page. Their score for the rest of the page is ignored. If you forget to start the timer, you obviously can NOT record that score since it will not be valid.

The student can move onto the next page, once they have completed the page they are on, with few or no errors OR in 1 minute or less.