

FREE

Intergenerational Reading Clinic (IRC)



Clinician and Parent Handbook

United Church of Hyde Park (UCHP)

1448 E. 53rd Street

(Enter NW Doors on Blackstone Ave. and Ring Bell)

Chicago, IL 60615

1 (773) 675-6107 or 1 (773) 332-2521

(Leave name and number)

Matthew 19:26 “...with God all things are possible.”

Patricia A. Breckenridge, M.Ed., IRC Director, Reading Clinician, CPS Teacher

AFT Administration Candidate-Berkeley, CA-BAMN Local 1048/AFT, IFT, CTU Local 1- Delegate

A “Redefining Displaced Teacher Initiative”

Literacy and Community Outreach Program

Intergenerational Fellowship

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www.worldwideliteracy1.com

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IRC Acknowledgements

IRC acknowledges E.W. Dolch and Edward Fry for educational theory and research on reading and reading techniques used for best practice. We also recognize the endless list of researchers, educators, and professors that contribute to literacy.

IRC also acknowledges institutions and reading clinics that use these best practices; such as, *University of Illinois at Chicago (UIC) Reading Clinic*, directed by the late Professor Eugene Cramer and now Professor Alfred Tatum located on Harrison & Morgan in the College of Education /Social Work/Theatre Building, and *Literacy Chicago*, an adult literacy program downtown, directed by Mrs. June Porter.

IRC also acknowledges United Church of Hyde Park (UCHP) that provides Sunday services, accommodations for literacy and community outreach, support for redefining displaced teachers, and encouragement to those who look to redefine themselves as reading clinicians, and members who join UCHP intergenerational fellowship.

IRC acknowledges all those who contribute to the success of IRC. We also acknowledge IRC reading clinicians and assistants that fulfill their civic duty by volunteering literacy assistance to the general public.

IRC acknowledges Sean A. Barber and Caroline Mason whom attend UCHP. They volunteer for IRC as reading clinicians to improve literacy skills.

Personal Note

As a child and product of the Chicago Public School (CPS) system, unable to receive one-on-one attention, I personally know the feeling of not being able to read and keep up with other classmates in 3rd grade. Now, as a reading clinician I know why that feeling was so intense and a feeling of worthlessness and low self-esteem. Moreover, I was frightened to death of being called on to read aloud and fearing disapproval of my peers - I'd rather "die."

Research has proven that if our children have not learned how to read by the 3rd grade then they will more than likely become illiterate adults. This research is now manifesting itself in the fact that less than half of the CPS students are graduating from high school, and the high illiteracy rate worldwide.

Through the University of Illinois at Chicago (UIC), late Professor Eugene Cramer-Director, as a reading clinician years ago and most recently training via Literacy Chicago, I feel confident that I can make a difference in literacy skills for people of all walks of life.

A special note of gratitude to my late father, James Tillman Breckenridge, Sr., my mother Roberta Inez Boulden, my step-mother Joyce Linda Breckenridge, my older siblings James Tillman Breckenridge, Jr., Alma Kathleen Breckenridge, Russell Breckenridge, Debra L. Breckenridge-Muhammad, and my younger step-siblings Romell Anton Breckenridge and Tani Lenae Breckenridge-Thompson, my son Jaron Kahn Wilson 23 years old, and my significant other Sean Allen Barber, as well as a host of late or living relatives and friends.

IRC Purpose

IRC is a multi-purpose literacy outreach program. IRC serves to nurture literacy in the home, in the schools, in the workplace, and in the community with a myriad of literacy skills on various topics.

IRC serves to grow our intergenerational fellowship at United Church of Hyde Park (UCHP). We welcome the unchurched to become churched and realize the miracle of God and in his son Jesus Christ our Lord and Savior.

We look forward to our IRC to worship with our UCHP interdenominational congregation on Sunday for an hour service from 10:30 a.m.-11:30 a.m. and refreshments following service.

IRC will assist displaced teachers in redefining themselves as reading clinicians. Also, others are welcome to redefine themselves as volunteer reading clinicians.

IRC reading clinicians and assistants will assist clients with building their self-esteem through improving their literacy skills. We hope our clients will sustain a love for reading high interest books and literature while improving their academic and scholastic performance. Clients will gain confidence with monitoring, challenging, and taking ownership over their reading levels and literacy.

IRC assists adults with literacy skills necessary to successfully complete the Test of Adult Basic Education (TABE). Also, parents accompany special needs adults to improve on everyday literacy skills.

Intergenerational Reading Clinic (IRC)

United Church of Hyde Park (UCHP)

1448 E. 53rd St. Chicago, IL 60615

IRC - 1 (773) 675-6107 or 1 (773) 332-2521

Dear Clinician/Client/Visitor,

IRC Reading Clinic is a Christian literacy outreach program to assist families in all walks of life with literacy skills . We extend an invitation to you for worship with our interdenominational congregation on Sundays from 10:30 a.m. - 11:30 a.m. ***Pastor Larry Turpin, D. Min. will preside in our awesome stained glass sanctuary.***

IRC Clinicians and Assistants are available to help families and individuals with their literacy needs. Just contact phone numbers above, and leave a message with your name and contact number for appointment.

Clinicians and Assistants will fulfill a civic duty. Clients will grow self-esteem after using clinic techniques to improve literacy skills; such as, self-help sounding, building sight word vocabulary, speeding up word recognition, reading to develop comprehension skills, and acquiring a love for reading high interest books.

Parents we urge you to make a commitment to continue corrective reading and writing techniques with your child at home. IRC staff is always available to help you with your literacy needs by phone or appointment.

Thank you for your interest in the IRC Reading Clinic and we look forward to serving you and/or your family. Call for appointment and leave your name and number. Donations only. No bill payments required.

Sincerely,

Patricia A. Breckenridge, M.Ed.
IRC Director
Reading Clinician/CPS Teacher
UCHP Christian Education Ministry (CEM)

IRC Registration Form

(Please print)

Last Name: _____ First Name: _____
Nickname: _____ Birth Date: _____
Start Date: _____ End Date: _____ (To be scheduled)

PARENTS OR GUARDIANS

1) Last Name: _____ First Name: _____
Relationship to Child: _____ Address: _____
City/State: _____ Postal Zip Code: _____
Home phone: _____ Work phone: _____
Employer: _____ Employer phone number: _____

2) Last Name: _____ First Name: _____
Relationship to Child: _____ Address: _____
City/State: _____ Postal Zip Code: _____
Home phone: _____ Work phone: _____
Employer: _____ Employer phone number: _____

OTHER EMERGENCY CONTACT

Last Name: _____ First Name: _____
Relationship to Child: _____ Address: _____

AUTHORIZATION FOR PICK UP

Your child will only be released to an authorized person listed in this form (parent/guardian and/or emergency contact). In case of an emergency or an unforeseen circumstance, please indicate the name, address and phone number of any other person's who you authorize to pick-up your child on your behalf.

Name: _____ Address: _____ Phone: _____

A parent/guardian's verbal authorization for pick-up must be received before your child will be released to anyone not listed here. If not received, and we cannot notify you by phone, the child will not be released.

EMERGENCY CONSENT:

It is the policy of United Church of Hyde Park (UCHP) and the Intergenerational Reading Clinic (IRC) to notify a parent when a child is ill or needs medical attention. Occasionally, we cannot contact a parent and we need to get immediate help for the child. Our procedure is to take the child to the nearest emergency service.

Please sign below so that we can take appropriate action on behalf of your child.

I HEREBY GIVE MY/OUR CONSENT FOR MY/OUR CHILD. _____

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THE FIVE STEPS IN CORRECTIVE/REMEDIAL READING

1. Go back to where he/she is.
 - a. Going back gives confidence.
 - b. Improvement begins only from present levels.
 - too high = frustration
 - too low = boredom
 - c. Simple diagnostic ideas:
 - alphabet: say it, read it, print it (in order)
recognize letters at random, upper & lower case
print letters dictated at random
 - sounds: rhyming words
regular consonant sounds; initial, middle, and positions
 - sight words: use the 300 word list, stop if frustrated
 - common knowledges
 - comprehension: listening, reading, repeating, selecting key ideas, relating
2. Build sight vocabulary/speed up recognition. (Fry Instant Words)
 - a. First: Master 25 words (Criterion: 3 times w/o error)
 - b. Second: Work for speed (Criterion 25 words in 12 seconds or less w/o error)
3. Teach self-help sounding
 - a. The sounding-in-reading method
 - b. Sounding practice exercises
 - c. "Complete sounding" without sight vocabulary
4. Develop comprehension
 - a. Ability to repeat what is read (heard)
 - begin with short easy units
 - work up to regular textbook material
 - don't over-emphasize reading
 - b. Ability to select the important things (summarize)
 - c. Ability to "think about" what is read (compare, analyze, synthesize, evaluate)
5. Secure much interesting reading at present level.
 - a. Reading must be fun.
 - b. Only easy reading is fun.
 - use child's/client's existing interests
 - help child to develop new interest, if possible
 - quantity of reading is necessary
 - permanent reading habits must result.

Adapted from E.W. Dolch

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1000 Points To Literacy

Mastery of each skill earns 100 points.

Name/ID# Date VLDS-SHS-BSWV- SUWR - DRC/W-SLFR-FIND RL-MRL-RS/WPM-MSTRY-TOTAL

1.	_____	___	___	___	___	___	___	___	___	___	___	___
2.	_____	___	___	___	___	___	___	___	___	___	___	___
3.	_____	___	___	___	___	___	___	___	___	___	___	___
4.	_____	___	___	___	___	___	___	___	___	___	___	___
5.	_____	___	___	___	___	___	___	___	___	___	___	___
6.	_____	___	___	___	___	___	___	___	___	___	___	___
7.	_____	___	___	___	___	___	___	___	___	___	___	___
8.	_____	___	___	___	___	___	___	___	___	___	___	___
9.	_____	___	___	___	___	___	___	___	___	___	___	___
10.	_____	___	___	___	___	___	___	___	___	___	___	___

DEFINING ACROMYMS

VLDS - VOCABULARY LIST/DEFINTIONS/SENTENCES = 100 PTS.

SHS - SELF-HELP SOUNDING = 100 PTS.

BSWV - BUILDING SIGHT WORD VOCABULARY = 100 PTS.

SUWR - SPEED UP WORD RECOGNITION = 100 PTS.

DRC/W - DEVELOP READING COMPREHENSION AND WRITING = 100 PTS.

SLFR - SECURE LOVE FOR READING = 100 PTS.

FIND RL - FIND READING LEVEL = 100 PTS.

MRL - MONITOR READING LEVEL = 100 PTS.

RS/WPM - READING SPEED/WORDS PER MINUTE = 100 PTS.

MSTRY - MASTERY OF USING ALL **IRC** TECHNIQUES = 100 PTS.

IRC SCORE

EXCELLENT SKILL = 100

ABOVE AVERAGE SKILL = 90

AVERAGE SKILL = 80

BELOW AVERAGE SKILL = 70

POOR SKILL/PARTICIPATED = 60

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Reading Interest Inventory

Clinician uses this form to record information from client in casual conversation or in interview questions and answers session.

Client's name: _____ Date: _____
Age: _____ Grade: _____ School: _____

GENERAL INTERESTS

1. What do you like to do in your spare time? _____
2. What do you usually do after school? _____
3. Do you help your parents? ___ If "yes" how much time do you spend helping, and what work do you do? _____
4. What are your favorite TV shows? _____
5. Do you have hobbies? (You may have to explain what "hobby" means.) If "yes" tell what they are. _____
6. Do you collect anything? What? _____
7. What things Do you like to make? _____
8. Do you belong to any clubs, scout groups, or other organization? What? _____
9. What games do you like best? To play _____ To watch _____
10. What movies do you like best? _____
11. What places do you like to visit? _____
12. Have you taken any trips with your family? ___ Where? _____
13. Do you have any pets? ___ What? _____
14. What kind of work do you want to do when you finish school? _____
15. Circle the places you have been below.
a farm a zoo a museum a library a picnic a fair a
circus a beach a church a lake mountains oceans
other _____

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Reading Interest Inventory (Cont.)

READING INTERESTS

16. Do you have a library card? _____ Where? _____
17. How often do you go to the public library? Daily? Weekly? Monthly?
18. Do you have books of your own? _____ About how many? _____
19. Does someone read to you (or with you) at home? _____ Who? _____
20. Circle the things you like to read about:

animals sports inventions farmers people from the past
school cars mysteries children make believe adventure
airplanes science space travel people from other lands movies other

21. What is the title of the best book you ever read? _____
22. Do you read comic books? _____ Which ones? _____
How often? Daily? Weekly? Monthly?
23. Do you read magazines? Which ones? _____
How often? Daily? Weekly? Monthly?
24. Do you read newspapers? Which ones? _____
How often? Daily? Weekly? Monthly?
25. When you read do you “see” pictures in your head about what you are reading? _____
Circle the best answer. Always Usually About half the time Seldom
26. If you were to write your own book, what might it be about? _____

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Language Experience Approach (LEA)

The Language Experience Approach (LEA) began in the 1920's. Roach Van Allen an educator and researcher studied and used this approach in the 1960's followed by many advocates according to Wikipedia. Van Allen's strategy began a natural bridge between the spoken and written language. Hence, Van Allen is well-known for the statements: "What I can say, I can write, What I can write, I can read, I can read what I can write, and what other people can write for me to read." LEA makes a connection between thought, oral language, and reading. LEA uses the client's own language and prior experiences that ensure the clients familiarity with the reading or LEA activity. In short, LEA makes a bridge for the learner to experience print and reading from the spoken language and articulation for literacy.

Before taking dictation discuss the LEA activity with the student. For instance, "We will do an LEA activity together. You will tell me a story as I write it down. Then, we will use the story to work on your reading and writing skills."

LEA Procedure:

1. Ask the client to tell you a story as you write it down and use the client's exact words.
2. Read the text back to the client.
3. Ask the client if he/she wishes to make any changes in the story.
4. Ask the client to give the story a title.
5. Read the story to the client and point to each word as you read it.
6. Read the story together several times and fade away when the client is able to read the story by himself/herself.
7. Select specific words to be learned or identify words that were stumbling blocks.
8. Make words cards or flash cards to practice each word as needed.
9. Lastly, have the client copy the story out into his or her own handwriting.
10. Always remember to keep a **smile** on everyone's face or start another day.

FYI: LEA is flexible and can be used with the clients' ability levels and used for ability grouping activities. **LEA** is effective with adults who have a history of a negative school experience. This method may bypass the learning blocks associated with traditional textbooks and materials. **LEA** teaches the client that written words can have personal meaning and it makes an **immediate** connection between the spoken and written word. **LEA** builds feeling of pride and confidence as the client sees their own speech preserved and authentic in writing.

IRC Pronunciation Key and Phonemes

Sounds in the English Language

\ ə \ as a in <u>abut</u>	\ ɡ \ as g in <u>go</u>	\ r \ as r in <u>red</u>
\ ˈə ɪə \ as u in <u>abut</u>	\ h \ as h in <u>hat</u>	\ s \ as s in <u>less</u>
\ ə \ as e in <u>kitten</u>	\ i \ as i in <u>hit</u>	\ sh \ as sh in <u>shy</u>
\ ər \ as ur/er in <u>further</u>	\ ī \ as i in <u>ice</u>	\ t \ as t in <u>tie</u>
\ a \ as a in <u>ash</u>	\ j \ as j in <u>job</u>	\ th \ as th in <u>thin</u>
\ ă \ as a in <u>ace</u>	\ k \ as k in <u>kin</u>	\ th \ as th in <u>the</u>
\ ä \ as o in <u>mop</u>	\ k̥ \ as ch in <u>ich dien</u>	\ ü \ as oo in <u>loot</u>
\ aʊ \ as ou in <u>out</u>	\ l \ as l in <u>lily</u>	\ ũ \ as oo in <u>foot</u>
\ b \ as in <u>baby</u>	\ m \ as m in <u>murmur</u>	\ v \ as v in <u>vivid</u>
\ ch \ as ch in <u>chin</u>	\ n \ as n in <u>own</u>	\ w \ as w in <u>away</u>
\ d \ as d in <u>did</u>	\ ŋ \ as ng in <u>sing</u>	\ y \ as y in <u>yet</u>
\ e \ as e in <u>bet</u>	\ ō \ as o in <u>go</u>	\ yū \ as you in <u>youth</u>
\ ˈē ɪē \ as ea in <u>easy</u>	\ ó \ as aw in <u>law</u>	\ yũ \ as u in <u>curable</u>
\ ē \ as y in <u>easy</u>	\ ói \ as oy in <u>boy</u>	\ z \ as z in <u>zone</u>
\ f \ as f in <u>fifty</u>	\ p \ as p in <u>pepper</u>	\ zh \ as si in <u>vision</u>

IRC

Fry Instant Word List 1a - 1d

1a

the
of
and
a
to
in
is
you
that
it
he
was
for
on
are
as
with
his
they
I
at
be
this
have
from

1b

or
one
had
by
word
but
not
what
all
were
we
when
your
can
said
there
use
an
each
which
she
do
how
their
if

1c

will
up
other
about
out
many
them
then
these
so
some
her
would
make
like
him
into
time
has
look
two
more
write
go
see

1d

number
no
way
could
people
my
than
first
water
been
call
who
oil
now
find
long
down
day
did
get
come
made
may
part
over

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Fry Instant Word List 2a - 2d

2a

new
sound
take
only
little
work
know
place
year
live
me
back
give
most
very
after
thing
our
just
name
good
sentence
man
think
say

2b

great
where
help
through
much
before
line
right
too
mean
old
any
same
tell
boy
follow
came
want
show
also
around
form
three
small
set

2c

put
and
does
another
well
large
must
big
even
such
because
turn
here
why
ask
went
men
read
need
land
different
home
us
move
try

2d

kind
hand
picture
again
change
off
play
spell
air
away
animal
house
point
page
letter
mother
answer
found
study
still
learn
should
America
world
high

IRC

Fry Instant Word List 3a - 3d

3a

every
near
add
food
between
own
below
country
plant
last
school
father
keep
tree
Never
start
city
earth
eye
light
thought
head
under
story
saw

3b

left
don't
few
while
along
might
close
something
seem
next
hard
open
example
begin
life
always
those
both
paper
together
get
group
often
fun
important

3c

until
children
side
feet
car
mile
night
walk
while
sea
began
grow
look
river
four
carry
state
once
book
hear
stop
without
second
late
miss

3d

idea
enough
eat
face
watch
far
Indian
real
almost
let
above
girl
sometimes
mountain
cut
young
talk
soon
list
song
leave
family
body
music
color

Client name/ID#: _____

Date: _____

IRC Recognition Mastery

Fry Word List Level(circle)1a 1b 1c 1d 2a 2b 2c 2d 3a 3b 3c 3d/IRC List

RECOGNITION MASTERY = 25 correct with no hesitations and no miscues on three successive trials.

DIRECTIONS: For each trial circle the number of words correct, and write the date at the bottom of the column.

<u>Trial 1</u>	<u>Trial 2</u>	<u>Trial 3</u>	<u>Trial 4</u>	<u>Trial 5</u>	<u>Trial 6</u>	<u>Trial 7</u>	<u>Trial 8</u>	<u>Trial 9</u>	<u>Trial 10</u>
25	25	25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5	5	5
4	4	4	4	4	4	4	4	4	4
3	3	3	3	3	3	3	3	3	3
2	2	2	2	2	2	2	2	2	2
1	1	1	1	1	1	1	1	1	1
_____	_____	_____	_____	_____	_____	_____	_____	_____	_____
(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)	(date)

Client has met criterion of 100% recognition of Fry List _____ on 3 successive trials on last date shown.
(level)

Client has met criterion of 100% recognition of IRC Passage List _____ on 3 successive trials on last date shown.
(level)

Clinician signature: _____

Client name/ID#: _____

Date: _____

IRC

RATE MASTERY - FRY INSTANT WORD LIST/IRC WORD LIST

Fry Word List 1a 1b 1c 1d 2a 2b 2c 2d 3a 3b 3c 3d or IRC Word List
Level _____

(Circle one or enter IRC Word List Level)

RATE MASTERY - 25 correct in 12 seconds or fewer with no miscues.

DIRECTIONS: For each trial, print the number of seconds and the number of miscues in the appropriate blanks. Do as many trails as necessary until client meets the criteria. Then move to the next list.

Note: Rate Mastery is to be attempted only after client has reached Recognition Mastery of any 25 word list.

Trial 1 _____ (date) _____ (seconds) _____ (miscues) Trial 7 _____ (date) _____ (seconds) _____ (miscues)

Trial 2 _____ (date) _____ (seconds) _____ (miscues) Trial 8 _____ (date) _____ (seconds) _____ (miscues)

Trial 3 _____ (date) _____ (seconds) _____ (miscues) Trial 9 _____ (date) _____ (seconds) _____ (miscues)

Trial 4 _____ (date) _____ (seconds) _____ (miscues) Trial 10 _____ (date) _____ (seconds) _____ (miscues)

Trial 5 _____ (date) _____ (seconds) _____ (miscues) Trial 11 _____ (date) _____ (seconds) _____ (miscues)

Trial 6 _____ (date) _____ (seconds) _____ (miscues) Trial 12 _____ (date) _____ (seconds) _____ (miscues)

Client met criteria at 12 or fewer seconds with no miscues on the Fry Instant Word List _____ on _____

Client met criteria at 12 or fewer seconds with no miscues on the IRC Word List Level _____ on _____

Clinician signature: _____

Client name/ID#: _____

Date: _____

IRC

Word Lists

Book or Passage Title/Author _____

	1a	1b	1c	1d
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.	_____	_____	_____	_____

Client name/ID#: _____

Date: _____

IRC

Word Lists

Book or Passage Title/Author _____

2a

2b

2c

2d

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.	_____	_____	_____	_____

Client name/ID#: _____

Date: _____

IRC

Word Lists

Book or Passage Title/Author _____

	3a	3b	3c	3d
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.	_____	_____	_____	_____

Client name/ID#: _____

Date: _____

IRC

Definition (D) and Sentence (S)

Book or Passage Title/Author _____

1a 1b 1c 1d 2a 2b 2c 2d 3a 3b 3c 3d (circle one)

1. D _____
S _____
2. D _____
S _____
3. D _____
S _____
4. D _____
S _____
5. D _____
S _____
6. D _____
S _____
7. D _____
S _____
8. D _____
S _____
9. D _____
S _____
10. D _____
S _____
11. D _____
S _____
12. D _____
S _____

Client name/ID#: _____

Date: _____

- 13. D _____
S _____
- 14. D _____
S _____
- 15. D _____
S _____
- 16. D _____
S _____
- 17. D _____
S _____
- 18. D _____
S _____
- 19. D _____
S _____
- 20. D _____
S _____
- 21. D _____
S _____
- 22. D _____
S _____
- 23. D _____
S _____
- 24. D _____
S _____
- 25. D _____
S _____

Client name/ID#: _____

Date: _____

IRC REPEATED READING

REPEATED READING PASSAGE _____

GRADE LEVEL _____

DIRECTIONS: GRAPH WPM AND MPH PER TRIAL

WPM	MPH	TRIAL 1	TRIAL 2	TRIAL 3	TRIAL 4	TRIAL 5	WPM	MPH
150	15						150	15
140	14						140	14
130	13						130	13
120	12						120	12
110	11						110	11
100	10	-----criterion-----					100	10
90	9						90	9
80	8						80	8
70	7						70	7
60	6						60	6
50	5						50	5
40	4						40	4
30	3						30	3
20	2						20	2
10	1	-----miscue criterion line-----					10	1

0 0 WPM = WORDS PER MINUTE MPH = MISCUES PER 100 WORDS 0 0

WPM	MPH	TRIAL 1	TRIAL 2	TRIAL 3	TRIAL 4	TRIAL 5	WPM	MPH
-----	-----	---------	---------	---------	---------	---------	-----	-----

TRIAL DATE: _____

100 WPM & 1 or 0 MPH IS MASTERY

Clinician signature: _____

IRC REPEATED RETELLINGS

CLIENT: _____ CLINICIAN: _____ PASSAGE
TITLE/AUTHOR: _____
GRADE LEVEL _____ TYPE: (circle one) NARRATIVE EXPOSITORY NUMBER OF WORDS _____

INSTRUCTIONS: Use one sheet and three trials for each passage. BEFORE a client reads tell the client that he or she will be asked to retell the passage in his or her own words. AFTER client has read the passage say the following: "Think back to the passage or story you just read. Tell the story in your own words just as you remember it. If you do not remember all of it, tell what you do remember. Try to put the story in the same order that you read it. You can not look back at the passage until you are done retelling it. GOOD LUCK!"

SCORING SCALE: Assess each item on a five point scale. 5 = HIGHEST 0 = LOWEST

WORDS PER MINUTE=NUMBER OF WORDS DIVIDED BY NUMBER SECONDS MULTIPLIED BY 60.

TRIAL ONE

CLIENT READ (circle) SILENTLY/ORAL AT _____ WORDS PER MINUTE
(WPM)

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| A. | Main idea (topic or theme) stated clearly. | 5 | 4 | 3 | 2 | 1 | 0 |
| B. | Main idea (events) stated in sequence. | 5 | 4 | 3 | 2 | 1 | 0 |
| C. | Relevant supporting details stated accurately. | 5 | 4 | 3 | 2 | 1 | 0 |
| D. | Overall sense of coherence, completeness. | 5 | 4 | 3 | 2 | 1 | 0 |
| E. | Generalizes beyond text/states prior knowledge. | 5 | 4 | 3 | 2 | 1 | 0 |

(Write comments on other side.)

TRIAL ONE TOTAL POINTS _____

TRIAL TWO

CLIENT READ (circle) SILENTLY/ORAL AT _____ WORDS PER MINUTE
(WPM)

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| A. | Main idea (topic or theme) stated clearly. | 5 | 4 | 3 | 2 | 1 | 0 |
| B. | Main idea (events) stated in sequence. | 5 | 4 | 3 | 2 | 1 | 0 |
| C. | Relevant supporting details stated accurately. | 5 | 4 | 3 | 2 | 1 | 0 |
| D. | Overall sense of coherence, completeness. | 5 | 4 | 3 | 2 | 1 | 0 |
| E. | Generalizes beyond text/states prior knowledge. | 5 | 4 | 3 | 2 | 1 | 0 |

(Write comments on other side.)

TRIAL TWO TOTAL POINTS _____

TRIAL THREE

CLIENT READ (circle) SILENTLY/ORAL AT _____ WORDS PER MINUTE
(WPM)

- | | | | | | | | |
|----|---|---|---|---|---|---|---|
| A. | Main idea (topic or theme) stated clearly. | 5 | 4 | 3 | 2 | 1 | 0 |
| B. | Main idea (events) stated in sequence. | 5 | 4 | 3 | 2 | 1 | 0 |
| C. | Relevant supporting details stated accurately. | 5 | 4 | 3 | 2 | 1 | 0 |
| D. | Overall sense of coherence, completeness. | 5 | 4 | 3 | 2 | 1 | 0 |
| E. | Generalizes beyond text/states prior knowledge. | 5 | 4 | 3 | 2 | 1 | 0 |

(Write comments on other side.)

TRIAL THREE TOTAL POINTS _____

IRC READABILITY CHARTS

Use the charts to find the readability level of a passage, story, or book per reading level and age level. Charts are estimated using Edward Fry Readability Graph - may vary.

CHART 1

Reading Level 1/ Age 6
of Sentences 25.0-10.5
of Syllables 108-134

CHART 2

Reading Level 2/Age 7
of Sentences 10.5-8.0
of Syllables 134-142

CHART 3

Reading Level 3/Age 8
of Sentences 8.0-6.7
of Syllables 142-150

CHART 4

Reading Level 4/Age 9
of Sentences 6.7-5.8
of Syllables 150-156

CHART 5

Reading Level 5/Age 10
of Sentences 5.8-5.3
of Syllables 156-158

CHART 6

Reading Level 6/Age 11
of Sentences 5.3-4.2
of Syllables 158-162

IRC READABILITY CHARTS (Cont.)

CHART 7

Reading Level 7/Age 12
of Sentences 4.2/less
of Syllables 162-166

CHART 8

Reading Level 8/Age 13
of Sentences 3.6/less
of Syllables 166-170

CHART 9

Reading Level 9/Age 14
of Sentences 3.6/less
of Syllables 168-172

CHART 10

Reading Level 10/Age 15
of Sentences 3.6/less
of Syllables 172/plus

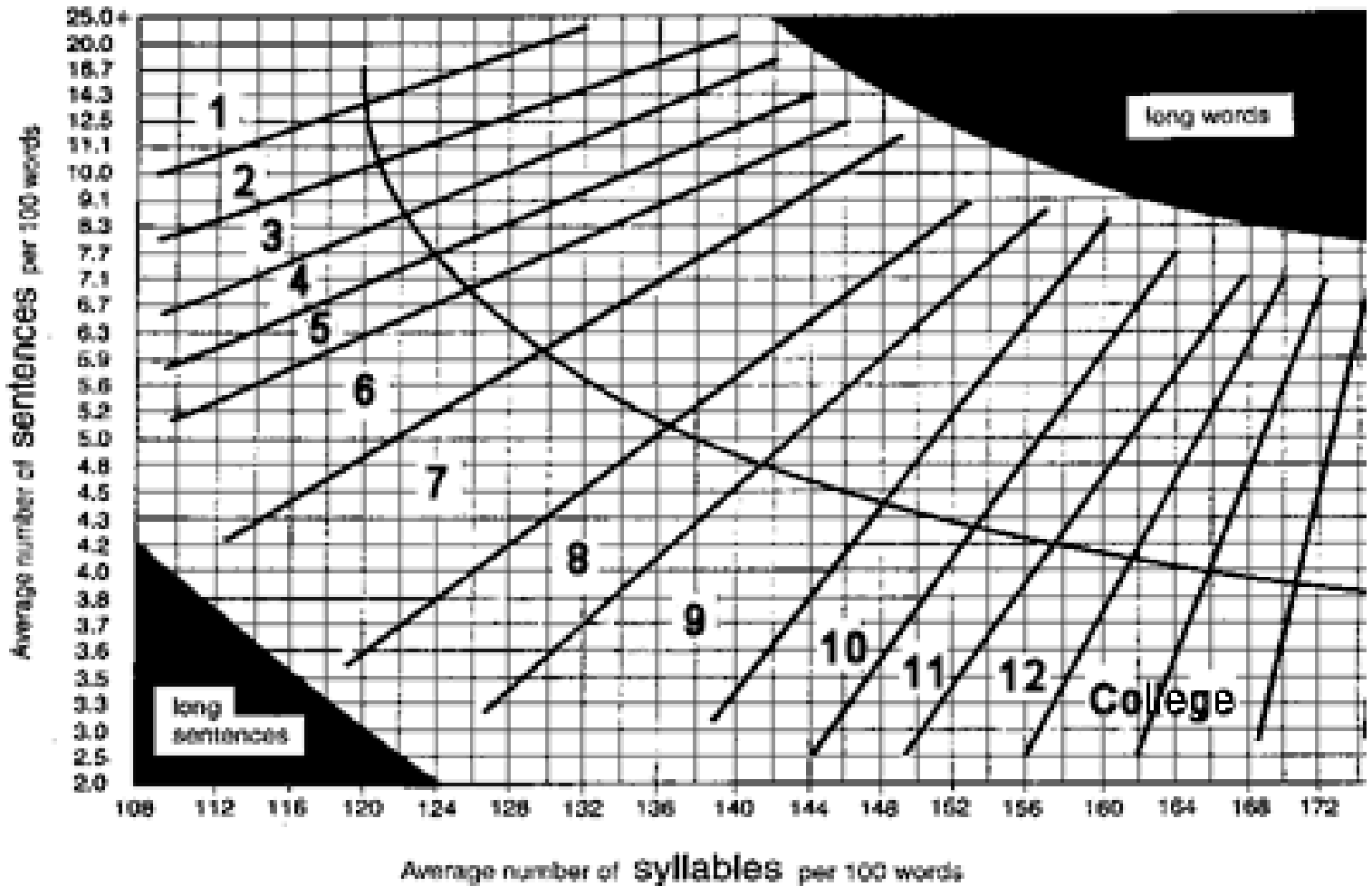
CHART 11

Reading Level 11/Age 16
of Sentences 3.6/less
of Syllables 172/plus

CHART 12

Reading Level 12/Age 17
of Sentences 3.6/less
of Syllables 172/plus

Fry Graph for estimating Reading Ages (grade level)



Fry Readability Graph Instructions

1. Count out 100 words from a book/passage you enjoy reading.
 2. Use the 100 words to count out syllables – note.
(There is one syllable per vowel sound)
 3. Use 100 words to count out sentences – note.
4. Use two more passages. Repeat step 2 and 3, then find the average by dividing the sum of the syllables, then sentences by 3.
5. Plot the average syllables and the number of sentences on graph.

IRC Monitor Reading Book Chart

(Round up to the nearest 10's)

Client's Name/ID# Book Title/Author	Start Date Day	# of pppb	# of wpp	# of wpm	# of ppph	Finish Date Days
1. _____ _____	_____	_____	_____	_____	_____	_____
2. _____ _____	_____	_____	_____	_____	_____	_____
3. _____ _____	_____	_____	_____	_____	_____	_____
4. _____ _____	_____	_____	_____	_____	_____	_____
5. _____ _____	_____	_____	_____	_____	_____	_____

Acronym decoding

- number of pages, hours, or days, etc.

pppb - pages per book

wpp - words per page

wpm - words per minute

ppph - pages per hour

wph - words per hour

Note: Write definitions and sentences for unfamiliar words before attempting to monitor your reading.

IRC Bloom's Taxonomy

Higher Order Thinking Skills (H.O.T.S.)

Hierarchy of Bloom's Old Version

Evaluation
Synthesis
Analysis
Application
Comprehension
Knowledge

Hierarchy of Bloom's New Version

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Bloom's Taxonomy new version is a more authentic tool for addressing curriculum and planning, instructional delivery, and assessment. It reflects a more active form of thinking that leads to a more accurate form of thinking.

Client Name/ID#: _____

Date: _____

IRC BOOK MINI-REPORT

(Use 5 W's for each paragraph)

Title: _____

Author/Illustrator: _____

Pages Read _____ to _____ Whole Book (Circle)

The most interesting reading _____

_____.

First, _____.

Next, _____.

Then, _____.

Later, _____.

Finally, _____.

_____.

Like, _____, I also _____

_____.

_____.

The character(s) or author is or are (nice, mean, smart, silly, etc) _____,

because _____

_____.

The character(s) or author made the right or wrong decision, because _____

_____.

_____.

What if paragraph two changed, then _____

_____.

_____.

_____.

This book is like another book I read called _____

by _____, because _____

_____.

_____.

Client's Name/ID#: _____

Date: _____

IRC CLOZE PROCEDURE

How to calculate Percentages/Level of Difficulty:

of correct divided by # of blanks, multiplied by 100 = Percentage Correct

60% and above = Independent Level

40% to 59% = Instructional Level

39% and below = Frustration Level

Level of Passage _____

Directions: Delete 10 words from passage or reading material leaving blanks. Place words at the bottom of the passage for client use. Then, instruct client to read the passage and fill in the blanks with the correct word.

Percentage (%) Correct Correct	Passage 1	Passage 2	Passage 3	Passage 4	Percentage (%)
100					100
90					90
80	INDEPENDENT LEVEL				80
70					70
60	-----				60
50	INSTRUCTIONAL LEVEL				50
40	-----				40
30					30
20	FRUSTRATION LEVEL				20
10					10
0					0

Percentage (%) Correct	Date of	Date of	Date of	Date of
Percentage (%) Correct	Passage 1	Passage 2	Passage 3	Passage 4
	_____	_____	_____	_____
Passage Name (Abbrev.):	_____	_____	_____	_____

Client's Name/ID#: _____

Date: _____

IRC PRONOUNCIATION KEY PROCEDURE

How to calculate Percentages/Level of Difficulty:

of correct divided by # of blanks, multiplied by 100 = Percentage Correct

60% and above = Independent Level

40% to 59% = Instructional Level

39% and below = Frustration Level

Level of Passage _____

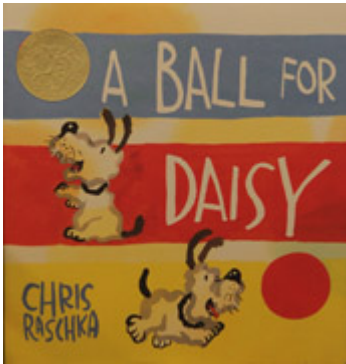
Directions: Use words from the passage reading. Fill in 10 blanks with the correct word that matches the pronunciation of the word.

Percentage (%) Correct	Passage 1	Passage 2	Passage 3	Passage 4	Percentage (%) Correct
100					100
90					90
80	INDEPENDENT LEVEL				80
70					70
60	-----				60
50					50
	INSTRUCTIONAL LEVEL				
40	-----				40
30					30
20	FRUSTRATION LEVEL				20
10					10
0					0

Percentage (%) Correct	Date of Passage 1	Date of Passage 2	Date of Passage 3	Date of Passage 4
	_____	_____	_____	_____
Passage Name :	_____	_____	_____	_____

The Caldecott Medal was named in honor of nineteenth-century English illustrator Randolph Caldecott. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the artist of the most distinguished American picture book for children.

2012 Medal Winner



The 2012 Caldecott Medal winner is *A Ball for Daisy*, written and illustrated by Chris Raschka, published by Schwartz & Wade Books, an imprint of Random House Children's Books, a division of Random House, Inc.

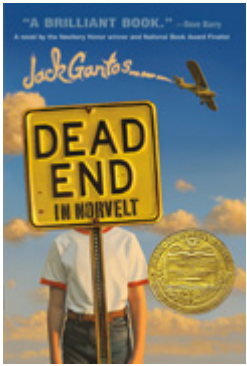
In a wordless book with huge children's appeal, Chris Raschka gives us the story of an irrepressible little dog whose most prized possession is accidentally destroyed. With brilliant economy of line and color, Raschka captures Daisy's total (yet temporary) devastation. A buoyant tale of loss, recovery and friendship.

“Chris Raschka's deceptively simple paintings of watercolor, gouache and ink explore universal themes of love and loss that permit thousands of possible variants,” said Caldecott Medal Committee Chair Steven L. Herb. ‘A Ball for Daisy’ holds as many unique stories as there will be young readers and re-readers.

<http://www.ala.org/alsc/awardsgrants/bookmedia/caldecottmedal/caldecottmedal>

The Newbery Medal was named for eighteenth-century British bookseller John Newbery. It is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the author of the most distinguished contribution to American literature for children.

2012 Medal Winner



The 2012 Newbery Medal winner is *Dead End in Norvelt* by Jack Gantos, published by Farrar Straus Giroux

The importance of history and reading (so you don't do the same "stupid stuff" again) is at the heart of this achingly funny romp through a dying New Deal town. While mopping up epic nose bleeds, Jack narrates this screw-ball mystery in an endearing and believable voice.

"Who knew obituaries and old lady death could be this funny and this tender?" said Newbery Medal Committee Chair Viki Ash.

<http://www.ala.org/alsc/awardsgrants/bookmedia/newberymedal/newberymedal>

IRC BEST SELLERS - SUMMER 2012

From The New York Times

<http://www.nytimes.com/best-sellers-books/>

This Week	Last Week	Combined Print & E-Book Fiction	Weeks on List
1	1	FIFTY SHADES OF GREY, by E. L. James. (Knopf Doubleday Publishing.) An inexperienced college student falls in love with a tortured man who has particular sexual tastes; the first book in a trilogy.	19
2	2	FIFTY SHADES DARKER, by E. L. James. (Knopf Doubleday Publishing.) Ana Steele learns more about Christian Grey's troubled past; the second book in a trilogy.	19
3	3	FIFTY SHADES FREED, by E. L. James. (Knopf Doubleday Publishing.) The final book in an erotic trilogy.	18
4	4	GONE GIRL, by Gillian Flynn. (Crown Publishing.) A woman disappears on the day of her fifth anniversary; is her husband a killer?	5
5	5	BARED TO YOU, by Sylvia Day. (Penguin Group.) Two troubled people develop an intense, obsessive relationship.	5
6		CRIMINAL, by Karin Slaughter. (Random House Publishing.) Will Trent of the Georgia Bureau of Investigation and his supervisor, Amanda Wagner, confront mysteries from the past.	1
7		SAMURAI GAME, by Christine Feehan. (Penguin Group.) A seductive employee of an underground club is playing a dangerous game of blackmail, politics and murder that reaches into the shadowy world of the GhostWalkers.	1
8		THE NEXT BEST THING, by Jennifer Weiner. (Atria Books.) A young woman who moves to Hollywood to make it in television finds success, but her life remains complicated.	1
9	8	FIFTY SHADES TRILOGY, by E. L. James. (Knopf Doubleday Publishing.) The three "Fifty Shades" novels in one bundle.	12
10		THE LITIGATORS, by John Grisham. (Random House Publishing.) Partners in a small law firm take on a big case.	1
11		ECHOES AT DAWN, by Maya Banks. (Berkley.) Rio, a member of an elite, family-run task force, is enlisted to protect a desperate woman with an extraordinary ability to heal others.	1
12	15	THE MARRIAGE BARGAIN, by Jennifer Probst. (Entangled Publishing.) A billionaire who needs a wife offers a one-year marriage in name only to a bookstore owner.	14
13		A GAME OF THRONES, by George R. R. Martin. (Random House Publishing.) In the frozen wastes to the north of Winterfell, sinister and supernatural forces are mustering.	36

This Week	Last Week	Combined Print & E-Book Fiction	Weeks on List
		Related Article	
14	12	WICKED BUSINESS , by Janet Evanovich. (Random House Publishing.) The Salem, Mass., pastry chef Lizzy Tucker and her partner, Diesel, search for a powerful ancient relic.	3
15	14	ABRAHAM LINCOLN - VAMPIRE HUNTER , by Seth Grahame-Smith. (Grand Central Publishing.) A journal reveals Lincoln's fight against the undead.	5

Also Selling

16. **SUMMERLAND**, by Elin Hilderbrand (Little, Brown & Company)
17. **11TH HOUR**, by James Patterson and Maxine Paetro (Little, Brown & Company)
18. **BLOODLINE**, by James Rollins (HarperCollins Publishers)
19. **THE INNOCENT**, by David Baldacci (Grand Central Publishing)
20. **THE AGE OF MIRACLES**, by Karen Thompson Walker (Random House Publishing)
21. **PRIVATE GAMES**, by James Patterson and Mark Sullivan (Little, Brown & Company)
22. **SLAMMED**, by Colleen Hoover (Colleen Hoover)
23. **A DANCE WITH DRAGONS**, by George R. R. Martin (Random House Publishing)
24. **THEY'RE WATCHING**, by Gregg Hurwitz (St. Martin's Press)
25. **SAFE HAVEN**, by Nicholas Sparks (Grand Central)
26. **THE NIGHT CIRCUS**, by Erin Morgenstern (Knopf Doubleday Publishing)
27. **A CLASH OF KINGS**, by George R. R. Martin (Random House Publishing)
28. **A STORM OF SWORDS**, by George R. R. Martin (Random House Publishing)
29. **ODD INTERLUDE #1**, by Dean Koontz (Random House Publishing)
30. **CALICO JOE**, by John Grisham (Knopf Doubleday Publishing)
31. **A RAGING STORM**, by Richard Castle (Hyperion)
32. **THE LAST BOYFRIEND**, by Nora Roberts (Berkley)
33. **THE WITNESS**, by Nora Roberts (Putnam)
34. **A FEAST FOR CROWS**, by George R. R. Martin (Random House Publishing)
35. **MOONHELL BEACH**, by JoAnn Ross (Penguin Group)

About the Best Sellers

A version of this list appears in the July 22, 2012 issue of The New York Times Book Review. Rankings reflect sales for the week ending July 7, 2012.

An asterisk (*) indicates that a book's sales are barely distinguishable from those of the book above it. A dagger (†) indicates that some retailers report receiving bulk orders.

IRC BEST SELLERS - SUMMER 2012

From The New York Times

<http://www.nytimes.com/best-sellers-books/>

This Week	Last Week	Combined Print & E-Book Nonfiction	Weeks on List
1	2	WILD, by Cheryl Strayed. (Knopf Doubleday Publishing.) A woman's account of a life-changing 1,100-mile hike along the Pacific Crest Trail.	12
2	3	UNBROKEN, by Laura Hillenbrand. (Random House Publishing.) An Olympic runner's story of survival as a prisoner of the Japanese in World War II.	76
		Sunday Book Review Books of The Times Review	
3	4	THE AMATEUR, by Edward Klein. (Regnery Publishing.) A journalist argues that President Obama is callow, arrogant and unable to lead.	8
4	6	KILLING LINCOLN, by Bill O'Reilly and Martin Dugard. (Holt.) The anchor of "The O'Reilly Factor" recounts the assassination of Abraham Lincoln.	40
5	7	IN THE GARDEN OF BEASTS, by Erik Larson. (Crown Publishing.) William E. Dodd, the U.S. ambassador to Germany, and his daughter, Martha, in 1930s Berlin.	45
		Sunday Book Review Books of The Times Review Excerpt	
6	11	THE IMMORTAL LIFE OF HENRIETTA LACKS, by Rebecca Skloot. (Crown Publishing.) The story of a woman whose cancer cells were cultured without her permission in 1951.	63
		Sunday Book Review Books of The Times Review Excerpt Related Article	
7	13	HEAVEN IS FOR REAL, by Todd Burpo with Lynn Vincent. (Thomas Nelson.) A father recounts his 3-year-old son's encounter with Jesus and the angels during an emergency appendectomy.	74
		Related Article	
8	1	BECOMING SISTER WIVES, by Kody, Meri, Janelle, Christine and Robyn Brown. (Simon & Schuster.) The stars of the TLC reality show describe their polygamous marriage. (†)	2
9		PRESUMED GUILTY, by Jose Baez and Peter Golenbock. (BenBella Books.) Casey Anthony's defense attorney discusses her case.	1
10	14	THE GLASS CASTLE, by Jeannette Walls. (Simon & Schuster.) The author recalls a bizarre childhood during which she was constantly moved from place to place. (†)	22
		Sunday Book Review Excerpt	
11	12	LET'S PRETEND THIS NEVER HAPPENED, by Jenny Lawson. (Penguin Group.) A blogger recalls her unusual upbringing. (†)	10

This Week	Last Week	Combined Print & E-Book Nonfiction	Weeks on List
15		STEVE JOBS, by Walter Isaacson. (Simon & Schuster.) A biography of the recently deceased entrepreneur, based on 40 interviews with Jobs conducted over two years.	37
13	9	AN AMERICAN SON, by Marco Rubio. (Penguin Group.) A memoir by the Florida senator, the Miami-born child of Cuban exiles.	3
14		THE DEVIL IN PEW NUMBER SEVEN, by Rebecca Nichols Alonzo and Bob DeMoss. (Tyndale House Publishers.) When Alonzo was a child, her father, a North Carolina pastor, lost his life in one man's campaign of terror to drive him from his church.	1
15		THE POWER OF HABIT, by Charles Duhigg. (Random House Publishing.) A Times reporter's account of the science behind how we form, and break, habits.	15

Also Selling

16. **OUTLIERS**, by Malcolm Gladwell (Little, Brown & Company)
17. **A STOLEN LIFE**, by Jaycee Dugard (Simon & Schuster)
18. **THE PRESIDENTS CLUB**, by Nancy Gibbs and Michael Duffy (Simon & Schuster)
19. **COWARDS**, by Glenn Beck and Kevin Balfe (Threshold Editions/Mercury Radio Arts)
20. **I FEEL BAD ABOUT MY NECK**, by Nora Ephron (Knopf Doubleday Publishing)
21. **BOSSYPANTS**, by Tina Fey (Little, Brown & Company)
22. **AMERICAN SNIPER**, by Chris Kyle with Scott McEwen and Jim DeFelice (HarperCollins Publishers)
23. **THE GREAT DESTROYER**, by David Limbaugh (Regnery Publishing)
24. **I HATE EVERYONE . . . STARTING WITH ME**, by Joan Rivers (Penguin Group)
25. **I REMEMBER NOTHING**, by Nora Ephron (Knopf Doubleday Publishing)
26. **THE DEVIL IN THE WHITE CITY**, by Erik Larson (Knopf Doubleday Publishing)
27. **LOTS OF CANDLES, PLENTY OF CAKE**, by Anna Quindlen (Random House Publishing)
28. **YES, CHEF**, by Marcus Samuelsson (Random House Publishing)
29. **QUIET**, by Susan Cain (Crown Publishing)
30. **FEARLESS**, by Eric Blehm (WaterBrook)
31. **THE TIPPING POINT**, by Malcolm Gladwell (Little, Brown)
32. **IT WORKED FOR ME**, by Colin Powell with Tony Koltz (HarperCollins Publishers)
33. **DESTINY OF THE REPUBLIC**, by Candice Millard (Knopf Doubleday Publishing Group)
34. **THE PASSAGE OF POWER**, by Robert A. Caro (Knopf Doubleday Publishing)
35. **BORN TO RUN**, by Christopher McDougall (Knopf Doubleday Publishing)

About the Best Sellers

A version of this list appears in the July 22, 2012 issue of The New York Times Book Review. Rankings reflect sales for the week ending July 7, 2012. An asterisk (*) indicates that a book's sales are barely distinguishable from those of the book above it. A dagger (†) indicates that some retailers report receiving bulk orders

IRC LESSON SUMMARY SHEET

CLIENT'S NAME/ID# (Print): _____

CLINICIAN'S SIGNATURE: _____

CLINIC VISIT NO. (circle) 1 2 3 4 5 6 7 8 9 10

(Within **10 visits** client is expected to have earned "1000 Points To Literacy" and continue literacy techniques at home with parent, guardian, relative, friend, peer, etc.)

DATE OF SESSION: MONTH: _____ DATE: _____ YEAR: _____

Objective for this session. (Please print)

1. _____
2. _____
3. _____
4. _____
5. _____

Instructional Procedure. Used for each objective. (Please print)

1. _____
2. _____
3. _____
4. _____
5. _____

Materials used in each procedure. (Please print)

1. _____
2. _____
3. _____
4. _____
5. _____

COMMENTS: (Please print)

1. _____
2. _____
3. _____
4. _____
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