



Introduction to the *TTS*TM

Learn about the purpose, administration, and contents of the new *Trial Teaching Strategies*TM



Purpose of the *TTS*

Trial Teaching Strategies (TTS) is an online resource that offers short lessons to address students' reading needs. *TTS* extends the comprehensive nature of the *Diagnostic Assessments of Reading™ (DAR™)* by addressing the specific needs *DAR* identifies for a particular student.

TTS sessions can contribute to an optimal program of instruction by helping the student discover his or her own reading strengths as well as needs. Once the teacher and student discover the strategies that best address those needs, together they can plan for future remediation.



New for the Online *TTS*

TTS offers you new strategies and materials in a dynamic online format. Some of the new features:

- Worksheets and word cards have new color artwork.
- The Oral Reading and Silent Reading Comprehension strategies have all new reading selections from authentic literature.
- Student Record Forms are provided with each strategy so you can easily record your student's responses.
- Strategies are available for all *DAR* subtests and mastery levels, including *DAR* Level 0 materials for students who attempted leveled subtests but did not achieve mastery.



More New Features

Navigation methods make it simple to locate appropriate strategies. You can find strategies using two different methods.

1. Enter the student's *DAR* Results for any areas of concern, and the system returns strategies appropriate for those results, OR
2. Select from a menu of *DAR* categories and review the strategies available for a specific subtest or *DAR* level.



How to Access *TTS*

TTS is available with the purchase of a *DAR* Form A or Form B kit. With each kit you will receive access for 5 users at no additional cost. You can also purchase *TTS* access for users separately.

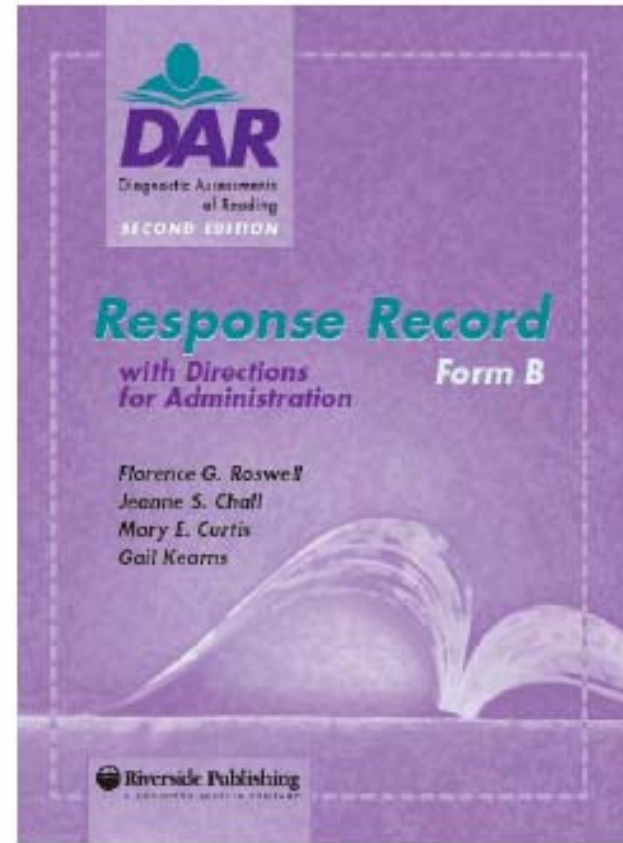
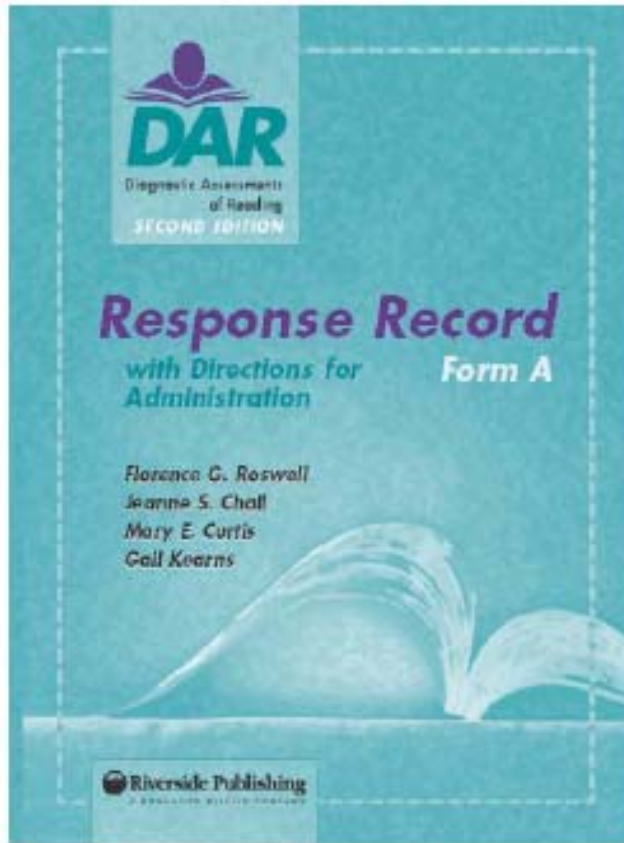
Please contact Customer Service at 800.323.9540 for pricing information or to place an order.



Using the *TTS*



1. Administer the *DAR* to your student





2. Log on to the *TTS* website: www.DAR-TTS.com

Trial Teaching Strategies
TTSTM

Strategies to Connect Testing to Teaching

HOME FIND TTS ABOUT THE TTS SUPPORT

User ID

Password

LOG ON

[Forgot your User Name or Password?](#)

[New Customer? Click here.](#)

REQUEST A SAMPLE

Welcome to Trial Teaching StrategiesTM!

Riverside Publishing is pleased to present Trial Teaching Strategies[™] (TTS[™])—an online resource that offers short lessons that address a student’s reading needs. TTS extends the comprehensive nature of the Diagnostic Assessments of Reading[™] (DAR[™]) by addressing the specific needs the DAR identifies for a particular student.

After administering the DAR, you can log on to the TTS website and use your student’s DAR results to retrieve strategies appropriate to try with your student. You can access these strategies either by entering a student’s DAR results in any areas of concern or by selecting from an index of these areas. Although available separately, we recommend that TTS be used in combination with the DAR.

TTS sessions can contribute to an optimal program of instruction by helping your student discover his or her own reading strengths and needs. Once you and your student discover which strategies best address his or her needs, together you can plan for future remediation.



3. Locate appropriate strategies

Enter the student's *DAR* results in any areas of concern

OR

Select from an index of these areas

Enter DAR Results

Enter DAR mastery information in any areas of concern. If there is no concern about an area, leave it blank.

If the student attempted a leveled subtest (ex: Word Recognition) but did not achieve mastery at any level, select DAR Level 0.

Select a DAR Mastery Level 0-9/10

Word Recognition

Oral Reading Accuracy

Oral Reading Fluency

Silent Reading Comprehension

Spelling

Word Meaning

TTS By Category

Select a student's area(s) of need to view the Trial Teaching Strategies available.

- [Print Awareness](#)
- [Phonological Awareness](#)
- [Letters and Sounds](#)
- [Word Recognition](#)
- [Word Analysis](#)
- [Oral Reading Accuracy](#)
- [Oral Reading Fluency](#)
- [Silent Reading Comprehension](#)
- [Spelling](#)
- [Word Meaning](#)

DAR-TTS.com, the Trial Teaching Strategies website, is an online resource that addresses a student's specific needs as identified by the Diagnostic Assessments of Reading (DAR). Copyright © 2006 by The Riverside Publishing Company. All rights reserved. Portions of the Trial Teaching Strategies contain copyrighted material that was obtained from other sources and are limited for use by the Licensee solely.

Instructions are available in a printer-friendly format, and materials may be downloaded and printed.

4. Print instructions and materials

Strategy introduction, instructions, and how to interpret results

Student materials have teal banners

Teacher materials have purple banners

**Phonological Awareness:
Hearing Initial Consonant Sounds**

Introduction:

This TTS introduces initial consonant sounds via direct instruction and provides students with additional practice in recognizing the sounds again. In giving the initial consonant sounds, be sure that you say only the consonant sounds (for example, /p/ or /b/). Do not say the letter names (for example, p or b) or add "uh" to the sounds (for example, "puh" or "buh").

Strategy: Recognizing Initial Consonant Sounds

Materials Needed:

[TTS-PA-Fluency/CC-Recs-ask](#)

Show the picture of a pencil.

Say: Here is a picture of a pencil. Please say pencil.

After the student says "pencil,"

Say: The word pencil begins with this sound: /p/. What sound do you hear at the beginning of pencil? (/p/)

If the student has difficulty telling you the correct sound, emphasize the initial /p/ sound in pencil and have him or her repeat it.

Say: Another word that begins with the /p/ sound is penny. What sound do you hear at the beginning of penny? (/p/)

Pen is another word that begins with the /p/ sound. Pencil, penny, and pen all begin with the /p/ sound. Can you tell me another word that begins with /p/?

On the Student Record Form, record the student's response.

If the student has difficulty telling you another word with the /p/ sound, separate each of the example words, emphasizing the initial sound. Have the student repeat each word.

Show the picture of a fish.

Say: Here is another picture. This picture shows a fish. Please say fish.

After the student says "fish,"

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**TTS Hearing Initial Consonant Sounds
Strategy: Recognizing Initial Consonant Sounds**



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**TTS Student Record Form: Spelling
DAR Level 1-2
Strategies: Visualizing Words AND Copying Words**

Student: _____ Grade: _____ Date: _____

Visualizing Words Strategy		Copying Words Strategy	
Word Card	# of attempts until spelled correctly:	Word Card	# of attempts until spelled correctly:
1 took		4 bed	
2 may		5 name	
3 you		6 rain	

Review:

Read each word. Read the sentence, then repeat the word. Place a check (✓) next to each word written correctly.

- took _____ He took a bath on Saturday.
- may _____ I may go to the store later.
- you _____ It's nice to meet you.
- bed _____ I make my bed every morning.
- name _____ She said her name was Sue.
- rain _____ I hope it doesn't rain today.

Which strategy seems to work best for this student? Visualizing or Copying
Explain:

Attach the student's Spelling paper(s) for further information:

<p>During this activity, the student seemed:</p> <input type="checkbox"/> Actively engaged <input type="checkbox"/> Somewhat engaged <input type="checkbox"/> Partially cooperative <input type="checkbox"/> Not interested <input type="checkbox"/> Other: _____	<p>Additional Comments</p>
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Materials may be printed in black and white. "Teacher's Copy" and DAR Level are noted in the upper right corner of reading selections.



5. Prepare for a *TTS* session

Read through the printed instructions and materials for each strategy you plan to use.

Strategy materials include reading selections, worksheets, key word cards, sentence cards, picture cues, letter tiles, and Student Record Forms, all of which are available online. The strategy instructions will also tell you whether ancillary materials, such as a dictionary, are needed.

You may wish to print items such as cards and letter tiles on card stock for increased durability. Cut apart any cards or letter tiles before meeting with your student.

Bring the printed instructions and materials to the *TTS* session, along with writing utensils and extra paper.

If there are many strategies you wish to use, or if you are working with a young student or beginning reader, try several short *TTS* sessions rather than one long session.

6. Meet with your student

Discuss with your student his or her *DAR* results, focusing on areas of strength and areas of need. Try the recommended strategies and record your student's responses using the Student Record Forms.



Student Record Forms are similar to the *DAR Response Record*. These forms list correct responses and provide space for you to record and evaluate your student's responses and level of engagement. They also prompt you to reflect on which strategies were most effective. Keep Student Record Forms together with the writing done by the student so you can easily access this information.

7. Reflect on the results

Determine which strategies were helpful and how they can be implemented in future instruction. The “Interpreting and Using the TTS” sections in the strategy instructions will help you evaluate the results of a strategy and will recommend additional strategies and classroom activities to try.

The image shows a 'Summary Student Record Form' with several sections for tracking student progress and instructional needs. The sections include:

- Phonological Awareness:** Includes sub-sections for Blending Words, Segmenting Words, Hearing Initial Consonant Sounds, Hearing Final Consonant Sounds, and Auditory Blending.
- Letters and Sounds:** Includes sub-sections for Naming Capital and Lowercase Letters, Matching Letters, Matching Words, and Writing Words.
- Word Recognition:** Includes sub-sections for Level 0 and Level 1-4.
- Analysis:** A section for noting when a strategy was used with the student.
- Reading Accuracy:** Includes a section for Difficult Words.
- Reading Fluency:** Includes a section for Expanded Reading.
- Reading Comprehension:** Includes a section for Student with Text.

Each section has a 'Student's instructional needs:' field for recording observations and recommendations. The form is numbered 1 through 4 at the bottom.

A Summary Student Record Form is available online to help you keep TTS results and plans for instruction in a central place.



List of Strategies Available with *TTS*

✓ Denotes strategy names

Materials from
Using Pictures in
Hearing Rhymes

Print Awareness

- Four strategies matched to item errors:
 - ✓ How a Book Begins
 - ✓ The Difference between Letters and Words
 - ✓ Knowing Where a Sentence Ends
 - ✓ Relationships between Printed and Spoken Words

Phonological Awareness

- Rhyming Words
 - ✓ Hearing and Making Rhymes
 - ✓ Using Pictures in Hearing Rhymes
- Segmenting Words
 - ✓ Identifying and Counting Word Parts
- Hearing Initial Consonant Sounds
 - ✓ Recognizing Initial Consonant Sounds
- Hearing Final Consonant Sounds
 - ✓ Recognizing Final Consonant Sounds
- Auditory Blending
 - ✓ Blending

Rhyming Words

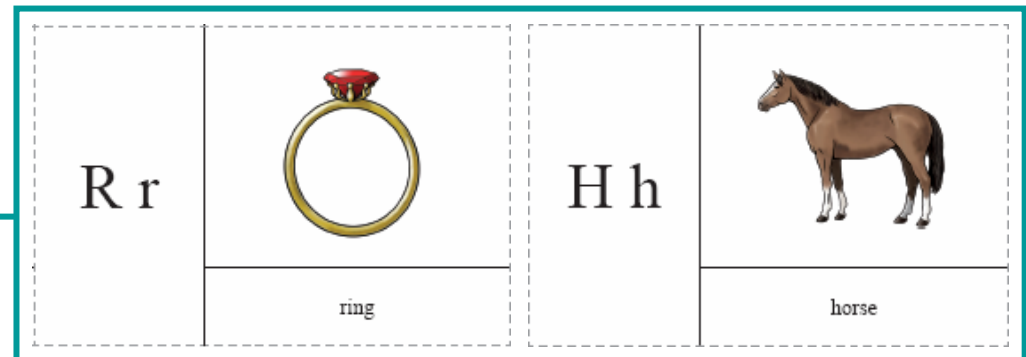
Strategy: Using Pictures and Hearing Rhymes

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Letters and Sounds

- Naming Capital and Lowercase Letters
 - ✓ Using Key Words
 - ✓ Tracing and Writing Letters
- Matching Letters
 - ✓ Letter Matching
- Matching Words
 - ✓ Word Matching
- Writing Words
 - ✓ Word Family Approach

Key Word Cards
from Using Key Words



Word Recognition

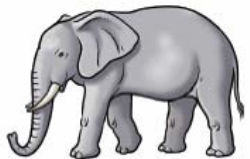
- *DAR* Mastery Level 0
 - ✓ Visual Approach
- *DAR* Mastery Levels 1-1-4
 - ✓ Repeated Reading of Words; word lists available for every level
- *DAR* Mastery Level 5-9/10
 - ✓ Routing to appropriate strategies

Cards from Using Key Words and Pictures

Word Analysis

- Consonant Sounds
 - ✓ Learning Consonant Sounds with Key Words and Pictures
 - ✓ Using Consonants with Word Families
- Consonant Blends
 - ✓ Using Consonant Blends
- Short Vowel Sounds
 - ✓ Using Key Words and Pictures
 - ✓ Phonic Blending
 - ✓ Writing Words and Sentences
- Rule of Silent *E*
 - ✓ Using Rule of Silent *E*
- Vowel Digraphs
 - ✓ Reading Words with Vowel Digraphs

Key Word Card




e

wet


pen

Key Word Card



a

Key Word Card




o

hot

top


Key Word Card



i

win

Key Word Card



u


bus

sun

Worksheet from
Two-Syllable Words

Word Analysis, continued

- Diphthongs
 - ✓ Reading Words with Vowel Diphthongs
- Vowels with *R*
 - ✓ Reading Words with Vowel + *R*
- Two-Syllable Words
 - ✓ Recognizing Syllable Types
 - ✓ Using Rules for Syllabication
- Polysyllabic Words
 - ✓ Analyzing Word Parts
 - ✓ Recognizing Affixes
- Dividing Words (for *DAR* Word Recognition Level 2)
 - ✓ Reading Compound Words
 - ✓ Dividing Words into Parts



Word Analysis: Two-Syllable Words

Worksheet A

Student: _____ Grade: _____ Date: _____

For use with Strategy: Recognizing Syllable Types

ham + mer _____

bob + bin _____

in + vent _____

nut + meg _____

am + bush _____

For use with Strategy: Using Rules for Syllabication

traffic

silver

velvet

shabby

blender

lecture

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Oral Reading Accuracy

- *DAR* Levels 0–9/10
 - ✓ Teacher Identification of Difficult Words
 - ✓ Student Identification of Difficult Words
- Passages available for each strategy and level

Oral Reading Fluency

- *DAR* Levels 0–9/10
 - ✓ Modeling
 - ✓ Repeated Reading
- Passages available for each strategy and level

Selection from
Oral Reading Fluency, Level 1-2



Peach Pit Ring

It is a hot summer afternoon, and Grandpa and I are eating peaches in the backyard. When I finish my peach, I ask Grandpa what to do with the pit.

“Let me see it,” Grandpa says. “I have an idea.”

We go into the barn where Grandpa’s tools are. He likes to make things out of wood. “A peach pit is like a big seed,” Grandpa says. “If you plant it, it will grow into a tree. But I am going to use the pit like a little piece of wood.”

He cleans the pit off and makes a hole in it. When he’s done, he puts it on my finger. It is a peach pit ring. “Some things have many uses,” smiles Grandpa.



Silent Reading Comprehension

- *DAR* Levels 0, 1-2, and 2
 - ✓ Listening Comprehension
- *DAR* Levels 3, 4, 5, and 6
 - ✓ Active Engagement with Text
 - ✓ Generating Main Idea Questions
- *DAR* Levels 7, 8, and 9/10
 - ✓ Comprehension Monitoring
 - ✓ Summarizing
- Passages available for each strategy and level

Selection from
Listening Comprehension, Level 0




Bird Watching

At parks and in the woods, many people like to watch birds. They have to be very still and quiet so that they do not scare the birds. Since birds can be hard to find, people feel good when they see new ones. Sometimes they join friends to watch the birds. When they see a new bird, they try to find out what kind it is. They can look in a book to find the bird's picture and its name. Learning about new birds is fun.

Spelling

- DAR Levels 0–3
 - ✓ Visualizing Words
 - ✓ Copying Words
- DAR Levels 4–9/10
 - ✓ Visualizing Words
 - ✓ Error Analysis
- Spelling words available for each strategy and level

Spelling Cards for Level 7


Spelling

DAR Level 7

✂ Cut on dotted lines only.

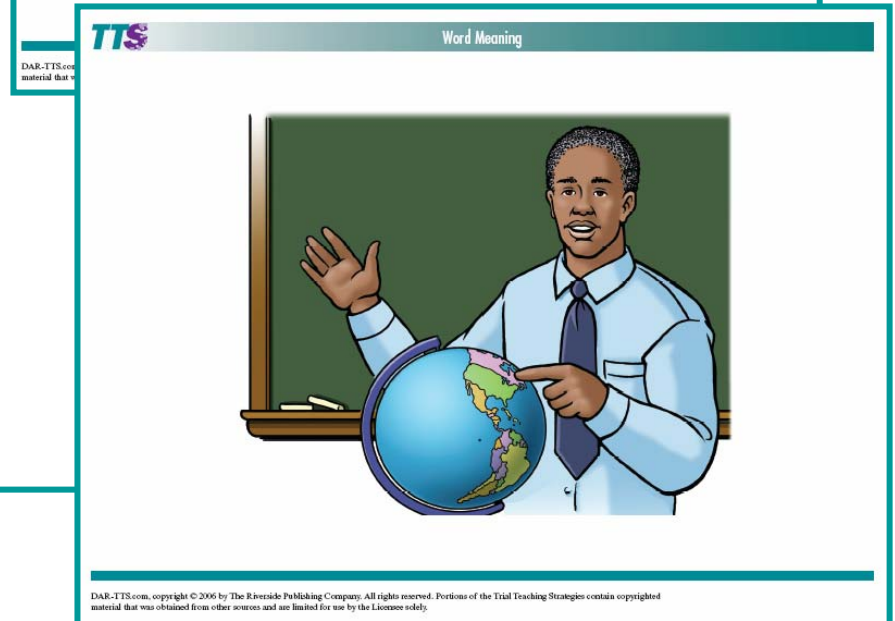
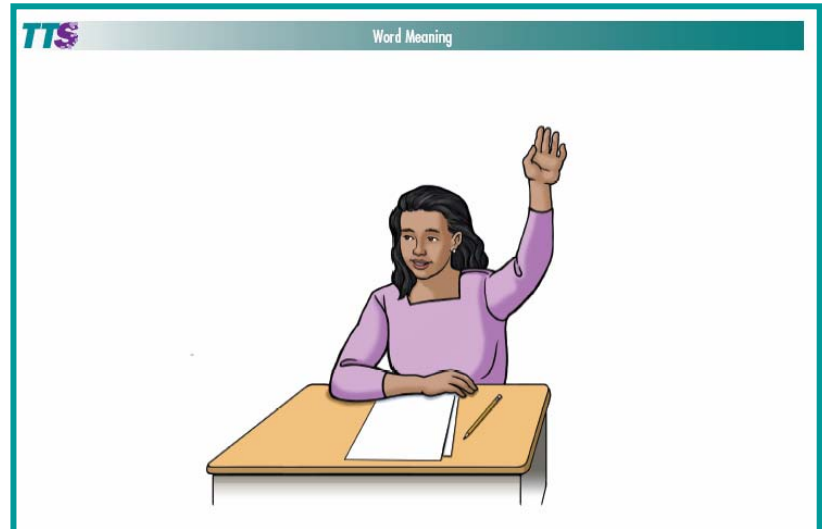
1 apology	4 cashier
2 decision	5 routine
3 twirl	6 unique

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Word Meaning

- **DAR Levels 0–2**
 - ✓ Picture Cues
 - ✓ Story Context
- **DAR Levels 3–6**
 - ✓ Word Meaning Instruction
 - ✓ Word Parts Instruction
 - ✓ Semantic Clues
- **DAR Levels 7–9/10**
 - ✓ Ways to Learn Word Meanings

Cards from Picture Cues





Request a Sample of *TTS*

If you are interested in receiving a sample strategy, visit to www.DAR-TTS.com and click .

Simply fill out the information and you will be emailed a link to a PDF that contains instructions and materials for one strategy.



Learn about the *DAR*

To learn more about the *Diagnostic Assessments of Reading (DAR)*, visit www.DAR-TTS.com and look under the "About the TTS" menu.



Diagnostic Assessments
of Reading