

# COOL Tools

## *Informal Reading Assessments*

*Presented by:*

**PROJECT CENTRAL**  
Coordinating Existing Networks to Reach All Learners

Florida Department of Education  
Bureau of Exceptional Education and Student Services  
2003

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# COOL TOOLS

## Informal Reading Assessments

### PREFACE

Given the national and state goal to have every child reading on grade level by grade 3 (No Child Left Behind Act, Reading First, and Just Read, Florida!) and the significant number of children struggling with learning to read, educators are in need of readily available, scientifically based reading instruction resources to help meet this need. Project CENTRAL is pleased to offer *COOL TOOLS - Informal Reading Assessments* for classroom educators. This product was developed as a companion to *Knowing What Works – Action Research*, also created by Project CENTRAL and designed to serve classroom teachers’ needs for **informal**, sequential measures of student’s reading abilities across the five areas of reading instruction identified by the 2000 report of the National Reading Panel:

- phonological awareness
- phonics
- fluency
- vocabulary
- text comprehension.

The National Reading Panel’s research findings and conclusions have been summarized in the document *Put Reading First: The Research Building Blocks for Teaching Children to Read - Kindergarten through Third Grade*. This document was a collaborative effort between the National Institute for Literacy, the National Institute of Child Health and Human Development, and the U.S. Department of Education to create a guide for teachers written by teachers that explores the specific strategies and skills needed to successfully teach children to read. *Put Reading First* should be considered a companion to this manual. You can download this *Put Reading First* from the National Institute for Literacy website at [www.nifl.gov](http://www.nifl.gov) or find the direct PDF file at: <http://www.nifl.gov/partnershipforreading/publications/Cierra.pdf>.

As a part of the No Child Left Behind Act, Reading First defines reading as a complex system of deriving meaning from print that requires skills and knowledge to understand how phonemes, or speech sounds, are connected to print, the ability to decode unfamiliar words, the ability to read fluently, sufficient background information and vocabulary to foster reading comprehension, the development of appropriate active strategies to construct meaning from print, and development and maintenance of a motivation to read. (Part B, Subpart 1, Reading First, of Title 1, of Public Law 107-110 (2001), pp. 204-205.)

Just Read, Florida! has proposed the following formula to express the larger meaning of the above stated research: 5 + 3 + ii + iii = No Child Left Behind. This refers to the 5 components of reading instruction, 3 types of assessment, strategies for initial instruction, and immediate intensive intervention.

## Just Read, Florida! Formula 5 + 3 + ii + iii

5 Components of Reading Instruction	3 Types of Assessment	Strategies for Initial Instruction	Strategies for Immediate Intensive Intervention
<ul style="list-style-type: none"> <li>• Phonological awareness</li> <li>• Phonics</li> <li>• Fluency</li> <li>• Vocabulary</li> <li>• Comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Screening</li> <li>• Diagnostic assessments</li> <li>• Progress monitoring</li> </ul>	<p>Grounded in scientifically based reading research (SBRR) and aligned with the Sunshine State Standards</p>	<p>Identification of students, diagnosis of the nature, Prescription of instruction, Provision of intensive instruction, grounded in SBRR and prescribed in the AIP, and Ongoing progress monitoring and continued support</p>

Project CENTRAL offers these *Cool Tools* for teachers to use as measures of potentially all three types of assessment on an informal level. The data can in turn assist teachers in the planning and delivery of data-based instruction during the action research process. These informal assessments can also be viewed as samples for creating individualized informal assessments based on the specific skill needs of individual students.

*In schools where students are learning to read as well as reading to learn, administrators and teachers must know how every student is progressing in reading at any given time – not just the students who are having difficulties in reading. Assessments that give a global picture of students’ reading achievement are not sufficient to plan instruction, enrichment, or remediation. (McEwan, 2002).*



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# **Section 1**

## **Phonological Awareness**



# Phonological Awareness

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## Correlation to the Sunshine State Standards

LA.D.1.1.1 – **Recognizes basic patterns in and functions of language.**  
LA.D.2.1.2 – Identifies and uses repetition, rhyme, and rhythm in oral and written text.

# Phonological Awareness

## Introduction and Scientifically Based Reading Research (SBRR)

The 2000 report of the National Reading Panel defines **phonemic awareness** as the ability to focus on and manipulate phonemes in spoken words. The *Put Reading First* document describes **phonological awareness** as a broad term that includes phonemic awareness. Phonological awareness activities can involve work with phonemes, rhymes, words, syllables, and onsets and rimes.

Results of the 2000 report of the National Reading Panel's meta-analysis showed that teaching children to manipulate sounds in language helps them read better. Instruction in phonological awareness helped all types of children improve their reading, including typically developing readers, children at risk for future reading problems, students with disabilities, preschoolers, kindergartners, first graders, children in second through sixth grades (most of whom were students with disabilities), children across various socio economic levels, and children learning to read in English as well as in other languages (NICHD, 2000). Furthermore, for both young readers and prereaders, familiarity with letters and sensitivity to the phonetic structure of oral language were strong predictors of reading achievement – stronger, in fact, than IQ (Adams, 1990).

The informal assessments in this section are presented in a sequential order based on developmentally appropriate phonological awareness skills. This structure is supported by the National Reading Panel as the studies they reviewed found that the researchers used the following tasks to assess children's phonological awareness or to improve their phonological awareness through instruction and practice:

- phoneme isolation
- phoneme identity
- phoneme categorization
- phoneme blending
- phoneme segmentation
- phoneme deletion.

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

# Phonological Awareness – Rhyme Identification

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme."

**Practice Items:** Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sit – bit

boy – chair

**Test Items:** Read each pair of words. Mark those items that the student answers correctly. Create additional lists as needed.

1. bed – fed \_\_\_\_\_ (yes)
2. top – hop \_\_\_\_\_ (yes)
3. run – soap \_\_\_\_\_ (no)
4. hand – sand \_\_\_\_\_ (yes)
5. funny – bunny \_\_\_\_\_ (yes)
6. girl – giant \_\_\_\_\_ (no)
7. lid – hid \_\_\_\_\_ (yes)
8. mess – yell \_\_\_\_\_ (no)
9. fell – fun \_\_\_\_\_ (no)
10. skip – hip \_\_\_\_\_ (yes)

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_





# Phonological Awareness – Rhyme Production

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to tell you a word and I want you to tell me a word that rhymes with it." (The answers may be real or nonsense words)

**Practice Items:** Help the student identify when two words rhyme by using the following practice items. Create additional practice items as needed.

sun... \_\_\_\_\_ cat... \_\_\_\_\_

**Test Items:** Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

1. pain \_\_\_\_\_
2. cake \_\_\_\_\_
3. hop \_\_\_\_\_
4. see \_\_\_\_\_
5. dark \_\_\_\_\_
6. candy \_\_\_\_\_
7. fun \_\_\_\_\_
8. hair \_\_\_\_\_
9. row \_\_\_\_\_
10. sip \_\_\_\_\_

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_



# Phonological Awareness – Syllable Blending

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying; "I am going to say a word in a funny way. I want you to put the parts together and say the whole word."

**Practice Items:** Help the student identify syllable blending with the following practice items. Create additional practice items as needed.

ro-bot : "robot"

out-side : "outside"

**Test Items:** Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly. Create additional lists as needed.

1. black - board \_\_\_\_\_
2. rain - bow \_\_\_\_\_
3. pop - corn \_\_\_\_\_
4. side - walk \_\_\_\_\_
5. pen - cil \_\_\_\_\_
6. hon - ey \_\_\_\_\_
7. pic - ture \_\_\_\_\_
8. pa - per \_\_\_\_\_
9. riv - er \_\_\_\_\_
10. can - dle \_\_\_\_\_

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_



# Phonological Awareness – Syllable Segmentation

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and I want you to break it into parts or syllables."

**Practice Items:** Help the student identify how to break a word into syllables by saying a word normally and then clapping out the parts of a word while saying each part. Use the following practice items. Create additional practice items as needed.

cowboy (cow - boy)

candy (can - dy)

**Test Items:** Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly. Create your own or additional lists as needed.

1.     sometime           \_\_\_\_\_ (2)
2.     basket               \_\_\_\_\_ (2)
3.     bedroom             \_\_\_\_\_ (2)
4.     kite                 \_\_\_\_\_ (1)
5.     bag                 \_\_\_\_\_ (1)
6.     carpet              \_\_\_\_\_ (2)
7.     computer           \_\_\_\_\_ (3)
8.     sunflower         \_\_\_\_\_ (3)
9.     fantastic          \_\_\_\_\_ (3)
10.    helicopter         \_\_\_\_\_ (4)

**Number correct**           \_\_\_\_\_

**Total possible**         \_\_\_\_\_



# Phonological Awareness – Syllable Deletion

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don't say CUP."

**Practice Items:** Help the student identify how to delete a syllable from a word by saying a word normally and then asking them to say it again but don't say \_\_\_\_\_. Use the following practice item. Create additional practice items as needed.

Say AIRLINE. Now say it again, but don't say AIR.

**Test Items:** Read each item and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) \_\_\_\_\_
2. Say INSIDE. Now say it again, but don't say SIDE. (in) \_\_\_\_\_
3. Say FORGET. Now say it again, but don't say FOR. (get) \_\_\_\_\_
4. Say BASKET. Now say it again, but don't say BAS. (ket) \_\_\_\_\_
5. Say AFTER. Now say it again, but don't say AF. (ter) \_\_\_\_\_
6. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) \_\_\_\_\_
7. Say PERFUME. Now say it again, but don't say FUME. (per) \_\_\_\_\_
8. Say CANDY. Now say it again, but don't say DY. (can) \_\_\_\_\_
9. Say COWBOY. Now say it again, but don't say COW. (boy) \_\_\_\_\_
10. Say BOWTIE. Now say it again, but don't say TIE. (bow) \_\_\_\_\_

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_





# Phonological Awareness – Phoneme Identification

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the sound that is the same in all the words."

**Practice Items:** Help the student identify the same sound found in each word with the following practice items. Create additional practice items as needed.

cat, car, cap : "What sound is the same in all the words? I hear /c/ in all three words."

hop, sip, lap : "What sound is the same in all the words? I hear /p/ in all three words."

**Test Items:** Read the list of words and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. fix, fall, fun \_\_\_\_\_ /f/
2. me, milk, mom \_\_\_\_\_ /m/
3. ship, shop, share \_\_\_\_\_ /sh/
4. dig, dog, do \_\_\_\_\_ /d/
5. fit, mat, lot \_\_\_\_\_ /t/
6. lip, flap, cap \_\_\_\_\_ /p/
7. chair, cheese, chalk \_\_\_\_\_ /ch/
8. see, bee, me \_\_\_\_\_ /ee/
9. like, click, sick \_\_\_\_\_ /k/
10. fish, crash, dish \_\_\_\_\_ /sh/

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_



# Phonological Awareness – Phoneme Isolation (initial)

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

**Practice Items:** Help the student identify the initial sound of a word with the following practice items. Create additional practice items as needed.

dog – "The first sound that I hear in the word dog is /d/."

**Test Items:** Read each word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. big \_\_\_\_\_ /b/
2. land \_\_\_\_\_ /l/
3. farm \_\_\_\_\_ /f/
4. apple \_\_\_\_\_ /a/
5. desk \_\_\_\_\_ /d/
6. ship \_\_\_\_\_ /sh/
7. man \_\_\_\_\_ /m/
8. help \_\_\_\_\_ /h/
9. then \_\_\_\_\_ /th/
10. truck \_\_\_\_\_ /t/

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_



# Phonological Awareness – Phoneme Isolation (final)

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the last sound that you hear in the word."

**Practice Items:** Help the student identify the final sound of a word with the following practice item. Create additional practice items as needed.

dog – "The last sound that I hear in the word dog is /g/."

**Test Items:** Read each word and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. pick \_\_\_\_\_ /k/
2. ran \_\_\_\_\_ /n/
3. fill \_\_\_\_\_ /l/
4. bug \_\_\_\_\_ /g/
5. same \_\_\_\_\_ /m/
6. tooth \_\_\_\_\_ /th/
7. fish \_\_\_\_\_ /sh/
8. hop \_\_\_\_\_ /p/
9. case \_\_\_\_\_ /s/
10. jar \_\_\_\_\_ /r/

Number correct \_\_\_\_\_

Total possible \_\_\_\_\_



# Phonological Awareness – Phoneme Blending

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to separate the sounds of a word and I want you to tell me what word it is."

**Practice Items:** Help the student identify how to blend phonemes with the following practice items. Create additional practice items as needed.

"/s/ /i/ /t/ is what word? SIT"

"/s/ /t/ /o/ /p/ is what word? STOP"

**Test Items:** Read the sounds of a word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. /m/ /ee/ \_\_\_\_\_ (me)
2. /b/ /e/ /d/ \_\_\_\_\_ (bed)
3. /h/ /a/ /t/ \_\_\_\_\_ (hat)
4. /m/ /u/ /s/ /t/ \_\_\_\_\_ (must)
5. /sh/ /o/ /p/ \_\_\_\_\_ (shop)
6. /p/ /l/ /a/ /n/ /t/ \_\_\_\_\_ (plant)
7. /s/ /t/ /o/ /p/ \_\_\_\_\_ (stop)
8. /f/ /l/ /ow/ /er/ \_\_\_\_\_ (flower)
9. /l/ /u/ /n/ /ch/ \_\_\_\_\_ (lunch)
10. /s/ /t/ /r/ /a/ /n/ /d/ \_\_\_\_\_ (strand)

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_





# Phonological Awareness – Phoneme Segmentation

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word; I want you to tell me all of the sounds that you hear in that word."

**Practice Items:** Help the student identify how to segment phonemes in a word with the following practice item. Create additional practice items as needed.

"DIM, I hear the sounds /d/ /i/ /m/."

**Test Items:** Read each word and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. in /i/ /n/ \_\_\_\_\_ (2)
2. at /a/ /t/ \_\_\_\_\_ (2)
3. name /n/ /ae/ /m/ \_\_\_\_\_ (3)
4. ship /sh/ /i/ /p/ \_\_\_\_\_ (3)
5. sock /s/ /o/ /k/ \_\_\_\_\_ (3)
6. chin /ch/ /i/ /n/ \_\_\_\_\_ (3)
7. sand /s/ /a/ /n/ /d/ \_\_\_\_\_ (4)

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_ (20)



# Phonological Awareness – *Phoneme Deletion*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word without one of the sounds."

**Practice Items:** Help the student identify how to delete phonemes in a word by using the following practice item. Create additional practice items as needed.

"Say GOAT. Now say it again without the /t/." (go)

**Test Items:** Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say ROSE, now say it again without /z/ \_\_\_\_\_ (row)
2. Say TRAIN, now say it again without /n/ \_\_\_\_\_ (tray)
3. Say GROUP, now say it again without /p/ \_\_\_\_\_ (grew)
4. Say SEAT, now say it again without /t/ \_\_\_\_\_ (sea)
5. Say BAKE, now say it again without /k/ \_\_\_\_\_ (bay)
6. Say INCH, now say it again without /ch/ \_\_\_\_\_ (in)
7. Say SMILE, now say it again without /s/ \_\_\_\_\_ (mile)
8. Say FEET, now say it again without /f/ \_\_\_\_\_ (eat)
9. Say BOAT, now say it again without /b/ \_\_\_\_\_ (oat)
10. Say LAKE, now say it again without /l/ \_\_\_\_\_ (ache)

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_



## Phonological Awareness – *Phoneme Addition*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word with one extra sound."

**Practice Items:** Help the student identify how to add phonemes to a word by using the following practice item. Create additional practice items as needed.

"Say PARK, now say it again with /s/ in front of it." (SPARK)

**Test Items:** Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say TOP, now say it again with /s/ in front of it \_\_\_\_\_ (stop)
2. Say LIP, now say it again with /f/ in front of it \_\_\_\_\_ (flip)
3. Say EAT, now say it again with /m/ in front of it \_\_\_\_\_ (meat)
4. Say LAP, now say it again with /c/ in front of it \_\_\_\_\_ (clap)
5. Say TRAP, now say it again with /s/ in front of it \_\_\_\_\_ (strap)
6. Say RUST, now say it again with /t/ in front of it \_\_\_\_\_ (trust)
7. Say LAY, now say it again with /p/ in front of it \_\_\_\_\_ (play)
8. Say EAT, now say it again with /sh/ in front of it \_\_\_\_\_ (sheet)
9. Say ROBE, now say it again with /p/ in front of it \_\_\_\_\_ (probe)
10. Say LOT, now say it again with /s/ in front of it \_\_\_\_\_ (slot)

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_



# Phonological Awareness – *Phoneme Substitution*

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and some sounds to switch, then I want you to say the new word."

**Practice Items:** Help the student identify how to substitute phonemes in a word with the following practice item. Create additional practice items as needed.

"Say BUG, now change /g/ to /n/. What is the new word?" (BUN)

**Test Items:** Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say MAN, now change /m/ to /c/ \_\_\_\_\_ (can)
2. Say PIG, now change /p/ to /d/ \_\_\_\_\_ (dig)
3. Say SACK, now change /s/ to /t/ \_\_\_\_\_ (tack)
4. Say WELL, now change /w/ to /f/ \_\_\_\_\_ (fell)
5. Say BED, now change /b/ to /r/ \_\_\_\_\_ (red)
6. Say SHOP, now change /sh/ to /ch/ \_\_\_\_\_ (chop)
7. Say HOT, now change /h/ to /p/ \_\_\_\_\_ (pot)
8. Say TAP, now change /t/ to /c/ \_\_\_\_\_ (cap)
9. Say LIVER, now change /l/ to /r/ \_\_\_\_\_ (river)
10. Say MILE, now change /m/ to /p/ \_\_\_\_\_ (pile)

**Number correct** \_\_\_\_\_

**Total possible** \_\_\_\_\_





# Phonological Awareness – Kindergarten Inventory

## Teacher Directions

**Directions:** This test should be administered individually to students.

### Rhyme Identification

The teacher could introduce the test by saying, “Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme.”

Read each pair of words. Mark those items that the student answers correctly.

1. bed – fed                    \_\_\_\_\_ (yes)
2. mess – yell                \_\_\_\_\_ (no)
3. skip – hip                  \_\_\_\_\_ (yes)

### Rhyme Production:

The teacher could introduce the test by saying, “I am going to tell you a word and I want you to tell me a word that rhymes with it.” (The answers may be real or nonsense words)

Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word.

4. see                    \_\_\_\_\_
5. cake                   \_\_\_\_\_
6. sip                    \_\_\_\_\_

### **Syllable Blending**

The teacher could introduce the test by saying; “I am going to say a word in a funny way. I want you to put the parts together and say the whole word.”

Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly.

- 7. black - board \_\_\_\_\_
- 8. rain - bow \_\_\_\_\_
- 9. pop - corn \_\_\_\_\_

### **Syllable Segmentation:**

The teacher could introduce the test by saying, “I am going to say a word and I want you to break it into parts or syllables.”

Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly.

- 10. cupcake \_\_\_\_\_
- 11. sunflower \_\_\_\_\_
- 12. cowboy \_\_\_\_\_

### **Syllable Deletion:**

The teacher could introduce the test by saying, “We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don’t say CUP.”

Read each item and allow the student to respond. Mark those items that the student answers correctly.

- 13. Say DOWNTOWN. Now say it again, but don’t say TOWN. (down) \_\_\_\_\_
- 14. Say SKATEBOARD. Now say it again, but don’t say BOARD. (skate) \_\_\_\_\_
- 15. Say BOWTIE. Now say it again, but don’t say TIE. (bow) \_\_\_\_\_

**Phoneme Isolation (initial):**

The teacher could introduce the test by saying, “I am going to say some words; I want you to tell me the first sound that you hear in the word.”

Read each word and allow the student to respond. Mark those items that the student answers correctly.

16. big                    \_\_\_\_\_ /b/

17. land                   \_\_\_\_\_ /l/

18. farm                   \_\_\_\_\_ /f/



# Phonological Awareness – Kindergarten Inventory

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

## Rhyme Identification

1. bed – fed \_\_\_\_\_ (yes)
2. mess – yell \_\_\_\_\_ (no)
3. skip – hip \_\_\_\_\_ (yes)

## Rhyme Production

4. see \_\_\_\_\_
5. cake \_\_\_\_\_
6. sip \_\_\_\_\_

## Syllable Blending

7. black - board \_\_\_\_\_
8. rain - bow \_\_\_\_\_
9. pop - corn \_\_\_\_\_

## Syllable Segmenting

10. cupcake \_\_\_\_\_
11. sunflower \_\_\_\_\_
12. cowboy \_\_\_\_\_

## Syllable Deletion

13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) \_\_\_\_\_
14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) \_\_\_\_\_
15. Say BOWTIE. Now say it again, but don't say TIE. (bow) \_\_\_\_\_

## Phoneme Isolation (initial)

16. big \_\_\_\_\_ /b/
17. land \_\_\_\_\_ /l/
18. farm \_\_\_\_\_ /f/



## Kindergarten Inventory Skills Profile

<b>Skill</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date Mastered</b>
<b>Rhyme Identification</b>				
<b>Rhyme Production</b>				
<b>Syllable Blending</b>				
<b>Syllable Segmenting</b>				
<i>Syllable Deletion</i>				
<b>Phoneme Isolation (initial)</b>				





# Phonological Awareness – Inventory

## Teacher Directions

**Directions:** This test should be administered individually to students.

### Rhyme Identification

The teacher could introduce the test by saying, “Two words rhyme when they sound alike at the end. I am going to read two words; I want you to tell me if they rhyme or do not rhyme.”

Read each pair of words. Mark those items that the student answers correctly.

1. bed – fed                    \_\_\_\_\_ (yes)
2. mess – yell                \_\_\_\_\_ (no)
3. skip – hip                  \_\_\_\_\_ (yes)

### Rhyme Production:

The teacher could introduce the test by saying, “I am going to tell you a word and I want you to tell me a word that rhymes with it.” (The answers may be real or nonsense words)

Read each word and allow the student to respond. Write the word that the student responds with on the line. Mark those items that the student answers correctly with a rhyming match. The answer may be a real word or a nonsense word. Create additional lists as needed.

4. see                    \_\_\_\_\_
5. cake                   \_\_\_\_\_
6. sip                    \_\_\_\_\_

### **Syllable Blending:**

The teacher could introduce the test by saying; “I am going to say a word in a funny way. I want you to put the parts together and say the whole word.”

Read the parts of the word with a pause between each syllable. Mark those items that the student answers correctly.

- 7. black - board \_\_\_\_\_
- 8. rain - bow \_\_\_\_\_
- 9. pop - corn \_\_\_\_\_

### **Syllable Segmentation:**

The teacher could introduce the test by saying, “I am going to say a word and I want you to break it into parts or syllables.”

Read each word. Allow the student to clap each syllable in the word. Mark those items that the student answers/claps correctly.

- 10. cupcake \_\_\_\_\_
- 11. sunflower \_\_\_\_\_
- 12. cowboy \_\_\_\_\_

### **Syllable Deletion:**

The teacher could introduce the test by saying, “We are going to play a word game. Say CUPCAKE (allow the student to respond). Now say it again, but don’t say CUP.”

Read each item and allow the student to respond. Mark those items that the student answers correctly.

- 13. Say DOWNTOWN. Now say it again, but don’t say TOWN. (down) \_\_\_\_\_
- 14. Say SKATEBOARD. Now say it again, but don’t say BOARD. (skate) \_\_\_\_\_
- 15. Say BOWTIE. Now say it again, but don’t say TIE. (bow) \_\_\_\_\_

### Phoneme Identification

The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the sound that is the same in all the words."

Read the list of words and allow the student to respond. Mark those items that the student answers correctly.

16. fix, fall, fun                      \_\_\_\_\_ /f/  
17. me, milk, mom                      \_\_\_\_\_ /m/  
18. ship, shop, share                      \_\_\_\_\_ /sh/

### Phoneme Isolation (initial):

The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

Read each word and allow the student to respond. Mark those items that the student answers correctly.

19. big                      \_\_\_\_\_ /b/  
20. land                      \_\_\_\_\_ /l/  
21. farm                      \_\_\_\_\_ /f/

### Phoneme Isolation (final)

The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the last sound that you hear in the word."

Read each word and allow the student to respond. Mark those items that the student answers correctly.

22. ran                      \_\_\_\_\_ /n/  
23. fill                      \_\_\_\_\_ /l/  
24. bug                      \_\_\_\_\_ /g/

### Phoneme Blending

The teacher could introduce the test by saying, “I am going to separate the sounds of a word and I want you to tell me what word it is.”

Read the sounds of a word and allow the student to respond. Mark those items that the student answers correctly.

25. /b/ /e/ /d/ \_\_\_\_\_ (bed)

26. /h/ /a/ /t/ \_\_\_\_\_ (hat)

27. /m/ /u/ /s/ /t/ \_\_\_\_\_ (must)

### Phoneme Segmentation

The teacher could introduce the test by saying, “I am going to say a word; I want you to tell me all of the sounds that you hear in that word.”

Read each word and allow the student to respond. Mark those items that the student answers correctly.

28. at /a/ /t/ \_\_\_\_\_ (2)

29. name /n/ /æ/ /m/ \_\_\_\_\_ (3)

30. ship /sh/ /i/ /p/ \_\_\_\_\_ (3)

# Phonological Awareness – Inventory

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

## Rhyme Identification

1. bed – fed \_\_\_\_\_ (yes)
2. mess – yell \_\_\_\_\_ (no)
3. skip – hip \_\_\_\_\_ (yes)

## Rhyme Production

4. see \_\_\_\_\_
5. cake \_\_\_\_\_
6. sip \_\_\_\_\_

## Syllable Blending

7. black - board \_\_\_\_\_
8. rain - bow \_\_\_\_\_
9. pop - corn \_\_\_\_\_

## Syllable Segmenting

10. cupcake \_\_\_\_\_
11. sunflower \_\_\_\_\_
12. cowboy \_\_\_\_\_

## Syllable Deletion

13. Say DOWNTOWN. Now say it again, but don't say TOWN. (down) \_\_\_\_\_
14. Say SKATEBOARD. Now say it again, but don't say BOARD. (skate) \_\_\_\_\_
15. Say BOWTIE. Now say it again, but don't say TIE. (bow) \_\_\_\_\_

## Phoneme Identification

16. fix, fall, fun \_\_\_\_\_ /f/
17. me, milk, mom \_\_\_\_\_ /m/
18. ship, shop, share \_\_\_\_\_ /sh/



**Phoneme Isolation (initial)**

19. big \_\_\_\_\_ /b/  
20. land \_\_\_\_\_ /l/  
21. farm \_\_\_\_\_ /f/

**Phoneme Isolation (final)**

22. ran \_\_\_\_\_ /n/  
23. fill \_\_\_\_\_ /l/  
24. bug \_\_\_\_\_ /g/

**Phoneme Blending**

25. /b/ /e/ /d/ \_\_\_\_\_ (bed)  
26. /h/ /a/ /t/ \_\_\_\_\_ (hat)  
27. /m/ /u/ /s/ /t/ \_\_\_\_\_ (must)

**Phoneme Segmentation**

28. at /a/ /t/ \_\_\_\_\_ (2)  
29. name /n/ /æ/ /m/ \_\_\_\_\_ (3)  
30. ship /sh/ /i/ /p/ \_\_\_\_\_ (3)





## Phonological Awareness Inventory Skills Profile

<b>Skill</b>	<b>Date</b>	<b>Date</b>	<b>Date</b>	<b>Date Mastered</b>
<b>Rhyme Identification</b>				
<b>Rhyme Production</b>				
<b>Syllable Blending</b>				
<b>Syllable Segmenting</b>				
<i>Syllable Deletion</i>				
<b>Phoneme Identification</b>				
<b>Phoneme Isolation (initial)</b>				
<b>Phoneme Isolation (final)</b>				
<b>Phoneme Blending</b>				
<b>Phoneme Segmenting</b>				
<i>Phoneme Deletion</i>				
<i>Phoneme Addition</i>				
<i>Phoneme Substitution</i>				



## Phonological Awareness Skills Profile

Student's Name: \_\_\_\_\_

<b>Skill</b>	<b>Date</b>	<b>Score</b>	<b>Date</b>	<b>Score</b>	<b>Date</b>	<b>Score</b>	<b>Date Mastered</b>
Rhyme Identification							
Rhyme Production							
Syllable Blending							
Syllable Segmenting							
<i>Syllable Deletion</i>							
Phoneme Identification							
Phoneme Isolation – initial							
Phoneme Isolation - final							
Phoneme Blending							
Phoneme Segmenting							
<i>Phoneme Deletion</i>							
<i>Phoneme Addition</i>							
<i>Phoneme Substitution</i>							

*Skills in italics are NOT a priority phonological awareness skill.*



# Phonological Awareness Assessment Resources

## Publications

### **Assessment and Instruction in Phonological Awareness 2002**

Florida Department of Education

Telephone: 850-488-1879

Suncom: 278-1879

http:// [www.myfloridaeducation.com/commhome](http://www.myfloridaeducation.com/commhome)

email: [cicbiscs@FLDOE.org](mailto:cicbiscs@FLDOE.org)

## Websites

### **Balanced Reading . Com**

<http://www.balancedreading.com>

### **Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

<http://dibels.uoregon.edu/>

### **Rosner Test of Auditory Analysis**

<http://www.soar.gcps.k12.fl.us/pdfs/rosner.pdf>

### **TEAMS Distance Learning**

#### **Phonemic Awareness Assessment Tools**

<http://teams.lacoe.edu/reading/assessments/assessments.html>

### **Yopp-Singer Test of Phoneme Segmentation**

<http://teams.lacoe.edu/reading/assessments/yopp.html>



# **Section 2**

## **Phonics**





# Phonics

**Introduction and Scientifically Based Reading Research** 58

**Phonics Survey** 59 - 69

- Capital Letter Names
- Lowercase Letter Names
- Consonant Sounds
- Consonant Digraphs
- Vowel Sounds

**Word Reading and Phonetic Decoding**

- Short Vowel Sounds
- Short Vowel with Consonant Digraphs
- Short Vowel with Consonant Blends
- Vowel + e
- Vowel Diphthongs & Vowel Digraphs
- R- and L- Controlled
- Prefixes
- Suffixes
- Multi-Syllabic Words

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## **Correlation to the Sunshine State Standards**

**LA.A.1.1.2 – Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.**

# Phonics

## Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy defines **phonics instruction** as instruction that helps children learn the relationships between the letters of written language and the sounds of spoken language (NIFL, 2001). Explicit and systematic phonics instruction is key to comprehensive reading instruction because it facilitates understanding of the alphabetic principal (the systematic and predictable relationship between spoken sounds and written letters).

The ability to decode words is tested by giving children regularly spelled words to read. The ability to decode novel words never read before is tested by having children read pseudowords (NICHD, 2000). The National Reading Panel report also notes the key features of systematic phonics instruction with identification of the following letter-sound correspondence: consonant letters and sounds, short and long vowel letters and sounds, vowel and consonant digraphs (e.g., oi, ea, ou, sh, ch, th), and blends of letter sounds (initial blends and final stems) (NICHD, 2000). Adequate monitoring of the growth of children's word-reading abilities should include out-of-context measures of word-reading ability, phonetic decoding ability (as measured by ability to read nonwords), and word-reading fluency (Torgesen, 1998).

The informal assessments in this section provide means to measure student achievement and growth in the above-stated skills found to be critical to the development of word-reading ability. The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

# Phonics Survey

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. Provide the student with the Student's Copy of the Phonics Survey. The teacher can say the following for each skill:

1. "Can you tell me the **names** of these letters?"
2. "Can you tell me the **names** of these letters?"
3. "Can you tell me the **sound** each letter makes?"
4. "Can you tell me the **sound** each pair of letters make?"
5. "Can you tell me the **sounds** of these letters?" If the student names the letter, the teacher can say, "That is one sound, can you tell me another sound that letter makes?"

***Special note for items 6-11** – If the student cannot read more than two of the "real" words in the row, do not administer the nonsense (pseudo) row of words. Before asking the student to read the nonsense (pseudo) words the teacher can say, "Now, I will ask you to read some made up or silly words. Do not try to make them sound like real words."*

6. Have the student read both rows of real and nonsense (pseudo) words.
7. Have the student read both rows of real and nonsense (pseudo) words.
8. Have the student read both rows of real and nonsense (pseudo) words.
9. Have the student read both rows of real and nonsense (pseudo) words.
10. Have the student read both rows of real and nonsense (pseudo) words.
11. Have the student read both rows of real and nonsense (pseudo) words.
12. Have the student read the row of words.
13. Have the student read the row of words.
14. Have the student read both rows of words.

**Test Items:** Mark those items that the student answers correctly. (See Teacher and Student Copy)

**Scoring:** Count the number of correct responses for each skill and write it at the end of each section on the Teacher's Copy. Calculate the total correct for each skill and enter it in the corresponding box under "student's score" on the table. Mark those skills that were mastered. Create a plan for remediation as needed.



# Phonics Survey

Teacher's Copy

Name: \_\_\_\_\_ Date: \_\_\_\_\_

## 1. Capital Letter Names

<b>B</b>	<b>A</b>	<b>I</b>	<b>S</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>E</b>	<b>P</b>		
<b>L</b>	<b>R</b>	<b>Z</b>	<b>J</b>	<b>U</b>	<b>H</b>	<b>G</b>	<b>W</b>	<b>X</b>		
<b>V</b>	<b>Y</b>	<b>N</b>	<b>O</b>	<b>K</b>	<b>M</b>	<b>T</b>	<b>Q</b>			<b>/26</b>

## 2. Lowercase Letter Names

<b>r</b>	<b>o</b>	<b>n</b>	<b>l</b>	<b>m</b>	<b>y</b>	<b>t</b>	<b>v</b>	<b>k</b>	<b>p</b>	<b>z</b>	
<b>c</b>	<b>d</b>	<b>p</b>	<b>t</b>	<b>j</b>	<b>g</b>	<b>k</b>	<b>b</b>	<b>x</b>	<b>q</b>		<b>/21</b>

## 3. Consonant Sounds

<b>m</b>	<b>s</b>	<b>f</b>	<b>l</b>	<b>r</b>	<b>n</b>	<b>h</b>	<b>v</b>	<b>w</b>	<b>z</b>	<b>c</b>	
<b>b</b>	<b>c</b>	<b>d</b>	<b>p</b>	<b>t</b>	<b>j</b>	<b>g</b>	<b>k</b>	<b>y</b>	<b>x</b>		<b>/21</b>

## 4. Consonant Digraphs

<b>sh</b>	<b>ch</b>	<b>th</b>	<b>ck</b>	<b>qu</b>		<b>/5</b>
-----------	-----------	-----------	-----------	-----------	--	-----------

## 5. Vowel Sounds

<b>i</b>	<b>e</b>	<b>a</b>	<b>o</b>	<b>u</b>		<b>/5</b>
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## 6. Short Vowel Sounds

<b>hit</b>	<b>pot</b>	<b>but</b>	<b>mat</b>	<b>let</b>	<b>(real)</b>	<b>/5</b>
<b>fip</b>	<b>saf</b>	<b>vem</b>	<b>rup</b>	<b>wog</b>	<b>(nonsense)</b>	<b>/5</b>

## 7. Short Vowel Sounds with Consonant Digraphs

<b>chip</b>	<b>then</b>	<b>match</b>	<b>shop</b>	<b>luck</b>	<b>(real)</b>	<b>/5</b>
<b>shum</b>	<b>gick</b>	<b>chot</b>	<b>thap</b>	<b>retch</b>	<b>(nonsense)</b>	<b>/5</b>

## 8. Short Vowel Sounds with Consonant Blends

<b>stop</b>	<b>trip</b>	<b>clap</b>	<b>dress</b>	<b>truck</b>	<b>(real)</b>	<b>/5</b>
<b>glod</b>	<b>stram</b>	<b>frip</b>	<b>cruz</b>	<b>plek</b>	<b>(nonsense)</b>	<b>/5</b>



**9. Vowel + e**

fade	joke	mile	keep	tune (real)	/5
leem	rafe	cude	gove	hine (nonsense)	/5

**10. Vowel Diphthongs & Digraphs**

paid	boat	toy	root	few	
bay	saw	row	meat	high	
foot	boil	weight	suit	found	
head	glue	cry	tie	eye	/20

**11. R- and L- Controlled**

dirt	smart	bold	corn	turn (real)	/5
burk	flar	zorp	mirt	rolt (nonsense)	/5

**12. Prefixes**

under	inside	replay	exit	dislike	/5
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**13. Suffixes**

sitting	nation	closest	careful	nearly	/5
---------	--------	---------	---------	--------	----

**14. Multisyllabic Words**

cupcake	bookmark	combination			
calculate	entertain	refreshment			/6

Phonics Skill	Student's Score	Possible Score	Skills Mastered
Capital Letter Names		26	
Lower Case Letter Names		21	
Consonant Sounds		21	
Consonant Digraphs		5	
Vowel Sounds		5	
Reading and Phonetic Decoding			
Short Vowel Sound		10	
Short Vowel with Consonant Digraph		10	
Short Vowel with Consonant Blends		10	
Vowel + e		10	
Vowel Diphthongs		20	
R- and L- Controlled		10	
Prefixes		5	
Suffixes		5	
Multi-Syllabic words		6	





# Phonics Survey

## Student's Copy

1.

<b>B</b>	<b>A</b>	<b>I</b>	<b>S</b>	<b>C</b>	<b>D</b>	<b>F</b>	<b>E</b>	<b>P</b>
<b>L</b>	<b>R</b>	<b>Z</b>	<b>J</b>	<b>U</b>	<b>H</b>	<b>G</b>	<b>W</b>	<b>X</b>
<b>V</b>	<b>Y</b>	<b>N</b>	<b>O</b>	<b>K</b>	<b>M</b>	<b>T</b>	<b>Q</b>	

2.

<b>r</b>	<b>o</b>	<b>n</b>	<b>l</b>	<b>m</b>	<b>y</b>	<b>t</b>	<b>v</b>	<b>k</b>	<b>p</b>	<b>z</b>
<b>c</b>	<b>d</b>	<b>p</b>	<b>t</b>	<b>j</b>	<b>g</b>	<b>k</b>	<b>b</b>	<b>x</b>	<b>q</b>	

3.

<b>m</b>	<b>s</b>	<b>f</b>	<b>l</b>	<b>r</b>	<b>n</b>	<b>h</b>	<b>v</b>	<b>w</b>	<b>z</b>	<b>c</b>
<b>b</b>	<b>c</b>	<b>d</b>	<b>p</b>	<b>t</b>	<b>j</b>	<b>g</b>	<b>k</b>	<b>y</b>	<b>x</b>	

4.

<b>sh</b>	<b>ch</b>	<b>th</b>	<b>ck</b>	<b>qu</b>
-----------	-----------	-----------	-----------	-----------

5.

<b>i</b>	<b>e</b>	<b>a</b>	<b>o</b>	<b>u</b>
----------	----------	----------	----------	----------



**6.**

<b>hit</b>	<b>pot</b>	<b>but</b>	<b>mat</b>	<b>let</b>
<b>fip</b>	<b>saf</b>	<b>vem</b>	<b>rup</b>	<b>wog</b>

**7.**

<b>chip</b>	<b>then</b>	<b>match</b>	<b>shop</b>	<b>luck</b>
<b>shum</b>	<b>gick</b>	<b>chot</b>	<b>thap</b>	<b>retch</b>

**8.**

<b>stop</b>	<b>trip</b>	<b>clap</b>	<b>dress</b>	<b>truck</b>
<b>glod</b>	<b>stram</b>	<b>frip</b>	<b>cruz</b>	<b>plek</b>

**9.**

<b>fade</b>	<b>joke</b>	<b>mile</b>	<b>keep</b>	<b>tune</b>
<b>leem</b>	<b>rafe</b>	<b>cude</b>	<b>gove</b>	<b>hine</b>



**10.**

<b>paid</b>	<b>boat</b>	<b>toy</b>	<b>root</b>	<b>few</b>
<b>bay</b>	<b>saw</b>	<b>row</b>	<b>meat</b>	<b>high</b>
<b>foot</b>	<b>boil</b>	<b>weight</b>	<b>suit</b>	<b>found</b>
<b>head</b>	<b>glue</b>	<b>cry</b>	<b>tie</b>	<b>eye</b>

**11.**

<b>dirt</b>	<b>smart</b>	<b>bold</b>	<b>corn</b>	<b>turn</b>
<b>burk</b>	<b>flar</b>	<b>zorp</b>	<b>mirt</b>	<b>rolt</b>

**12.**

<b>under</b>	<b>inside</b>	<b>replay</b>	<b>exit</b>	<b>dislike</b>
--------------	---------------	---------------	-------------	----------------

**13.**

<b>sitting</b>	<b>nation</b>	<b>closest</b>	<b>careful</b>	<b>nearly</b>
----------------	---------------	----------------	----------------	---------------

**14.**

<b>cupcake</b>	<b>bookmark</b>	<b>combination</b>
<b>calculate</b>	<b>entertain</b>	<b>refreshment</b>



# Phonics Skills Profile

Student's Name: \_\_\_\_\_

<b>Skill</b>	<b>Date</b>	<b>Score</b>	<b>Date</b>	<b>Score</b>	<b>Date</b>	<b>Score</b>	<b>Date Mastered</b>
Capital Letter Names							
Lowercase Letter Names							
Consonant Sounds							
Consonant Digraphs							
Vowel Sounds							
Reading and Phonetic Decoding							
Short Vowel Sounds							
Short Vowel w/Con. Digraphs							
Short Vowel w/Con. Blends							
Vowel + e							
Vowel Diphthongs & Digraphs							
R- and L-Controlled							
Prefixes							
Suffixes							
Multi-Syllabic Words							





# Phonics Assessment Resources

## Company Information

### **Literacy First Process**

Professional Development Institute  
3109 150<sup>th</sup> Place Southeast  
Mill Creek, Washington 98012  
(425) 745-3029

## Website

### **TEAMS Distance Learning**

Phonics Inventory

<http://teams.lacoe.edu/reading/assessments/assessments.html>



# **Section 3**

## **Fluency**



# Fluency

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<b>Letter Identification</b>	
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## **Correlation to the Sunshine State Standards**

**LA.A.1.1.2** – Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

# Fluency

## Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy defines **fluency** as the ability to read a text accurately and quickly (NIFL, 2001). Fluency development is important because fluent readers are able to devote energy to comprehension rather than having to focus all their efforts on word decoding.

A number of informal procedures can be used in the classroom to assess fluency (NICHD, 2000):

- informal reading inventories
- miscue analysis
- pausing indices
- running records
- reading speed calculations.

For example, informal reading inventories require students to read grade-level passages aloud and silently. The teacher determines a reading level by calculating the proportion of words read accurately in the passage (NICHD, 2000). Measures of oral reading fluency have powerful predictive value in identifying students who need help or, conversely, in confirming that students are making progress in their abilities to read (McEwan, 2002).

Repeated reading and other guided oral reading procedures have clearly been shown to improve fluency and overall reading achievement. There is clear and substantial research evidence that shows that such procedures work under a wide variety of conditions and with minimal special training or materials (NICHD, 2000).

There is no other classroom assessment that is as simple, quick, and sensitive to the smallest incremental changes in reading ability as a measure of oral reading fluency (McEwan, 2002). Letter recognition is a subskill that enhances word recognition skill. Adams notes that speed and accuracy of letter recognition are critical to reading proficiency and growth (Adams, 1990).

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

## Fluency – Capital Letter Names

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some letter names."

**Test Items:** Present the student with the STUDENT'S COPY of Capital Letters page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many letter names as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.





**TEACHER'S COPY**

<b>G</b>	<b>T</b>	<b>M</b>	<b>L</b>	<b>Q</b>	<b>C</b>	6
<b>J</b>	<b>U</b>	<b>V</b>	<b>B</b>	<b>R</b>	<b>W</b>	12
<b>O</b>	<b>E</b>	<b>D</b>	<b>F</b>	<b>Z</b>	<b>S</b>	18
<b>H</b>	<b>X</b>	<b>N</b>	<b>K</b>	<b>A</b>	<b>Y</b>	24
<b>P</b>	<b>I</b>	<b>U</b>	<b>R</b>	<b>K</b>	<b>L</b>	30
<b>Z</b>	<b>X</b>	<b>C</b>	<b>V</b>	<b>B</b>	<b>N</b>	36
<b>M</b>	<b>L</b>	<b>H</b>	<b>K</b>	<b>J</b>	<b>G</b>	42
<b>F</b>	<b>D</b>	<b>S</b>	<b>A</b>	<b>P</b>	<b>O</b>	48
<b>I</b>	<b>U</b>	<b>Y</b>	<b>T</b>	<b>R</b>	<b>E</b>	54
<b>W</b>	<b>Q</b>	<b>D</b>	<b>U</b>	<b>P</b>	<b>C</b>	60
<b>B</b>	<b>N</b>	<b>M</b>	<b>I</b>	<b>K</b>	<b>G</b>	66
<b>T</b>	<b>E</b>	<b>J</b>	<b>U</b>	<b>O</b>	<b>D</b>	72
<b>C</b>	<b>E</b>	<b>M</b>	<b>X</b>	<b>K</b>	<b>H</b>	78
<b>Y</b>	<b>R</b>	<b>S</b>	<b>M</b>	<b>T</b>	<b>O</b>	84

Name: \_\_\_\_\_ Score: \_\_\_\_\_



STUDENT'S COPY

<b>G</b>	<b>T</b>	<b>M</b>	<b>L</b>	<b>Q</b>	<b>C</b>
<b>J</b>	<b>U</b>	<b>V</b>	<b>B</b>	<b>R</b>	<b>W</b>
<b>O</b>	<b>E</b>	<b>D</b>	<b>F</b>	<b>Z</b>	<b>S</b>
<b>H</b>	<b>X</b>	<b>N</b>	<b>K</b>	<b>A</b>	<b>Y</b>
<b>P</b>	<b>I</b>	<b>U</b>	<b>R</b>	<b>K</b>	<b>L</b>
<b>Z</b>	<b>X</b>	<b>C</b>	<b>V</b>	<b>B</b>	<b>N</b>
<b>M</b>	<b>L</b>	<b>H</b>	<b>K</b>	<b>J</b>	<b>G</b>
<b>F</b>	<b>D</b>	<b>S</b>	<b>A</b>	<b>P</b>	<b>O</b>
<b>I</b>	<b>U</b>	<b>Y</b>	<b>T</b>	<b>R</b>	<b>E</b>
<b>W</b>	<b>Q</b>	<b>D</b>	<b>U</b>	<b>P</b>	<b>C</b>
<b>B</b>	<b>N</b>	<b>M</b>	<b>I</b>	<b>K</b>	<b>G</b>
<b>T</b>	<b>E</b>	<b>J</b>	<b>U</b>	<b>O</b>	<b>D</b>
<b>C</b>	<b>E</b>	<b>M</b>	<b>X</b>	<b>K</b>	<b>H</b>
<b>Y</b>	<b>R</b>	<b>S</b>	<b>M</b>	<b>T</b>	<b>O</b>



## Fluency – Lower Case Letter Names

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some letter names."

**Test Items:** Present the student with the STUDENT'S COPY of Lower Case letters page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many letter names as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.



## TEACHER'S COPY

<b>r</b>	<b>u</b>	<b>v</b>	<b>b</b>	<b>r</b>	<b>w</b>	6
<b>o</b>	<b>e</b>	<b>d</b>	<b>f</b>	<b>z</b>	<b>s</b>	12
<b>h</b>	<b>x</b>	<b>n</b>	<b>k</b>	<b>a</b>	<b>y</b>	18
<b>p</b>	<b>i</b>	<b>u</b>	<b>r</b>	<b>k</b>	<b>l</b>	24
<b>z</b>	<b>x</b>	<b>c</b>	<b>v</b>	<b>b</b>	<b>n</b>	30
<b>m</b>	<b>l</b>	<b>h</b>	<b>k</b>	<b>j</b>	<b>g</b>	36
<b>i</b>	<b>u</b>	<b>y</b>	<b>t</b>	<b>r</b>	<b>e</b>	42
<b>f</b>	<b>d</b>	<b>m</b>	<b>i</b>	<b>k</b>	<b>g</b>	48
<b>w</b>	<b>q</b>	<b>h</b>	<b>u</b>	<b>p</b>	<b>c</b>	54
<b>t</b>	<b>e</b>	<b>n</b>	<b>v</b>	<b>d</b>	<b>a</b>	60
<b>y</b>	<b>r</b>	<b>s</b>	<b>m</b>	<b>t</b>	<b>o</b>	66
<b>c</b>	<b>e</b>	<b>m</b>	<b>k</b>	<b>x</b>	<b>h</b>	72
<b>g</b>	<b>t</b>	<b>o</b>	<b>b</b>	<b>m</b>	<b>p</b>	78
<b>y</b>	<b>r</b>	<b>e</b>	<b>w</b>	<b>i</b>	<b>j</b>	84

Name: \_\_\_\_\_ Score: \_\_\_\_\_





## STUDENT'S COPY

**r u v b r w**  
**o e d f z s**  
**h x n k a y**  
**p i u r k l**  
**z x c v b n**  
**m l h k j g**  
**i u y t r e**  
**f d m i k g**  
**w q h u p c**  
**t e n v d a**  
**y r s m t o**  
**c e m k x h**  
**g t o b m p**  
**y r e w i j**



## Fluency – Mixed Sounds

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Student's Score: \_\_\_\_\_ MASTERED REMEDIATE

**Directions:** This test should be administered individually to students. The teacher could introduce the test by saying, "I want you to tell me some SOUNDS – not letter names."

**Test Items:** Present the student with the STUDENT'S COPY of the Mixed Sounds page.

Teacher says, "When I say BEGIN, you will have 1 minute to tell me as many sounds as possible. Ready? BEGIN."

Mark those items that the student answers correctly on the TEACHER'S COPY. Create additional probes as needed.



## TEACHER'S COPY – MIXED SOUNDS

<b>r</b>	<b>u</b>	<b>v</b>	<b>b</b>	<b>r</b>	<b>w</b>	6
<b>o</b>	<b>e</b>	<b>d</b>	<b>f</b>	<b>z</b>	<b>s</b>	12
<b>h</b>	<b>x</b>	<b>n</b>	<b>k</b>	<b>a</b>	<b>y</b>	18
<b>p</b>	<b>i</b>	<b>u</b>	<b>r</b>	<b>k</b>	<b>l</b>	24
<b>z</b>	<b>x</b>	<b>c</b>	<b>v</b>	<b>b</b>	<b>n</b>	30
<b>m</b>	<b>l</b>	<b>h</b>	<b>k</b>	<b>j</b>	<b>g</b>	36
<b>i</b>	<b>u</b>	<b>y</b>	<b>t</b>	<b>r</b>	<b>e</b>	42
<b>f</b>	<b>d</b>	<b>m</b>	<b>i</b>	<b>k</b>	<b>g</b>	48
<b>w</b>	<b>k</b>	<b>h</b>	<b>u</b>	<b>p</b>	<b>c</b>	54
<b>t</b>	<b>e</b>	<b>n</b>	<b>v</b>	<b>d</b>	<b>a</b>	60
<b>y</b>	<b>r</b>	<b>s</b>	<b>m</b>	<b>t</b>	<b>o</b>	66
<b>c</b>	<b>e</b>	<b>m</b>	<b>k</b>	<b>x</b>	<b>h</b>	72
<b>g</b>	<b>t</b>	<b>o</b>	<b>b</b>	<b>m</b>	<b>p</b>	78
<b>y</b>	<b>r</b>	<b>e</b>	<b>w</b>	<b>i</b>	<b>j</b>	84

Name: \_\_\_\_\_ Score: \_\_\_\_\_



## STUDENT'S COPY

**r u v b r w**  
**o e d f z s**  
**h x n k a y**  
**p i u r k l**  
**z x c v b n**  
**m l h k j g**  
**i u y t r e**  
**f d m i k g**  
**w k h u p c**  
**t e n v d a**  
**y r s m t o**  
**c e m k x h**  
**g t o b m p**  
**y r e w i j**





# Creating and Using Oral Reading Fluency Passages

## **Curriculum**

- You can use either general education materials or remedial materials

## **Creating Passages**

- Passages should be
  - 100 words for grades 1-2
  - 150-200 words for grades 3-5
  - 200+ words for grades 6+
- Create a STUDENT COPY
- Create a TEACHER COPY – with numbers down the right side of passage for scoring purposes

## **Scoring**

- Count the total number of words read in 1 minute
- Subtract the number of errors (misidentification, omission, hesitation, word substitution, reversal)
- Number remaining is the Words Correct Per Minute (WCPM)

## **Graphing**

- X axis is the date when the probe was administered (time)
- Y axis is the number of words read correctly in one minute (WCPM)
- You are able to record errors as well



## Letter Naming and Nonsense Word Fluency Benchmarks

### Letter Naming Fluency: Kindergarten Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
1	7	14	28	<b>High Risk</b> Seriously below grade level and in need of substantial intervention
2-8	8-17	15-27	29-40	<b>Moderate Risk</b> Moderately below grade level and in need of additional intervention
9	18	28	41-49	<b>Low Risk</b> At grade level
			50	<b>Well Established Skill</b> At or above the 60 <sup>th</sup> percentile

### Nonsense Word Fluency: Kg Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
Not Administered	Not Administered	4	14	<b>High Risk</b> Seriously below grade level and in need of substantial intervention
		5-13	15-25	<b>Moderate Risk</b> Moderately below grade level and in need of additional intervention
		14	26	<b>Low Risk</b> At grade level

### Nonsense Word Fluency: 1<sup>st</sup> Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
12	20	29	29	<b>High Risk</b> Seriously below grade level and in need of substantial intervention
13-24	21-37	30-50	30-50	<b>Moderate Risk</b> Moderately below grade level and in need of additional intervention
25	38	51	51	<b>Low Risk</b> At grade level
		63	63	<b>Well Established Skill</b> At or above the 60 <sup>th</sup> percentile

### Nonsense Word Fluency: 2<sup>nd</sup> Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
29	29	29	29	<b>High Risk</b> Seriously below grade level and in need of substantial intervention
30-50	30-50	30-50	30-50	<b>Moderate Risk</b> Moderately below grade level and in need of additional intervention
51	51	51	51	<i>Low Risk</i> At grade level
63	63	63	63	<b>Well Established Skill</b> At or above the 60 <sup>th</sup> percentile

Effective 2003-2004

Revised 5-4-03

## Oral Reading Fluency Benchmarks

### Oral Reading Fluency: 1<sup>st</sup> Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
2	5	7	19	<b>High Risk</b> Seriously below grade level and in need of substantial intervention
3-6	6-13	8-20	20-40	<b>Moderate Risk</b> Moderately below grade level and in need of additional intervention
7	14	21	41	<b>Low Risk</b> At grade level

### Oral Reading Fluency: 2<sup>nd</sup> Grade Norms

Fall	Winter 1	Winter 2	Spring	Interpretation
25	38	51	69	<b>High Risk</b> Seriously below grade level and in need of substantial intervention
26-44	39-56	52-68	70-90	<b>Moderate Risk</b> Moderately below grade level and in need of additional intervention
45	57	69	91	<b>Low Risk</b> At grade level

### Oral Reading Fluency: 3<sup>rd</sup> Grade Norms

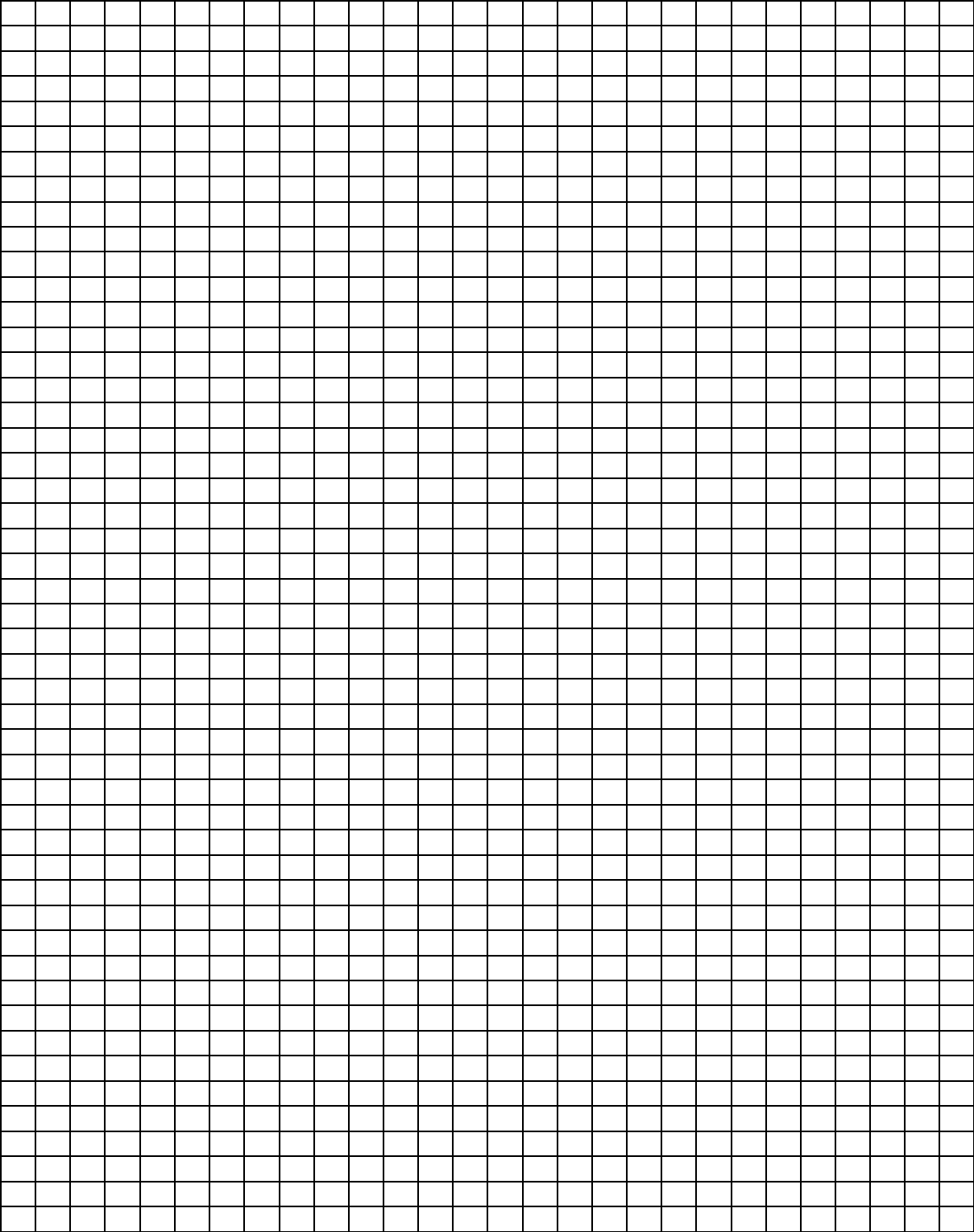
Fall	Winter 1	Winter 2	Spring	Interpretation
52	59	66	79	<b>High Risk</b> Seriously below grade level and in need of substantial intervention
53-77	60-84	67-92	80-110	<b>Moderate Risk</b> Moderately below grade level and in need of additional intervention
78	85	93	111	<b>Low Risk</b> At grade level

*Effective 2003-2004*

*Revised 5-4-03*



**Individual Reading Progress Graph**



**Words  
Correct  
per  
Minute  
(WCM)**

**Weeks of School Year**







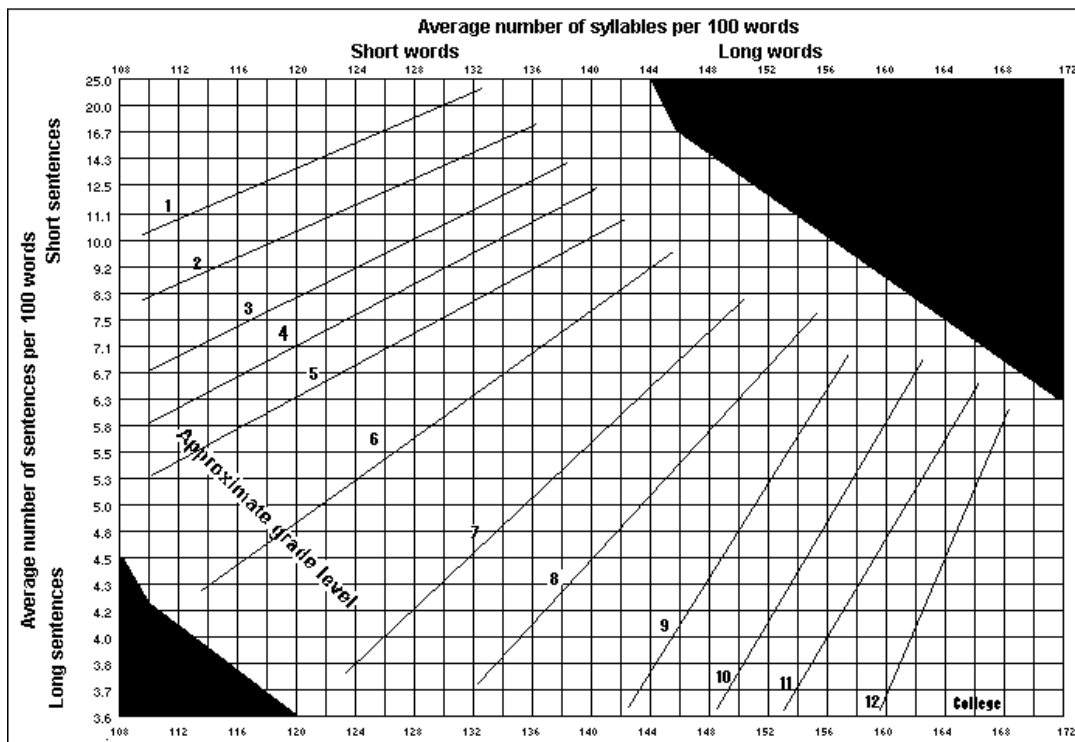


# Fry's Readability Graph

## Additional Directions for Working Readability Graph

- Randomly select three sample passages and count exactly 100 words starting at the beginning of a sentence. Don't count numbers. Do count proper nouns.
- Count the number of sentences in the hundred words, estimating length of the fraction of the last sentence to the nearest 1/10th.
- Count the total number of syllables in the 100-word passage. If you don't have a hand counter available, an easy way is to simply put a mark above every syllable over one in each word. When you get to the end of the passage, count the number of marks and add 100.
- Enter average sentence length and number of syllables onto graph; plot dot where the two lines intersect. The area where dot is plotted will give you the approximate grade level.
- If a great deal of variability is found, putting more sample counts into the average is desirable.

EDWARD FRY'S READABILITY GRAPH



# Fluency Resources

## Publications

### **Great Leaps**

Telephone: 1-877-GRLEAPS

Fax: 352-384-3883

<http://www.greatleaps.com>

### **Precision Teaching Probes**

#### **Orange County Public Schools**

Florida Department of Education

#### **Clearinghouse/Information Center**

Room 628 Turlington Building

Tallahassee, Florida 32399-0400

Telephone: 850-488-1879

Suncom: 278-1879

Fax: 850-487-2679

E-mail: [cicbiscs@mail.doe.state.fl.us](mailto:cicbiscs@mail.doe.state.fl.us)

<http://www.firn.edu/doe/commhome/clerhome.htm>

## Websites

### **Curriculum Based Assessment List Builder**

<http://www.lefthandlogic.com/htmdocs/tools/cbaprobe/cba.shtml>

### **Curriculum Based Measurement (CBM) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS)**

<http://dibels.uoregon.edu/>

### **Fry's Readability Generator**

<http://school.discovery.com/schrockguide/fry/fry.html>

### **TEAMS Distance Learning**

Phonics Inventory Online

<http://teams.lacoe.edu/reading/assessments/assessments.html>

# **Section 4**

## **Vocabulary**



# Vocabulary

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## **Correlation to the Sunshine State Standards**

**LA.A.1.1.3** Uses knowledge of appropriate grade-, age-, and developmental-level vocabulary in reading.

# Vocabulary

## Introduction and Scientifically Based Reading Research (SBRR)

**Vocabulary** is defined by the National Institute for Literacy as the words we must know to communicate effectively. These words can be described as oral vocabulary or reading vocabulary (NIFL, 2001).

The National Institute for Literacy has summarized the 2000 report by the National Reading Panel and found that scientific research on vocabulary instruction reveals that most vocabulary is learned indirectly, but that some vocabulary must be taught directly (NIFL, 2001).

The NIFL (2001) also stated that students need to develop effective word-learning strategies that include

- how to use information about word parts to figure out the meanings of words in text
- how to use context clues to determine word meaning
- how to use dictionaries and other reference aids to learn word meanings and to deepen knowledge of word meanings.

To support the need for informal assessment and explicit instruction in the use of prefixes and suffixes, the National Institute for Literacy states the following:

Knowing some common prefixes and suffixes (affixes), base words, and root words can help students learn the meaning of many new words. For example, if students learn just the four most common prefixes in English (un-,re-,in-,dis-), they will have important clues about the meaning of about two thirds of all English words that have prefixes (NIFL, 2001).

The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. *Please note that the subtests in this section only represent a narrow sampling of skills within the domain of vocabulary instruction.* Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

“Growth in reading power means, therefore, continuous enriching and enlarging of the reading vocabulary and increasing clarity of discrimination in appreciation of word values” (Davis, 1942)

# Vocabulary - Prefixes

## SAMPLE

Given a list of level-appropriate vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct prefix for each root vocabulary word within the sentence. Below, we have provided a sample informal assessment for prefixes. Create additional assessments as needed.

**Directions:** This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, “For each sentence, you are going to select a prefix to add to the beginning of the word in bold type. You will choose from the list of prefixes in the box. Your prefix, when added to the word in bold, should make sense when you reread the sentence.”

**Practice Items:** Share the following example with the student(s)  
*It is **unusual** to see snow in Florida.*

**Test Items:** Mark each item that the student answers correctly. Create additional sentences as needed.

re- pre- un- non- in- mis- dis-

1. It was \_\_\_\_ **fair** that the children could not see the stage from the back of the room.
2. We watched a \_\_\_\_ **view** of the new Disney movie before it was released in theatres.
3. Mary \_\_\_\_ **understood** what her mother asked her to do when she came home after school.
4. They had to \_\_\_\_ **set** the time on the clock after the power was off.
5. Joe \_\_\_\_ **likes** fighting with his friends at school.
6. The family flew from New York to Florida \_\_\_\_ **stop** in less than 3 hours.
7. It was very \_\_\_\_ **appropriate** of Susan to interrupt the meeting yesterday.
8. The debate team \_\_\_\_ **agreed** on the topic of unions.
9. Dad always tells me to \_\_\_\_ **wash** the dishes before we put them in the dishwasher.
10. Karen \_\_\_\_ **placed** her keys; she cannot find them.





# Vocabulary - Suffixes

## SAMPLE

Given a list of level-appropriate vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct suffix for each root vocabulary word within the sentence. Below, we have provided a sample informal assessment for suffixes. Create additional assessments as needed.

**Directions:** This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, “For each sentence, you are going to select a suffix to add to the end of the word in bold type. You will choose from the list of suffixes in the box. Your suffix, when added to the word in bold, should make sense when you reread the sentence.”

**Practice Items:** Share the following example with the student(s)  
*It was very **careless** of the boy to ride his bike into the flowers.*

**Test Items:** Mark each item that the student answers correctly. Create additional sentences as needed.

ful    less    ness    ly    able
-----------------------------------

1. Judy took her time as she wrote her name **neat**\_\_\_\_\_ on the inside of the book cover.
2. Her mother was very **care**\_\_\_\_\_ as she moved the cake from the kitchen to the dining room.
3. The cat was **fear**\_\_\_\_\_ as she walked near the dog’s food bowl.
4. There was a great feeling of **sad**\_\_\_\_\_ when she read the paper about her friend getting hurt in a car accident.
5. When she told the story about her grandfather coming from Spain it was very **believe**\_\_\_\_\_.



# Vocabulary – Words in Context

## SAMPLE

Given a list of level-appropriate vocabulary words the teacher can create contextual sentences that will assist the student(s) in identifying the correct meaning for each vocabulary word within the sentence. Below, we have provided a sample informal assessment for identifying vocabulary word meaning through context. Create additional assessments as needed.

**Directions:** This test could be administered to a large group, small group or individually. The teacher could introduce the test by saying, “You are going to read a sentence and select the meaning of the word in bold by its context (the words or sentences around that word).”

**Practice Items:** Share the following example with the student(s)

*If your plan fails, we’ll have to find someone who can **devise** a better one.*

In this sentence, the word **devise** means *to design*.

**Test Items:** Mark each item that the student answers correctly. Make additional sentences with new vocabulary words as needed.

1. The family prepared a huge **feast** to feed all of their friends.
  - a. drink
  - b. dinner
  - c. stand
  - d. room
2. She could barely **stomach** getting up in front of the crowded room and speaking.
  - a. like
  - b. show
  - c. stand
  - d. slow
3. The boy seemed **coy** at the large party as he sat by himself at the table.
  - a. shy
  - b. daring
  - c. mean
  - d. happy
4. It was hard to **accept** at first, but after I saw my new baby sister I loved her.
  - a. shy
  - b. believe
  - c. hope
  - d. open
5. The dog was very thirsty as he **quaffed** all of the water in his bowl.
  - a. smelled
  - b. drank
  - c. tipped
  - d. ate



# Vocabulary Assessment Resources

## Website

[www.edhelper.com](http://www.edhelper.com)

Assessment creation website for vocabulary words



# **Section 5**

## **Comprehension**





# Text Comprehension

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# Comprehension

## Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy found that **text comprehension** can be improved by instruction that helps readers use specific comprehension strategies (NIFL, 2001). Comprehension is the purpose of reading and can be developed by teaching comprehension strategies. According to the 2000 report of the National Reading Panel, the eight types of instruction that appear to be effective and most promising for classroom instruction are

- comprehension monitoring
- cooperative learning
- graphic and semantic organizers
- story structure
- question answering
- question generation
- summarization
- multiple-strategy teaching.

### Assessment of Comprehension

The Florida Comprehensive Assessment Test (FCAT) measures a student's ability to comprehend the following items:

- words in context
- main idea and details
- order of events
- author's purpose
- fact and opinion
- cause and effect
- comparison
- story's plot
- information from research.

This section provides teachers with sample comprehension questions related to selected stories found in the five reading series on the Florida Text Book Adoption List. The informal assessments include questions that address at least one of the nine FCAT comprehension categories. Given a **level-appropriate reading passage**, teachers can create similar comprehension questions based on stories read by their students. *Please note that reading comprehension depends upon applying many different kinds of knowledge and skill (i.e., fluent word reading, vocabulary, background knowledge) in a coordinated approach. Comprehension can be further developed through teaching comprehension strategies.*

**Florida Comprehensive Assessment Test (FCAT)  
Sample Test Books and Answer Keys (2001-2002)**

<b>Grade Level</b>	<b>Website</b>
<b>General FCAT Samples</b>	<a href="http://www.firn.edu/doe/sas/fcat/fcatit02.htm">http://www.firn.edu/doe/sas/fcat/fcatit02.htm</a>
<b>FCAT Reading Grade 3</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc3rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc3rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc3rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc3rik1a.pdf</a>
<b>FCAT Reading Grade 4</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc4rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc4rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc4rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc4rik1a.pdf</a>
<b>FCAT Reading Grade 5</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc5rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc5rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc5rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc5rik1a.pdf</a>
<b>FCAT Reading Grade 6</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc6rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc6rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc6rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc6rik1a.pdf</a>
<b>FCAT Reading Grade 7</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc7rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc7rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc7rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc7rik1a.pdf</a>
<b>FCAT Reading Grade 8</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc8rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc8rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc8rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc8rik1a.pdf</a>
<b>FCAT Reading Grade 9</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc9rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc9rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc9rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc9rik1a.pdf</a>
<b>FCAT Reading Grade 10</b>	<b>Test Book:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc0rib1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc0rib1a.pdf</a> <b>Answer Key:</b> <a href="http://www.firn.edu/doe/sas/fcat/pdf/fc0rik1a.pdf">http://www.firn.edu/doe/sas/fcat/pdf/fc0rik1a.pdf</a>



Harcourt Reading Trophies, Grade 1  
*Little Bear and Emily*

1. What did Little Bear see **RIGHT AFTER** he saw the green hills?
  - a. a tree
  - b. the sea
  - c. a house
  - d. the river**D LA.A.2.2.1**
  
2. Why did Little Bear want to go home?
  - a. to play with his toys
  - b. to talk with Mother Bear
  - c. to eat lunch with his family
  - d. to bake cookies with Mother Bear**C LA.A.2.2.1**
  
3. Why did Emily ask Little Bear if he could see the river from the top of the tree?
  - a. She wanted to bathe Lucy.
  - b. She needed a drink of water.
  - c. She wanted to climb the tree.
  - d. She knew her family lived there.**D LA.A.2.2.1**
  
4. What is the story about?
  - a. eating lunch
  - b. talking to animals
  - c. playing with a doll
  - d. meeting a new friend**D LA.A.2.2.1**
  
5. When two words are joined together, they make a compound word.  
Which of these words from the story is a compound word?
  - a. can't
  - b. treetop
  - c. climbed
  - d. skipping**B LA.A.1.2.3**

**Read, Think & Explain**

6. How can you tell that Little Bear is kind and caring? Use details from the story in your answer.

*Sample Score 2 or 4 response:* He is polite to the other animals. He takes time to explain why he cannot stop to play or talk. He stops to talk with Emily and then helps her find her way home. When he returns home, he hugs his mother.

**L.A.A.2.2.2**

Harcourt Reading Trophies, Grade 2  
*Cool Ali*

1. What did Ali draw **RIGHT AFTER** she drew the umbrella?
  - a. a polar bear
  - b. the cool rain
  - c. the North Wind
  - d. polar bear prints

**C LA.A.2.2.1**
  
2. When two words are joined together, a compound word is formed. Which of these words from the story is a compound word?
  - a. bowed
  - b. coolest
  - c. sidewalk
  - d. umbrella

**C LA.A.1.2.3**
  
3. Which of these **BEST** describes Ali?
  - a. good friend
  - b. helpful artist
  - c. fun to be around
  - d. polite to her neighbors

**B LA.A.2.2.1**
  
4. Why are the pictures important to the story?
  - a. They show what Ali is drawing.
  - b. They show how to make rainy weather.
  - c. They show how to draw weather pictures.
  - d. They show what Ali's neighbors look like.

**A LA.A.2.2.8**
  
5. Read the sentences from the story.  
That was when Ali drew the North Wind. Mr. Boyle's teeth began to chatter.  
What does the word *chatter* mean in the second sentence?
  - a. talk fast
  - b. blow away
  - c. click together
  - d. squeal loudly

**C LA.A.1.2.3**

6. Which of these shows the correct order of events?

- a. Ali draws a polar bear.  
Ali draws snow dots and icicles.  
Ali draws a beach umbrella.  
Ali draws grasses and flowers.
- b. Ali draws a beach umbrella.  
Ali draws a polar bear.  
Ali draws grasses and flowers.  
Ali draws snow dots and icicles.
- c. Ali draws grasses and flowers.  
Ali draws a beach umbrella.  
Ali draws a polar bear.  
Ali draws snow dots and icicles.
- d. Ali draws snow dots and icicles.  
Ali draws grasses and flowers.  
Ali draws a polar bear.  
Ali draws a beach umbrella.

**C LA.A.2.2.1**

**Read, Think & Explain**

7. Compare how Ali felt about the rain to how her neighbors felt about the rain.

Use details from the story in your answer.

**Sample Score 2 or 4 response:** Ali was sad because the rain was washing away her drawings. She moaned (cried). Her neighbors were happy to see and feel the rain. Mrs. Frye danced with Mr. Boyle. Babies drank the raindrops, and Ira Baker splashed in the puddles.

**LA.A.2.2.7**



Harcourt Reading Trophies, Grade 4  
*The Case of Pablo's Nose*

1. Which of these did Pablo do **FIRST** to create the new nose for the contest?
  - a. mixed his special glue
  - b. built a nose in soft wax
  - c. checked the texture and color of the stone
  - d. ground down a piece of stone from the statue**B LA.A.2.2.1**
  
2. When Pablo saw Desmoana, how did he react?
  - a. He asked if she had a blue shirt.
  - b. He accused her of stealing the nose.
  - c. He asked Encyclopedia to talk to her.
  - d. He glanced nervously around the porch.**B LA.A.2.2.1**
  
3. Read this sentence from the story.  
“**Slam your eyes on this,**” she invited, and forthwith did some trick riding.  
What does the word *forthwith* mean in the sentence?
  - a. later on
  - b. soon after
  - c. in a while
  - d. immediately**D LA.A.1.2.3**
  
4. What was the author’s **MAIN** purpose in writing this story?
  - a. to persuade readers to use detectives to solve mysteries
  - b. to inform readers about the steps to becoming a detective
  - c. to entertain the reader with a story about a young detective
  - d. to tell a funny story about the loss of Abraham Lincoln’s nose**C LA.A.2.2.2**
  
5. How are Desmoana, Martha, and Joan **ALIKE**?
  - a. They all have blue shirts.
  - b. They all have purple bikes.
  - c. They all have gone away for the summer.
  - d. They all have entered the New Nose Contest.**B LA.A.2.2.7**

6. Which of these best describes Pablo?
- a. sad artist
  - b. rude neighbor
  - c. calm detective
  - d. bragging blockhead
- A LA.A.2.2.1**
7. Why did Desmoana leave her bike behind the water heater?
- a. She was tired of riding the bike.
  - b. She liked roller skating better than biking.
  - c. She was trying to find a place to park the bike.
  - d. She was hiding the bike she used to steal the nose.
- D LA.A.2.2.1**

**Read, Think & Explain**

8. Explain what influences on the author's life caused him to write stories about a young detective. Use details and information about the author in your answer.

*Sample Score 2 response:* When Donald Sobol was young, he liked to read about Sherlock Holmes, and he dreamed of becoming a detective. He thinks Encyclopedia Brown is the boy he wanted to be and does things he wanted to do, but couldn't find in any books when he was ten.

**LA.A.2.2.2**

**Read, Think & Explain**

9. What clues led Encyclopedia Brown to think that Desmoana might be the thief? Use details and information from the story in your answer.

*Sample Score 4 response:* She had a purple bike and was the only one of the three girls to be home for the summer. Pablo told him that Desmoana was jealous of him for winning a tulip drawing contest. She could have changed her shirt, and she had hidden her bike. When asked her reasons for hiding her bike, she said she hadn't ridden the bike in a year. When challenged to ride the bike, she performed lots of tricks. The bike was in perfect condition, so Encyclopedia knew she had lied and that she was the thief.

**LA.A.2.2.1**

Houghton Mifflin Reading: A Legacy for Literacy, Grade 1  
*Lost*

1. Which of these words means the **SAME** as **afraid**?
  - a. brave
  - b. kind
  - c. scared
  - d. smart

**C LA.A.1.2.3**
  
2. Where the bear go **RIGHT AFTER** the day in the park?
  - a. the bus
  - b. the forest
  - c. the library
  - d. the elevator

**C LA.A.2.2.1**
  
3. How did the bear get lost?
  - a. He walked to the park.
  - b. He fell asleep in a truck.
  - c. He ran away from home.
  - d. He wanted to ride the bus.

**B LA.A.2.2.1**
  
4. What scared the bear?
  - a. the boy
  - b. the trees
  - c. the truck
  - d. the buildings

**D LA.A.2.2.1**
  
5. What happened when the boy took the bear home?
  - a. The bear was sad.
  - b. The boy was lost.
  - c. The bear was tired.
  - d. The boy was hungry.

**B LA.A.2.2.1**

6. Where does the bear find a picture that looks like his home?
- a. the bus
  - b. the park
  - c. the library
  - d. the tall building
- C LA.A.2.2.1**

**Read, Think & Explain**

7. Describe the park where the boy and the bear played. Use the story and the pictures in your answer.

**Sample Score 2 or 4 response:** The park is 3 streets from the tall building and has tall trees. There are boats to ride. There are places to eat. There is a playground and a slide. There is a band playing (in the picture on page 63).

**LA.A.2.2.1**

***Chinatown***

1. Which word from the story means almost the **SAME** as angry?
  - a. furious
  - b. graceful
  - c. noisy
  - d. quickly

**A LA.A.1.2.3**
  
2. How many people live in the apartment?
  - a. 2
  - b. 3
  - c. 4
  - d. 5

**C LA.A.2.2.1**
  
3. Where do the boy and his grandmother live?
  - a. in the park
  - b. over the herbal shop
  - c. behind the restaurant
  - d. above the grocery store

**D LA.A.2.2.1**
  
4. Where do the boy and his grandmother go **RIGHT AFTER** crossing the street?
  - a. the sunny park
  - b. the kung fu school
  - c. the outdoor market
  - d. the seafood restaurant

**A LA.A.2.2.1**
  
5. Read these sentences from the story.  
We always stop and say hello to Mr. Wong, the street cobbler. If our shoes need fixing, Mr. Wong can do the job.  
What does the word *cobbler* mean in the first sentence?
  - a. pie baker
  - b. stone cutter
  - c. street dancer
  - d. shoe repairman

**D LA.A.1.2.3**

6. When two words are joined together, they form a compound word. Which of these words is a compound word?
- a. apartment
  - b. fixing
  - c. roasted
  - d. sunlight
- D LA.A.1.2.3**
7. When winter arrives, what does Grandmother do to stay strong and healthy?
- a. practices tai chi
  - b. takes kung fu classes
  - c. makes a special soup
  - d. buys fresh snapping crabs
- C LA.A.2.2.1**
8. Why did the grandmother like to buy angry crabs?
- a. They taste better.
  - b. They make her strong.
  - c. They do not cost much.
  - d. They are her favorite food.
- A LA.A.2.2.1**

**Read, Think & Explain**

9. Why do you think the boy's favorite holiday is Chinese New Year? Use details from the story in your answer.

*Sample Score 4 response:* Chinese New Year is a celebration, and the streets are crowded with people. The kids from the kung fu school march in the parade, and the boy knows he will be marching with them next year. He enjoys watching the noisy parade, especially the lion dance. Fireworks follow the lion dance. He wants to wish his grandmother a Happy New Year.

**LA.A.2.2.1**

Houghton Mifflin Reading: A Legacy for Literacy, Grade 4  
*Cendrillon*

1. Which of these sentences from the story show suggests that Cendrillon's unhappy childhood does not change her personality?
  - a. But her smile lightened my heart.
  - b. What a grand entrance Cendrillon made!
  - c. The work hurts my hands but not my heart.
  - d. And I saw love returned from her sweet brown eyes.

**C LA.A.2.2.1**
  
2. What keeps Nannin from using the wand to change her own unhappy childhood?
  - a. She has no love in her life.
  - b. She wants to be a washerwoman.
  - c. She enjoys being a baby nurse.
  - d. She forgets she has the wand.

**A LA.A.2.2.1**
  
3. Why does Cendrillon think she will not see Paul again?
  - a. Paul does not know her name.
  - b. Cendrillon is sick with a broken heart.
  - c. Paul's love for her is the result of magic.
  - d. Cendrillon's rudeness at the dance surprises him.

**C LA.A.2.2.1**
  
4. What happens RIGHT AFTER Cendrillon and Nannin arrive at Monsieur Thibault's mansion?
  - a. Paul asks Cendrillon to dance.
  - b. Cendrillon stumbles on the stair.
  - c. Cendrillon's family does not recognize her.
  - d. Nannin tells Cendrillon they must leave early.

**D LA.A.2.2.1**
  
5. Read this sentence from the story.  
When a new daughter, Vitaline, was born, Madame gave a christening party for her rich friends.  
What does the word *christening* mean in this sentence?
  - a. fancy
  - b. farewell
  - c. naming
  - d. retirement

**C LA.A.1.2.3**

6. Why does Cendrillon’s father allow the stepmother to mistreat her?
- He is a sickly, poor creature.
  - He is afraid of the stepmother.
  - He thinks Cendrillon is too lazy.
  - He is too busy with his rich friends.
- B LA.A.2.2.1**
7. Which of these words from the story is the OPPOSITE of elegant?
- fine
  - handsome
  - proud
  - ragged
- D LA.A.2.2.7**
8. The author compared Vitaline’s toes to
- lizards.
  - pillows.
  - codfish.
  - sausages.
- D LA.A.2.2.2**

**Read, Think & Explain**

9. Explain how Cendrillon and Nannin are SIMILAR. Use details and information from the story in your answer.

*Sample Score 4 response:* They both lose their mothers when they are very young. They both have unhappy childhoods and have to work very hard to survive. They both are kind and enjoy talking with and helping each other. Cendrillon kisses Nannin and brings her punch at the christening and visits with her every morning at the river; Nannin encourages Cendrillon, helps her with her chores, and uses her wand to send Cendrillon to the ball. She also reunites Cendrillon and Paul.

**LA.A.2.2.7**

**Read, Think & Explain**

10. How do you know that Paul is an important man on the island? Use the pictures and information from the story in your answer.

*Sample Score 2 or 4 response:* Cendrillon says that Paul is like a prince. Cendrillon’s family seems excited about attending the ball at his house. The pictures show a grand house and ballroom, with very elegantly dressed people attending the ball. He can marry anyone he chooses, and the parents on the island want him to marry their daughters. Paul and Cendrillon had a wedding that lasted three days



and was more elaborate than the wedding of the king and queen of France. **LA.A.2.2.8**

Optional Writing Activity:

Ask students to read the original version of *Cinderella* and the story of *Cendrillon*. Provide a writing prompt that asks students (alone; in pairs; or groups) to compare either the similarities or differences between characters: Cinderella and Cendrillon; Nannin and the Fairy Godmother; the stepmothers; or Paul and the Prince. Elements of the story may also be compared: the wands; the ball dresses; or the magic used to provide transportation to the ball.

Sample Expository Writing Prompt:

The characters of Cinderella and Cendrillon lead very similar lives. Think about some ways that their lives are similar. Now write to explain how the lives of Cinderella and Cendrillon are similar.



Macmillan/McGraw-Hill Reading, Grade 1  
*Shrinking Mouse*

1. Why do the animals seem to become smaller?
  - a. The animals are far away.
  - b. The animals are shrinking.
  - c. The animals are disappearing.
  - d. The animals are hiding in the tiny wood.

**A LA.A.2.2.1**
  
2. Which of these happened **FIRST**?
  - a. Rabbit seems to shrink.
  - b. Owl flies toward the wood.
  - c. Fox follows Owl into the wood.
  - d. Mouse thinks he has disappeared.

**B LA.A.2.2.1**
  
3. Which of these means the **SAME** as shrinking?
  - a. getting taller
  - b. getting bigger
  - c. getting smaller
  - d. getting stronger

**C LA.A.1.2.3**
  
4. How are the animals in the story **ALIKE**?
  - a. They all enjoy flying.
  - b. They all think they are shrinking.
  - c. They all want to move to the tiny wood.
  - d. They all want Owl to fly into the tiny wood.

**B LA.A.2.2.1**
  
5. How many animals went toward the tiny wood?
  - a. 1
  - b. 2
  - c. 3
  - d. 4

**D LA.A.2.2.1**

**Read, Think & Explain**

**6.** Why do you think Mouse is not afraid for Owl to go back to the tiny wood?

**Sample Score 2 response:** (First graders may give one or more of the following reasons. You may want to prompt them to think of two reasons.) Mouse is sure that Owl will be the same size when he returns. All the animals have made the same trip and are still the same size. He knows that the wood where they live also appeared to be small when looking at it from the tiny wood.

**LA.A.2.2.1**

*Swimmy*

1. What happens to Swimmy's brothers and sisters?
  - a. They become one giant fish.
  - b. They are swallowed by a big fish.
  - c. They swim away into the dark water.
  - d. They chase the other sea creatures away.

**B LA.A.2.2.1**
  
2. What scares the big fish away?
  - a. An eel swims by.
  - b. Swimmy darts toward him.
  - c. He sees a water-moving machine.
  - d. The little fish look like a giant fish.

**D LA.A.2.2.1**
  
3. What did the author use to make the pictures of Sammy and the little red fish?
  - a. glass pieces
  - b. water paints
  - c. rubber stamps
  - d. pressed paper pieces

**C LA.A.2.2.2**
  
4. Which of these words from the story means the **SAME** as **fast**?
  - a. darting
  - b. fierce
  - c. swaying
  - d. swift

**D LA.A.1.2.3**
  
5. **How is Swimmy DIFFERENT from his brothers and sisters?**
  - a. He is red and swims fast.
  - b. He is black and very large.
  - c. He starts a fight with the big fish.
  - d. He becomes friends with the big fish.

**A LA.A.2.27**

6. What happened **RIGHT AFTER** the tuna fish appeared?
- a. Sammy sees sugar-candy rocks.
  - b. He is scared away by the little fish.
  - c. He swallows Sammy's brothers and sisters.
  - d. Sammy becomes friends with the sea anemones.

**C LA.A.2.2.1**

7. Read the sentence from the story.

But the sea was full of wonderful creatures, and as he swam from marvel to marvel  
Swimmy was happy again.

What does the word *marvel* mean in this sentence?

- a. amazing thing
- b. happy thing
- c. little thing
- d. ugly thing

**A LA.A.1.2.3**

**Read, Think & Explain**

8. Explain how Sammy changes from the beginning of the story to the end of the story? Use details from the story in your answer.

**Sample Score 2 or 4 response:** At first, Sammy is happy and feels safe with his brothers and sisters. After his family is swallowed by the big fish, Sammy has to leave his home and swim out into the world. He is scared, lonely, and sad. Then he is excited as he sees some new strange sea creatures. Some little fish become his friends, and he teaches them to protect themselves by appearing to be a giant fish. He seems to be happy again.

**LA.E.1.2.3**

**Read, Think & Explain**

9. Describe what you think you would see if you visited Sammy. Use details from the story in your answer.

**Sample Score 2 or 4 response:** I would see lots of fish swimming in cool water. It would probably be pretty dark in the water, except for the areas the sun was shining on. There would be lots of sea creatures (students may produce a list). Big fish would be trying to eat the little fish. There would be rocks and plants.

**LA.A.2.2.1**

**Scruffy**

***A Wolf Finds His Place in the Pack***

1. How did Scruffy show that he was scared?
  - a. He was careless, and he was unable to hunt.
  - b. He growled at the small pups, and he tackled them.
  - c. His tail and ears perked up, and he walked much taller.
  - d. His ears flattened, and he tucked his tail between his legs.D LA.A.2.2.1
  
2. Which word from the story means the **SAME** as *timid*?
  - a. shy
  - b. fierce
  - c. scared
  - d. dominantA LA.A.1.2.3
  
3. Why did Scruffy decide to make his home with his original pack?
  - a. He was the babysitter for the pack.
  - b. He was weak and wanted protection.
  - c. He was strong and wanted to be a leader.
  - d. He was messy and wanted to stay with his parents.B LA.A.2.2.1
  
4. Which of the Ellesmere Island wolf pack always ate first?
  - a. the alpha cub
  - b. the alpha pair
  - c. the alpha male
  - d. the alpha femaleB LA.A.2.2.1
  
5. Read this sentence from the story.

Pigs need warmth, and it was warm and comfortable down there in the barn cellar on the south side.

What does the word *cellar* mean?
  - a. loft
  - b. attic
  - c. barnyard
  - d. basementD LA.A.1.2.3

6. When Scruffy tried to get attention and affection from the other adult wolves, what usually happened to him?
- He was chased into the den.
  - He was given a scrap of food.
  - He was beaten up by the wolves.
  - He was made to hunt with the pack.
- C LA.A.2.2.1
7. What was the author’s **MAIN** purpose in writing this story?
- to tell readers about a wolf pack in the Arctic
  - to inform readers about the difficulties of living in the Arctic
  - to entertain readers with a story about scared little Arctic pups
  - to persuade readers to go to the Arctic to take care of the wolves
- A LA.A.2.2.2
8. Read these sentences from the story.  
In each round of this tiring game, one pup would growl, grab the fox by the throat, and shake it. The most dominant pup would eventually steal the tattered “prize” and run around and around, chased by the others.  
What does the word *tattered* mean in the second sentence?
- torn
  - choked
  - valuable
  - treasured
- A LA.E.1.2.2

**Read, Think & Explain**

9. Name two ways Scruffy’s life changes from the beginning of the story to the end. Use details and information from the story in your answer.

*Sample Score 2 response:* At the beginning of the story, Scruffy is always last to do everything, and he has no value to the pack. He did not know how to hunt. At the end of the story, Scruffy has earned a valuable place as the pack’s babysitter. He becomes the pup’s leader and teaches the pups to hunt.

**LA.E.1.2.3**

**Read, Think & Explain**

10. Explain how you can tell that the author, Jim Brandenburg, is accepted by the wolves. Use details and information from the story in your answer.

*Sample Score 4 response:* He was allowed to get close enough to the pack to observe and photograph the wolves. He was even allowed to go into their den and photograph the pups. On the day he left, Scruffy followed him all three miles to the airstrip. When he left the Arctic, the wolves gathered around the plane as if to say goodbye.

**LA.A.2.2.1**



*Lost*

1. Which of these words means the SAME as afraid?
  - a. brave
  - b. kind
  - c. scared
  - d. smartC LA.A.1.2.3
  
2. Where the bear go RIGHT AFTER the day in the park?
  - a. the bus
  - b. the forest
  - c. the library
  - d. the elevatorC LA.A.2.2.1
  
3. How did the bear get lost?
  - a. He walked to the park.
  - b. He fell asleep in a truck.
  - c. He ran away from home.
  - d. He wanted to ride the bus.B LA.A.2.2.1
  
4. What scared the bear?
  - a. the boy
  - b. the trees
  - c. the truck
  - d. the buildingsD LA.A.2.2.1
  
5. What happened when the boy took the bear home?
  - a. The bear was sad.
  - b. The boy was lost.
  - c. The bear was tired.
  - d. The boy was hungry.B LA.A.2.2.1
  
6. Where does the bear find a picture that looks like his home?
  - a. the bus
  - b. the park
  - c. the library
  - d. the tall buildingC LA.A.2.2.1

**Read, Think & Explain**

7. Describe the park where the boy and the bear played. Use the story and the pictures in your answer.

*Sample Score 2 or 4 response:* The park is 3 streets from the tall building and has tall trees. There are boats to ride. There are places to eat. There is a playground and a slide. There is a band playing (in the picture on page 63).

**LA.A.2.2.1**

***Birthday Joy***

1. What happens **RIGHT AFTER** children in Mexico break the piñata?
  - a. The cake is cut.
  - b. The candle is lit.
  - c. The toys and candy fall out.
  - d. The father lifts the special chair.C LA.A.2.2.1
  
2. Which word means almost the **SAME** as *happy*?
  - a. joyful
  - b. colorful
  - c. beautiful
  - d. wonderfulA LA.A.1.2.3
  
3. What is the **MAIN** idea of the story?
  - a. Birthdays are celebrated in different ways all over the world.
  - b. Birthday piñatas are enjoyed by everyone all over the world.
  - c. Birthday crowns are worn by boys and girls all over the world.
  - d. Birthdays are always celebrated the same way all over the world.A LA.A.2.2.1
  
4. What happens when the father raises the birthday child's chair?
  - a. The friends eat cake.
  - b. The friends sing and dance.
  - c. The child gets a birthday crown.
  - d. The child lights a birthday candle.B LA.A.2.2.1
  
5. Who chooses the birthday piñata?
  - a. the child
  - b. the father
  - c. the mother
  - d. the friendsA LA.A.2.2.1

Read, Think & Explain

6. Explain how birthday celebrations in Germany are **SIMILAR** to birthday celebrations in Israel. Use details from the story in your answer.

**Sample Score 4 response:** In Germany, a beautiful birthday candle is lit to point out the child's age. The candle is then burned down to the next number. In Israel, the child wears a beautiful crown. The father raises the child in a special chair to mark each year and point out the child's age. **LA.A.2.2.1**



Macmillan/McGraw-Hill Reading, Grade 4  
***The Swimming Hole***  
**from *On the Banks of Plum Creek***

1. How many petals were on each blue flag?
  - a. 1
  - b. 2
  - c. 3
  - d. 4C LA.A.2.2.1
  
2. What was Pa's special name for Laura?
  - a. little duck
  - b. little ghost
  - c. little half pint
  - d. little good girlC LA.A.2.2.1
  
3. What happened **RIGHT AFTER** the family left the creek?
  - a. They played with Jack.
  - b. They climbed the tableland.
  - c. They helped Carrie pick flowers.
  - d. They found a badger lying on the path.B LA.A.2.2.1
  
4. Who encouraged Laura Ingalls Wilder to write books about her life on the prairie?
  - a. Pa
  - b. Ma
  - c. Rose
  - d. MaryC LA.A.2.2.2
  
5. Read this sentence from the story.  
"Pa," Laura said, in a quivery small voice, "I—I—started to go to the swimming hole."  
What does the word *quivery* mean in this sentence?
  - a. calm
  - b. quiet
  - c. shaky
  - d. velvetyC LA.A.1.2.3
  
6. Which one of Laura's books was made into a television show?
  - a. Plum Creek
  - b. The Swimming Hole

- c. Little House on the Prairie
  - d. By the Shores of Silver Lake
- C LA.A.2.2.1

7. Personification means giving lifelike qualities to something that is not human. Which of these sentences from the story contains an example of personification?

- a. Bright dragonflies flew on blurry wings.
- b. His fiddle sang to her sweetly and happily.
- c. The morning glories were withered and that day's blue flags were dead.
- d. First a swirl like smoke came up from it and wavered away in the clear water.

B LA.A.2.2.1

8. Which of these shows the correct order of events?

- a. Pa plays his fiddle in the starlight.  
Pa, Mary, and Laura play in the water.  
Mary and Laura make necklaces.  
Mary practices spelling words in her reading book.
- b. Mary and Laura make necklaces.  
Pa, Mary, and Laura play in the water.  
Mary practices spelling words in her reading book.  
Pa plays his fiddle in the starlight.
- c. Pa, Mary, and Laura play in the water.  
Pa plays his fiddle in the starlight.  
Mary practices spelling words in her reading book.  
Mary and Laura make necklaces.
- d. Mary practices spelling words in her reading book.  
Pa, Mary, and Laura play in the water.  
Mary and Laura make necklaces.  
Pa plays his fiddle in the starlight.

B LA.A.2.2.1

9. Describe what you would see if you visited Laura's home. Use details and information from the story in your answer.

*Sample Score 2 response:* I would see a prairie filled with high grass, flowers, and animals and a creek with little fish and water bugs. I would see lowlands and tablelands. I would see the family dugout and Pa's fiddle. (Students may provide other options. You might also ask students to describe a child's chores on the prairie.)

LA.A.2.2.1

**Read, Think & Explain**

10. Describe Pa's punishments for Laura's misbehavior, and explain why only one of those punishments actually helped Laura change her behavior. Use details and information from the story to support your answer.

*Sample Score 4 response:* When she went into the deep water, Pa swam under the water and ducked her. He wanted her to realize that there might be danger in the deep water, but she was not afraid and enjoyed being ducked. When she confessed to Pa that she had returned to the creek, he told her that he couldn't trust her and that she would have to stay home and be watched by Ma. This was an effective lesson because he knew she wanted to be trusted, she wanted his approval, she did not like staying home and doing chores, and that she would miss her freedom to play on the prairie and in the spring.

LA.A.2.2.1





SRA/Open Court Reading, Grade 1  
*Strange Bumps*

1. Why was Owl afraid?
  - a. His room was dark.
  - b. His blanket was moving.
  - c. He did not want to be alone.
  - d. He did not want to go to sleep.B LA.A.2.2.1
  
2. What happened **RIGHT AFTER** the bed came falling down?
  - a. Owl ran down the stairs.
  - b. Owl blew out the candle.
  - c. Owl slept in his chair by the fire.
  - d. Owl pulled the covers off the bed.A LA.A.2.2.1
  
3. Which word from the story means almost the **SAME** as **blanket**?
  - a. bed
  - b. covers
  - c. bottom
  - d. darknessB LA.A.1.2.3
  
4. What do you think caused the bumps under Owl's blanket?
  - a. the shape of his feet
  - b. the folds in the blanket
  - c. the bottom end of the bed
  - d. the shadows from the candleA LA.A.2.2.1
  
5. If Owl went to sleep, what did he think would happen?
  - a. He would get very cold.
  - b. The bumps would move.
  - c. His bed would fall down.
  - d. The bumps would get bigger.D LA.E.2.2.1

6. How was Owl's bed **DIFFERENT** after he took the covers off?
- a. The bumps were gone.
  - b. The bumps grew bigger.
  - c. The bumps grew smaller.
  - d. The bumps moved up and down.
- A LA.A.2.2.2

**Read, Think & Explain**

7. Tell about some of the ways that Owl tried to make the bumps in his bed go away. Use details from the story in your answer.

*Sample Score 4 response:* (1) He moved his feet up and down. (2) He pulled the covers off the bed. (3) He jumped on his bed. (4) He slept in his chair downstairs.

**LA.A.2.2.1**

*The Dinosaur Who Lived in my Backyard*

1. In the story, what happens when the dinosaur jumps?
  - a. The dinosaur would fall down.
  - b. The neighborhood would shake.
  - c. The leaves would fall off the trees.
  - d. The dinosaur would find his friends.B LA.A.2.2.1
  
2. Why are the boy and his sister saving all of their lima beans?
  - a. to feed a dinosaur
  - b. to grow more lima beans
  - c. to grow up big and strong
  - d. to hide the beans from their motherA LA.A.2.2.1
  
3. How many vegetables did the children think the dinosaur ate each day?
  - a. 20 pounds
  - b. 100 pounds
  - c. 200 pounds
  - d. 500 poundsB LA.A.2.2.1
  
4. The dinosaur egg was as big as a \_\_\_\_\_.
  - a. football.
  - b. baseball.
  - c. golf ball.
  - d. basketball.D LA.A.2.2.1
  
5. How did the children think the dinosaur's long neck could be useful?
  - a. He could rescue a lost kite.
  - b. He could fight with his friends.
  - c. He could look into their schoolhouse.
  - d. He could drink water from the sprinkler.A LA.A.2.2.1

6. The author compares the size of the dinosaur's feet to \_\_\_\_\_.
- a. a car.
  - b. a sandbox.
  - c. a basketball.
  - d. a pick-up truck.
- B LA.A.2.2.2
7. What did the dinosaurs like to play?
- a. circus
  - b. basketball
  - c. flying kites
  - d. hide-and-seek
- A LA.A.2.2.1

**Read, Think & Explain**

8. Why do the children say that "It would be pretty hard to keep a dinosaur happy"? Use details from the story in your answer.

**Sample Score 4 response:**

(The student should list at least 4 details.)

- (1) He ate a hundred pounds of vegetables a day.
- (2) He was so heavy that he would shake the neighborhood if he jumped.
- (3) He was big and weighed as much as 20 pickup trucks.
- (4) He had terrible fights with his dinosaur friends.
- (5) He needed a lot of water, and the sprinkler would have to run all the time.
- (6) He ate the leaves off the tops of the trees.

**LA.A.2.2.1**

SRA/Open Court Reading, Grade 4  
*Escape from Charlotte's Web*

1. How did the horse learn about Wilbur's escape?
  - a. from the cows
  - b. from the sheep
  - c. from the goose
  - d. from the chickensC LA.A.2.2.1
  
2. Which animal did the goose tell **FIRST**?
  - a. fox
  - b. cow
  - c. sheep
  - d. horseB LA.A.2.2.1
  
3. Why did Wilbur decide to escape from his yard?
  - a. He was tired and hungry.
  - b. He was bored and lonely.
  - c. He wanted to visit with Fern.
  - d. He wanted to find Mr. Zuckerman.B LA.A.2.2.1
  
4. What happened **RIGHT AFTER** Mrs. Zuckerman saw Wilbur from the kitchen window?
  - a. Wilbur tried to hide in the woods.
  - b. Wilbur started to dig up the garden.
  - c. Mrs. Zuckerman chased him out of the garden.
  - d. Mrs. Zuckerman shouted for the men to look for him.D LA.A.2.2.1
  
5. Read this sentence from the story.  
Pigs need warmth, and it was warm and comfortable down there in the barn cellar on the south side.  
What does the word *cellar* mean?
  - a. loft
  - b. attic
  - c. barnyard
  - d. basement**D LA.A.1.2.3**

6. What happened **RIGHT AFTER** Wilbur escaped from Mr. Zuckerman’s barn?
- The goose talked to him.
  - The goose laughed at him.
  - Wilbur jumped into the air.
  - Wilbur plowed up the ground.
- B LA.A.2.2.1
7. Which of these words from the story is the **OPPOSITE** of racket?
- Noise
  - Quiet
  - Commotion
  - hullabaloo
- B LA.A.2.2.7
8. How did Mr. Zuckerman get Wilbur to go back into the pen?
- He poured food into the trough.
  - He talked softly and kindly to him.
  - He scratched Wilbur’s back with a stick.
  - He asked Wilbur to follow him into the pen.
- A LA.E.1.2.2

**Read, Think & Explain**

9. The author states that Wilbur lives in the “kind of barn that children like to play in.” Using information from the story, give two details to support the author’s claim.

*Sample Score 2 response:* (1) The barn might have felt comforting and safe because it had a “peaceful smell” and was warm in the winter and cool in the summer. (2) There were lots of places in the barn to explore and play (students may provide a list). (3) The equipment in the barn would be exciting or interesting for children to learn about and play with (students may provide a list). (4) There were animals in the barn.

**LA.A.2.2.2**

**Read, Think & Explain**

10. Use details and information from the story to explain why Wilbur decided that he did not like being free.

*Sample Score 4 response:* He knew he was in trouble when Mrs. Zuckerman saw him and warned the others that he had escaped. He didn’t like being chased, and he was afraid of being chased into the woods. He thought everyone was after him and was frightened and confused by all the noise. He didn’t like being the center of all this fuss. He was just a baby and missed Fern. He was hungry and smelled the food that Mr. Zuckerman had in his pail.

**LA.A.2.2.1**

SRA Reading Mastery Plus, Grade 1

***Carmen the Cow***

1. Which of these words means the **SAME** as **shouted**?
  - a. explained
  - b. said
  - c. told
  - d. yelledD LA.A.1.2.3
  
2. What happened **RIGHT AFTER** the little girl called for help?
  - a. Carmen mooed.
  - b. The other cows mooed.
  - c. The teacher came to help.
  - d. The children came to help.B LA.A.2.2.1
  
3. How does Carmen change from the beginning to the end of the story?
  - a. At first she was angry, then she was sad.
  - b. At first she was sad, then she was happy.
  - c. At first she was happy, then she was sad.
  - d. At first she was angry, then she was happy.B LA.A.2.2.7
  
4. Why did the other cows make fun of Carmen?
  - a. Carmen's moo was too soft.
  - b. Carmen's moo was too loud.
  - c. Carmen liked to play by herself.
  - d. Carmen always played with the children.B LA.A.2.2.1
  
5. What did the children always do when they heard Carmen's moo?
  - a. They petted Carmen.
  - b. They laughed at Carmen.
  - c. They played with Carmen.
  - d. They ran away from Carmen.D LA.A.2.2.1
  
6. **How did the little girl thank Carmen for saving her?**
  - a. The little girl kissed Carmen.
  - b. The little girl kissed the other cows.
  - c. The little girl told her teacher about Carmen.
  - d. The little girl told the children about Carmen.A LA.A.2.2.1

**Read, Think & Explain**

7. Describe how Carmen was treated after she helped save the little girl. Use details from the story in your answer.

*Sample Score 2 or 4 response:* After Carmen helped save the little girl, the teacher thanked Carmen and told her that her loud moo saved the little girl. The little girl kissed and thanked Carmen. The children wanted to pet her. Carmen was glad that she had a loud moo.

**L.A.A.2.2.7**



SRA Reading Mastery Plus, Grade 2  
*Sweetie and the Mirror*

1. What did Sweetie do **RIGHT AFTER** he showed his mean face to the cat in the mirror?
  - a. He showed his claws.
  - b. He leaped at the other cat.
  - c. He showed his teeth to the cat.
  - d. He slept under the kitchen table.C LA.A.2.2.1
  
2. How was Sweetie's second visit to the friend's house **DIFFERENT** from his first visit?
  - a. He played in the kitchen.
  - b. He curled up near his owner.
  - c. He explored the rest of the house.
  - d. He stayed under the kitchen table.D LA.A.2.2.7
  
3. How does Sweetie describe the other cat?
  - a. fat and lazy
  - b. ugly and fast
  - c. mean and strong
  - d. big and unfriendlyB LA.A.2.2.1
  
4. What made Sweetie mad when he and his owner visited a friend's house?
  - a. He saw another cat.
  - b. He saw a big mirror.
  - c. There was no place to play.
  - d. There was no place to sleep.A LA.A.2.2.1
  
5. When two words are joined together, they form a compound word. Which of these words is a compound word?
  - a. fastest
  - b. friend's
  - c. kitchen
  - d. somethingD LA.A.1.2.3

6. What happened when Sweetie tried to scare the other cat?
- The other cat started to play with Sweetie.
  - The other cat did the same things Sweetie did.
  - The other cat ran away and hid in another room.
  - The other cat curled up under the kitchen table and slept.
- B LA.A.2.2.1

**Read, Think & Explain**

7. Tell about some of the ways that Sweetie tried to scare the other cat. Use details from the story in your answer.

*Sample Score 2 or 4 response:*

- (1) He made a mean face.
- (2) He showed his teeth.
- (3) He held up a paw and showed his sharp claws.
- (4) He leaped at the mirror.

**LA.A.2.2.1**

SRA Reading Mastery Plus, Grade 4  
*The Gravity Device*

1. What was the author's **MAIN** purpose in writing this story?
  - a. to persuade readers to travel into space
  - b. to explain the effects of gravity in space
  - c. to tell a funny story about a flight attendant
  - d. to inform readers about the Traveler Four spaceshipB LA.A.2.2.2
  
2. What did the author compare the passengers to as they floated in space?
  - a. blobs of juice
  - b. liquid in a cup
  - c. a cloud of dust
  - d. fish in a fish tankD LA.A.2.2.2
  
3. What happened **RIGHT AFTER** the spaceship traveled above the earth's outer layer of air?
  - a. The pilot turned the engines off.
  - b. The crew turned the gravity device off.
  - c. The flight attendant talked to the passengers
  - d. The passengers were bumping into each other.A LA.A.2.2.1
  
4. After the spaceship traveled into space, what did Wendy see when she looked out the window?
  - a. white empty space and no sun
  - b. a blue sky and brightly shining sun
  - c. a black sky and brightly shining sun
  - d. streaks from the spaceship and no sunC LA.A.2.2.1
  
5. Read this sentence from the story.  
They watched it get smaller as the spaceship streaked off into space.  
What does the word *streaked* mean in this sentence?
  - a. blazed
  - b. drifted
  - c. floated
  - d. roamedA LA.A.1.2.3

6. What signal was given to the passengers to indicate that the gravity device was turned off?
- They heard a buzzing sound.
  - They heard the pilot turn the engines off.
  - They saw the flight attendant floating in the air.
  - They saw the flight attendant sinking slowly to the floor.
- A LA.A.2.2.1

**Read, Think & Explain**

7. How can you tell that Wendy enjoyed her weightless experience in space? Use details and information from the story in your answer.

*Sample Score 2 response:* Before the flight attendant had time to caution the passengers about moving too fast, Wendy had already unfastened her seat belt and pushed out of her seat. She laughed while she watched the other passengers dance and bump into each other. After returning to her seat, she said to Sidney, "That was great."

LA.A.2.2.1

8. Describe how the flight attendant helped the passengers understand the effects of gravity in space. Use details and information from the story in your answer.

*Sample Score 4 response:* She explained that the spaceship had a new invention called a gravity device, which made the passengers feel like they are on Earth. She then turned the device off and floated in the air. She demonstrated the effect of gravity on liquids by taking a cover off a cup of orange juice, pulling the cup away from the liquid, and leaving a blob of juice floating in air. She also demonstrated what happened when the floating blob was struck and turned into a cloud of dust. She invited the passengers to remove their seat belts and float in space. Then she turned the gravity device back on to allow the passengers to feel the effects of gravity again like on Earth.

LA.A.2.2.1

# Comprehension Resources

Florida Department of Education  
<http://www.myfloridaeducation.com>



## References

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# Thank You!

We appreciate you taking the time to review our “Cool Tools – Reading Informal Assessments.” We hope that the information and instruments included will be useful to you as you return to your school. If you would like more information or would like to provide us with feedback, please E-mail us at [projcentral@mail.ucf.edu](mailto:projcentral@mail.ucf.edu).

