

PART ONE



Using the BADER Reading and Language Inventory



BADER READING AND LANGUAGE INVENTORY

INTRODUCTION

The *BADER Reading and Language Inventory* was constructed for use by teachers of K–12 and adult students and by literacy specialists and resource teachers, including teachers of English Language Learners. The design of the inventory offers examiners the flexibility to obtain information for several purposes: to determine literacy levels, to plan instruction, and to make referrals to appropriate specialists. Additional reasons for administering the inventory include measuring a student's progress, assessing the effectiveness of specific reading approaches, and diagnosing specific literacy needs. Because students experiencing difficulty in learning to read may have problems in other areas, several informal tests are provided so that their needs and abilities can be assessed. Portions of the inventory can be used for quick screening or initial placement of students.

Individual tests have long been recommended by professional authorities for those students who fail group-administered tests. The inventory provides valid, reliable procedures for individual assessment, as well as subtests and checklists to discover inhibiting conditions that can be improved with appropriate instruction.

Teachers of children, adolescents, and adults have instructional decisions to make. They also make referrals to specialists in vision, hearing, and language development when appropriate. Yet, most teachers have teaching responsibilities that make individual, in-depth evaluation difficult. Reading and learning specialists have demands on their time, too. This inventory was developed to meet the needs of teachers and specialists for a diagnostic battery, efficient in administration and interpretation, that encompasses vital areas of evaluation based on research. To the extent that students' strengths and needs are understood, they can be helped to learn.

Assessment Model

A thorough assessment includes personal interviews and reflections, observations, informal and formal tests, and diagnostic teaching. Experienced teachers learn to look for patterns of behavior as they observe learner strengths and needs. The inventory provides several tools and guides for this model. However, the quest for pertinent information should be balanced against the need not to distress the student or take time from instruction by overtesting.

Content of the Inventory

Student Priorities and Interests Several inventories and checklists are provided to assess the interests and priorities of children, teens, and adults. Interests and priorities of non-English-speaking learners should be obtained from their English-speaking contacts.

English Language Learning The English Language Learning test can be used for initial screening. The test begins with a list of questions requiring either one-word or concrete replies. Upper-level items require longer replies and give information about student concerns. Gottlieb (2006) supports honing in on more diagnostic information by focusing on the student's individual and classroom needs. An English Language Learning (ELL) Checklist helps the instructor monitor development.

Graded Word Recognition Lists Word recognition lists include a Graded Word List, Experiential Word Lists, and Thematic Word Lists. The Graded Word List is a series of 10 words at each level from preprimer (PP) through eighth grade, plus a list designated as high school. Our research, plus reports from test users, have found the reading level estimate of the word list to be highly accurate so that it may be used alone for screening or initial placement. This test provides an estimate of the reader's level of literacy so the examiner can select an entry level to the graded paragraphs. In addition, the graded list can serve as a quick check of the student's word recognition and word analysis abilities. Finally, by contrasting the reader's ability to read words in context with word recognition in isolation, the examiner can obtain some information about the reader's ability to use context as an aid to word recognition.

Four Experiential Word Lists are provided: Instructional Directions List, Experience List I, Experience List II, and Functional Literacy List. The first list contains 15 words frequently used in instructional materials and tests. The experience lists contain either 15 or 16 words that beginning readers may have learned in daily life. The functional list contains 14 words that may be encountered in completing forms and managing personal affairs in daily life.

Three adult Thematic Word Lists provide vocabulary on basic and intermediate levels. The themes are health and safety, office, and vehicles.

Graded Reader's Passages The Graded Reader's Passages range from preprimer through 12th-grade level in difficulty. The passages have been designed to enable the examiner to assess word recognition, fluency, and comprehension abilities so that a reader's independent and instructional reading levels might be determined.

There are two sets of passages: elementary and secondary. The elementary set of passages has been written so the content is appropriate for readers in the elementary school grades. The elementary set of passages has two forms, A and B. The elementary passages go from the preprimer through the eighth-grade level. The preprimer through third-grade level passages were constructed to be age and grade appropriate. The passages at the intermediate grade levels, grades 4 through 8, were constructed to be content and age appropriate for students in the intermediate grades. The elementary set of passages ends at the eighth-grade level. If additional testing beyond the eighth-grade level is desired, the examiner can use the passages in the secondary set of passages. The secondary/adult graded passages were constructed to be appropriate for adolescents in the secondary grades and/or adults. The preprimer through third-grade level passages are intended for adolescents and adults at the beginning reading levels. In the intermediate levels (fourth through eighth grade), the passages are designed to assess functional literacy. Beyond the eighth-grade level, the secondary/adult passages assess reading in history, science, and citizenship. There is a balance between fiction and nonfiction text in the fourth- through eighth-grade level passages within both the elementary and secondary set of passages.

Phonics and Structural Analysis The phonics and structural analysis inventories contain 11 subtests to be given selectively to obtain information pertinent to areas of knowledge and abilities that may underlie word recognition. These tests include Initial Single Consonants, Consonant Blends, Consonant Digraphs, Short-Vowel Sounds, Long-Vowel Sounds, Vowel Digraphs, Reversals, Inflectional Suffixes, Derivational Suffixes, Prefixes, and Compound Words.

Spelling Tests Seven spelling tests are provided. These may be given selectively to obtain information about the student's abilities in auditory and visual discrimination and memory, cognitive language development, sound-symbol association, and knowledge of spelling conventions. Spelling analysis can serve as a quick assessment of phonics knowledge and application. Although the primary use of each test is suggested in the title, additional kinds of information may be obtained. These tests and their levels are:

1. Words spelled phonetically, P-2
2. Words spelled phonetically, 3+

3. Words with silent letters, P–2
4. Words with silent letters, 3+
5. Words illustrating common spelling conventions, 2–4
6. Words illustrating common spelling conventions, 5+
7. Words commonly misspelled, 4+

Visual and Auditory Discrimination Visual and Auditory Discrimination tests are provided for screening and referral purposes. A comparison of the results of these tests with spelling, phonemic, and reading performance may reveal patterns of behavior that are useful in making referrals to specialists.

Preliteracy and Emerging Literacy Tests are presented to assess the development of pre-reading skills. While information obtained from these tests is invaluable when testing emergent literacy, a comprehensive evaluation must include additional subtests from the Oral Language, Interest Inventory, and Spelling Tests subsections in addition to visual and auditory screening. The tests in this section include Literacy Concepts, Phonemic Awareness, Rhyme Recognition, Initial Phoneme Recognition, Blending, Segmenting, Letter Knowledge, Hearing Letter Names in Words, and Syntax/Word Matching. Older readers who have difficulty with beginning reading may benefit by assessing their abilities and knowledge in these areas.

Cloze Test A cloze test is included to selectively access grammatical processing. This test may be read either to the student or by the student.

Evaluation of Language Abilities Instructions for obtaining samples of reader performance in various language areas and checklists for evaluation are provided. Language areas include:

- Oral language expression
- Oral language reception
- Written language expression
- Handwriting

Arithmetic The Arithmetic test includes a brief test of ability in the areas of addition, subtraction, multiplication, fractions, division, and decimals. This test is particularly useful in screening older students and adults. A higher score in math than reading may be an indicator of possible reading potential.

Curriculum-Based Measurement Instructions for constructing curriculum-based assessments in the form of an open-book reading assessment is provided to enable teachers to learn more about students' abilities to read academic, workplace, or life-role materials.

ADMINISTERING THE INVENTORY

Preparation for Using the Inventory

Materials for administering the various parts of the inventory are contained in this book; the readers' passages and a second copy of the word lists are provided in a section at the end of this book. The forms and record sheets for the examiner to record information are included in the DVD which accompanies this book. This makes it easy to run off sheets on a printer instead of having to make copies. Prepare for testing by duplicating score sheets, checklists, and either K–12 or adult summary sheets, and place them in files for ready access. Folders may be labeled as Interest Inventories, Word Lists, Passages, Spelling, and so on, with more specificity reflecting the population you test: primary, upper elementary, secondary, and adult learners. Before each testing, assemble a packet of sheets appropriate to the age and anticipated ability range of the student.

The interest inventories, word lists, and passages of the *BADER Reading and Language Inventory* provide an initial framework for assessment. Additional tests in the inventory may be given as needed. Time for giving the inventory usually depends on the number of passages the student must read before reaching a frustration level, as well as on the number of individual subtests given. In any one session, the total amount of time spent testing probably should not exceed 30 minutes for young children or 60 minutes for older students. The primary reason for terminating testing is that the student's level of fatigue or interest has been exceeded.

Collecting Student Background Information Forms are included to assist in the collection of background information, if it is available from home or the classroom teacher. The adult intake information form includes the adult interview and referral information (see pp. 162–163).

Testing Sequences: Flowcharts

Start by giving an interest inventory to establish rapport, observe language facility, and determine reader interests. Next, administer the Graded Word Lists to determine a starting point for the Graded Reader's Passages. Use the supplementary word lists, if appropriate. Administer the Graded Reader's Passages to ascertain the student's reading level.

After determining reading level, decide what additional information regarding the student's skills development and reading processing is necessary for diagnostic teaching. Specify what areas need to be assessed and then select appropriate subtests. Give the student enough individual tests to determine literacy needs, strengths, and patterns of performance.

The sequence for administering subtests depends on several factors, including the ability level of the reader, time allotment, and objectives for testing. Flowcharts with page numbers are provided inside the front and back covers for preliteracy, K–12, and adult literacy, and for quick screening and diagnostic testing. Although the charts are provided for the users' convenience, the actual selection and sequence of subtests depends on the individual student and situation.

Give the preliteracy tests to nonreaders and struggling beginning readers who are unable to score above the preprimer level on the Graded Word Lists and Graded Reader's Passages. Select tests primarily from the preliteracy section. Assess metalinguistic skills by starting with either the language or the print awareness subcategories. The suggested order for administering these subcategories may be altered according to the individual testing situation. The sequence presented is only one of several valid options but may prove helpful to inexperienced teachers or specialists. Some nonreaders may be able to complete the easier subtests from Phonics and Word Analysis tests. They may have learned the alphabet and consonant letter–sound associations, for example, yet not be able to read.

Children in the upper grades and teens who are reading on or close to grade level, but struggling in school, should be evaluated using curriculum-based measures (CBM) in an open-book reading assessment (OBRA) on content-area material most frequently used in their classes. Adults reading on or above the fourth-grade level should be given an OBRA on daily life, workplace, or academic material if they are in school.

Getting Optimum Results from Testing

1. *Create a relaxed atmosphere.* This is easily established if testing is done by the classroom teacher in a familiar environment. Problems may arise if the student is placed in a strange situation and tested by an unknown person. Under these circumstances, try to ensure that the student is comfortable, as this might affect his or her performance and result in an inaccurate diagnosis. Be a good listener.
2. *Assess both acquired and deficient skills.* Learn about student interests. To improve a student's self-confidence, start with what the student knows. Based on your assessment, an instructional program can be designed that focuses initially on strengths.

3. *Be efficient.* Diagnosis based on a limited quantity of data may result in the examiner drawing erroneous conclusions. The data must be extensive enough to get an accurate account of reading behaviors with challenging materials. However, overextending the diagnosis may prove stressful. Administering additional tests that do not supply useful information could be both unnecessary and counterproductive.
4. *Make statements about the student's reading that are based on the data obtained.* Be careful not to extend the information and supply reasons for the reading problem that may be inaccurate. Some examiners are too quick to blame poor home environment for reading difficulties when the problem results from other circumstances.
5. *Determine the coping strategies of students.* When students read orally from either word lists or context, record the specific miscues. This might give insight into the student's patterns of performance and assist in the selection of individual subtests.
6. *Include trial teaching when circumstances permit.* The learner's response not only provides more diagnostic information, but the teacher or tutor who works with the learner also can be given useful strategies to plan instruction.

Note This inventory is particularly helpful for finding the achievement level of students at extreme reading levels. Group-administered, standardized tests do not give information about performance at very low or very high levels. Those reading either below or above their grade-level placement should be individually assessed to determine appropriate placement in materials for instruction. This inventory is also useful for testing students who are reading at grade level but have specific skill needs such as spelling or writing.

SUMMARIZING THE ASSESSMENT DATA

The results of the student evaluation can be summarized on the *BADER Reading and Language Inventory* summary sheets (K–12 or adult; see pp. 159–162). The K–12 form contains the following categories: Reading Profile, including instructional level and needs in reading; Language Development Needs; Instructional Needs in Spelling, Handwriting, and Arithmetic; Visual and Auditory Difficulties; Preliteracy; Student Strengths, Priorities, Interests, and Concerns; and Recommendations for Instruction. The adult form contains information useful in tutoring for basic literacy and English Language Learners. Copies of relevant checklists or subtests of the inventory and other samples of the student's work can be stapled to the summary sheet to provide more specific information.

The examiner is encouraged to give as few or as many tests as seem to be appropriate. The examiner's recommendations for instruction should be made on all observations and information available, including the student's interests and attitudes as well as the instructional assistance that will be available. When possible, trial teaching should be done to verify diagnosis and the selection of appropriate methods. Therefore, this assessment de-emphasizes conclusions drawn from quantification of a few limited samples of behavior. Teachers, as well as reading and learning specialists, are encouraged to consider the student's abilities and needs from a holistic perspective. For English Language Learners, looking through a holistic perspective provides a more comprehensive picture of their strengths and weaknesses, thus contributing to the teacher's ability to make informed decisions (Gort, 2008).

References

- Gort, M. (2008). Transdisciplinary approaches to bilingual student assessment: Creating authentic reflections of meaningful learning opportunities. In D. Moss, T. Osborn, & D. Kaufmann (Eds.), *Interdisciplinary education in the age of assessment* (pp. 135–154). NY: Routledge.
- Gottlieb, M. (2006). *Assessing English language learners: Bridges from language proficiency to academic achievement*. Thousand Oaks, CA: Corwin Press, Inc.



PART TWO

Test Battery



STUDENT PRIORITIES AND INTERESTS

The priorities of the learner are paramount in planning instruction. Not only will learning be more rapid if the student is working in areas of interest and concern, but instructional sessions will also be more pleasant. In addition, students often know the nature of their reading needs and can provide useful diagnostic information.

Select portions of the Student Priorities and Reading Interests Checklists that seem appropriate. Explaining as necessary, read them to or with the student. Then reread each section and ask the student what is first in importance, then second, third, and fourth.

Student Priorities I Checklists I.1 and I.2 may be used with children or adults on reading levels 1–8. Use I.1 with nonreaders and beginning readers and I.2 with readers on grade levels 2–8. (Do not use both.) Lists I.3 and I.4 can be used to identify topics of interest for younger (I.3) and older (I.3 plus I.4) students. Follow up with discussion. For example, if a student selects a general category such as animals, ask which animals are of most interest and why.

Student Priorities II Checklists are recommended for use with secondary and college students. Ask students to check areas of concern and then go back over the list and prioritize. Be sure to include each student's top priorities in the instructional plan. The priorities and interests lists can be used with a group by showing a transparency of each page to students who have been provided with their own copies. Later, students can be grouped and regrouped on the basis of specific needs and interests.

Unfinished Sentences are of most value to get acquainted with younger students. Ask the child to finish each sentence. Demonstrate as necessary. If a response is not forthcoming on an item, just move on. Quickly jot down a word or two to help you remember the most significant responses so as to maintain spontaneity. After the task is completed, engage the child in a discussion of topics that will help you get better acquainted and establish rapport.

Name: _____ Date: _____

STUDENT PRIORITIES I

- I.1 I need specific help with: (OR)**

 - A. _____ Letters of the alphabet
 - B. _____ Sounds for letters of the alphabet
 - C. _____ Meanings of words
 - D. _____ Remembering what I hear
 - E. _____ Understanding what I hear
 - F. _____ Writing my name
 - G. _____ Reading street signs
 - H. _____ Using the telephone book
 - I. _____ Reading directions
 - J. _____ Reading words on food packages
 - K. _____ Reading menus
 - L. _____ Reading the *TV Guide*
 - M. _____ Reading related to work
 - N. _____ Other (please specify): _____
- I.2 I need specific help with:**

 - A. _____ Short words
 - B. _____ Long words
 - C. _____ Sounds of each letter
 - D. _____ Sounds of letters together
 - E. _____ Reading faster
 - F. _____ Meanings of words
 - G. _____ Understanding what I read
 - H. _____ Remembering what I read
 - I. _____ Remembering what I hear
 - J. _____ Writing notes or letters
 - K. _____ Spelling
 - L. _____ Handwriting
 - M. _____ How to study
 - N. _____ Other (please specify): _____

STUDENT READING INTERESTS

- I.3 I would like to be helped to read about:**
- _____ Adventures
 - _____ Mysteries
 - _____ Sports
 - _____ Comics
 - _____ Humor
- _____ TV and movie stars
 - _____ Animals
 - _____ Nature
 - _____ Science
 - _____ History
 - _____ Other: _____
- I.4 (Continue with older students)**
- _____ Careers
 - _____ Want ads
 - _____ Personal problems
 - _____ Travel
 - _____ Romance
 - _____ Home repair
 - _____ Children’s books
- _____ Religions/spiritual
 - _____ Gardening
 - _____ Cooking
 - _____ Crafts
 - _____ Mechanics
 - _____ Carpentry
 - _____ Sewing/needlework
 - _____ Other: _____

Name: _____

Date: _____

STUDENT PRIORITIES II

II.1 I need specific help with this area (✓) or I have a strength in this area (+):

- A. ____ Long words
- B. ____ Short sentences
- C. ____ Long sentences
- D. ____ Punctuation
- E. ____ Reading faster
- F. ____ Meanings of words
- G. ____ Understanding what I read in:
 - ____ Paragraphs
 - ____ Short selections (short stories, essays, etc.)
- H. ____ Remembering what I read
- I. ____ Remembering what I hear
- J. ____ Picking out what to remember when I read
- K. ____ Paying attention while I'm reading
- L. ____ Telling about what I've read
- M. ____ Criticizing what I've read
- N. ____ Spelling
- O. ____ Handwriting
- P. ____ Knowing what to say when I'm writing
- Q. ____ Knowing how to organize ideas when writing
- R. ____ Knowing how to write correctly
- S. ____ Writing research papers
- T. ____ Taking tests
- U. ____ Using the library
- V. ____ Doing computer searches

II.2 I want to study material connected with:

- A. The courses I am taking in: _____
_____ .
- B. My job as a (manual, directories, direction): _____
_____ .
- C. My practical needs such as (forms, maps, schedules): _____
_____ .
- D. My hobby: _____
_____ .

II.3 I like to read about: _____

_____ .

- A. I would like to read about: _____
_____ .
- B. I would like to read:
- | | |
|---------------------|--------------|
| _____ Newspapers | Parts _____ |
| _____ Magazines | Kinds _____ |
| _____ Short stories | Types _____ |
| _____ Fiction | Types _____ |
| _____ Nonfiction | Topics _____ |
| _____ Comics | Kinds _____ |
| _____ Other | _____ |

- C. My strengths in reading, writing, and learning are: _____
_____ .

II.4 I prefer to work:

- _____ In a small group with a tutor
- _____ With another student
- _____ Individually with a tutor

UNFINISHED SENTENCES

1. Sometimes I like to _____ .
2. Last summer I _____ .
3. I hope I'll never _____ .
4. When I read I _____ .
5. My friend likes to _____ .
6. I often worry about _____ .
7. The best thing about school is _____ .
8. Someday I want to _____ .
9. The person I like best is _____ .
10. I wish someone would _____ .
11. Learning to read is _____ .
12. My favorite television show is _____ .
13. The worst thing about school is _____ .
14. I have fun when _____ .
15. The biggest problem with reading is _____ .
16. After school I like to _____ .
17. I wish my teacher would _____ .
18. When I read my eyes are _____ .
19. I would like to be able to read _____ .
20. If I had three wishes I would wish for _____ .

_____ .
_____ .

Notes from follow-up discussion: _____

_____ .

ENGLISH LANGUAGE LEARNING

The English Language Learning (ELL) Quick Start test can be used for initial screening or progress testing when there is little time or few resources for in-depth evaluation. Schools, agencies, community-based organizations, and employers use the ELL Quick Start to place learners in programs or materials and to communicate information about ELL levels of proficiency.

ELL Quick Start is composed of a sequence of questions prompting replies ranging from one-word, concrete replies to longer, more complex language. The level designations match those used in the state of California and in many schools: Beginning, Early Intermediate, Intermediate, Early Advanced, and Advanced. The ELL Quick Start assesses language development that covers a 4- to 5-year span in English Language Learners. The ELL Quick Start is not intended to replace formal testing.

The English Language Learning (ELL) Checklist provides a sequence of language learning common to acquiring facility in English. Language elements are checked as they are mastered. The ELL Checklist can be shared with learners, when appropriate, and passed along when the learner has a new teacher or tutor.

ENGLISH LANGUAGE LEARNING (ELL) QUICK START

Tester: _____ Student: _____
 Date: _____ Address: _____
 Contact person: _____
 Address: _____ Phone: _____
 Phone: _____ Native country: _____
 Years of schooling in native country: _____
 ELL level: _____ 0 _____ I _____ II _____ III _____ IV

Directions: Smile. Speak clearly and slowly with normal volume. Stop after the student is unable to respond to five questions. All responses must be in spoken English. If a student has some facility in English, begin with question 6.

Hello, _____ (student). My name is _____ (tester).

Oral Questions

Correct or Appropriate Responses (+)

1. How are you? _____
2. What is this? (indicate pencil, cup, or common object) _____
3. How many fingers? (indicate "4") _____
4. What color is this? (indicate black, white, or yellow) _____
5. What day of the week is this? _____
6. How did you get here today? _____
7. What is your favorite food? _____
8. What do you do for fun? _____
9. What kind of job would you like to have some day? (OR)
What kind of games do you like to play? ** _____
- *10. Tell me about your family (OR) Tell me about a friend. ** _____
- *11. What kind of material do you want to read in English? (OR)
What do you like best in school? ** _____
- *12. What kind of help do you want in speaking English? (OR)
Tell me about your favorite TV show or movie. ** _____
- *13. What kind of help do you want in writing English? (OR)
Tell me what you do after school (or work). ** _____
14. (Optional) Is there something you would like to tell me or ask me? _____

Thank you, _____
 (call student by name)

*If answers are brief, say "Please tell me more."

** Alternate question for children/adults.

If testing for ELL Quick Start began with question 6, and if student was successful on that level, give credit for the previous five items. If you overestimated the student’s English facility, go back to the beginning.

Correct Responses	ELL Level	Tentative Interpretation
0–2	Beginning	Unable to understand or respond in English with one- or two-word answers
3–5	Early Intermediate	Able to respond to simple questions with short phrases and answers
6–8	Intermediate	Able to respond to questions with conversational English
9–11	Early Advanced	Able to converse in conversational English Some speech or grammatical errors
12–14	Advanced	Able to express ideas in complete sentences with correct structure Able to utilize English for most academic tasks

Comments: _____

Note: This test can serve as one source of information for placement of ELL students or for assistance in planning initial instruction. Teachers and tutors are encouraged to learn about the culture of their students; to obtain as much relevant information as they can from students, student contacts, or translators; and to be flexible in placement and instruction.

ENGLISH LANGUAGE LEARNING (ELL) CHECKLIST

Directions: Check off communication areas and language elements as they are mastered. Topics are defined by examples.

- ____ Basic expressions: yes, no, thank you, please, okay, fine
- ____ Greetings: hello, good-bye, how are you
- ____ Questions: who, where, when, what, why
- ____ Requests: please help me, show me, tell me
- ____ Names of people, places, objects
- ____ Numbers, colors
- ____ Vocabulary: food, restroom, health, shopping, transportation
- ____ Letters and sounds of the alphabet

- ____ Words for time, order, quantities, size, distance, location
- ____ Word order in phrases and sentences

- ____ Articles: a, an, the
- ____ Conjunctions: and, but, either, or
- ____ Pronouns: he, she, him, her, it, they, each, myself, ours, themselves
- ____ Action verbs: run, talk, lift
- ____ Forms of the verb to be: is, are, was, am
- ____ Prepositions: of, to, from, around, into, on, with, under
- ____ Adjectives: large, beautiful
- ____ Adverbs: quickly, beautifully

- ____ Context clues to multiple meaning; homonyms: to, too, two
- ____ Subject-verb agreement: he does / they do; we are / she is
- ____ Pronoun-antecedent agreement: Maria / she; men / they
- ____ Pronoun case agreement: subjects: we, they; objects: us, them
- ____ Verb tenses: regular: ____ call, called, (have) called; ____ irregular: see, saw, (have) seen or know, knew, (have) known



- ____ Compound and complex sentences
- ____ Idiomatic language: change of heart; stick around
- ____ Proverbs and other cultural referents
- ____ Social conversation
- ____ Workplace conversation

Other:

Additional assessment: The following parts of the inventory may be useful in determining student needs and planning instruction: Grammatical Clozure, Oral Language Expression, Oral Language Reception, and Written Language Expression.

Note: Although language elements are listed separately, instruction should proceed in a meaningful context such as role-playing, physical responses, and language experience. A recommended sequence is to begin in context, isolate to teach a specific skill or concept, and then return to context. For English Language Learners, this specific sequence allows for the transfer of literacy skills if existent from the first language to the second language. The key to the transfer would be providing comprehensible input (Krashen, 1982).



GRADED WORD RECOGNITION LISTS

Purpose

The Graded Word Lists tests may be used as a starting point in administering the Graded Reader's Passages, as a quick estimate of level, or to gain additional insight into the types of word recognition errors made. They may also be used to compare the student's ability to read words in isolation and in context so that information can be obtained about his or her use of experience and language clues as aids toward recognizing words.

Administration

The Graded Word Lists are also included in the section at the end of this book. Some teachers prefer to photocopy the lists and tape them on cards or type the lists on cards that can be laminated. Then a student can be handed the lists one at a time and is not intimidated by the large number of words on a page. Or a rectangular cutout may be made of heavy paper and used to mask all but one list at a time. If the student reads directly from the page of the book, the use of a book marker may also help focus on each word. Choose the highest list on which you think the student can recognize all the words and give it to the student. Have the examiner's copy of the same list available for recording errors. If the student makes more than two errors on the first list, drop to a lower-level list until no more than two errors are made. Ask the student to read consecutively higher lists until four or more words are missed. When testing older readers it is important not to stop too soon. We recommend continuing on to the next list after four words are missed. To learn more about a student's ability, the examiner may ask the student to look over words in the next highest list and read the ones known. This procedure is optional for children but recommended for adults.

Readers may not know the meanings of some words, especially if they are English Language Learners or lack prior knowledge. Informally assess vocabulary by asking students what some of the words mean.

Directions Say, "Please read these words to me. Try to say them all, even if you are not sure of some of them. Start with this list (present it to the reader). Use the book marker if you think it will help you keep your place." For ELL students, especially those at the beginning and early intermediate levels, directions may be translated into first language if a translator is available.

Recording Errors

Entry level for graded reading passages. If the only purpose in giving the word list is to estimate reading level or determine a starting point for the Graded Reader's Passages, simply record each word read correctly with a check (✓) and each word read incorrectly or not attempted with a minus (-). Self-corrections would be counted as correct.

Diagnostic purposes. If the word list is given to gain additional information about the reader's word recognition ability, a more extensive recording system is necessary. If the reader pauses before saying the word, use two checks (✓✓). Indicate words pronounced incorrectly by using diacritical marks or writing the words as pronounced. If the reader self-corrects, add a C. If a word part is omitted, draw a line through it. Probe vocabulary knowledge by asking the reader to define some of the words. This is especially important for those who are English Language Learners. Note words the reader can define as well as those that cannot be defined.

Optional diagnostic purpose. As a measure of automaticity, the examiner may put the words on individual 3 × 5 inch cards and show the word to the student for approximately a second. Discontinue when the reader cannot read four of the words on a list. This procedure may produce lower instructional scores on the Graded Word List for some students. Since slower word recognition is

likely to result in slower oral and silent reading, as well as impeding recall, evaluating word recognition through timed exposure may supply the examiner with additional insight into the reader.

Scoring The student's instructional level is the highest list on which no more than two errors were made. If a student missed only one word, add a half-grade level. For example, if the student missed one word on the fourth-grade list and four or more words on the fifth-grade list, indicate the level as 4.5. Two words missed on the fourth-grade list would be indicated as 4.0.

Interpretation of Errors Ascertain additional information about the student's reading by noting whether the error occurs in the beginning, middle, or end of the word. Indicate the letter or letter combination that is mispronounced.

A comparison between the types of reading errors made in and out of context is helpful when determining a student's use of semantic, syntactic, pragmatic, and other language cues. For example, if a reader mispronounced the word *where* on the Graded Word List but read the sentence *Where is my dog?* correctly, the reader used other words in the sentence to recognize the unknown word. To correctly guess the word *where*, the student had to have known the remaining words *is my dog* and understood how they interrelate both semantically and syntactically. Additionally, the unknown word must have been in the reader's meaning vocabulary.

Students will usually read more words correctly when they are in context. If a student is able to pronounce words in a sentence but not on a word list, he or she has probably developed an understanding of the interrelationship of words but may have difficulty with word sound-symbol elements.

GRADED WORD LISTS

Student's Name _____ Highest instructional level (2w) _____

A	B	C	D
(PP)	(P)	(1.0)	(2.0)
_____ the	_____ come	_____ today	_____ biggest
_____ am	_____ you	_____ does	_____ where
_____ get	_____ went	_____ three	_____ yourself
_____ is	_____ him	_____ from	_____ those
_____ and	_____ two	_____ under	_____ before
_____ here	_____ then	_____ began	_____ things
_____ see	_____ know	_____ name	_____ stopped
_____ not	_____ around	_____ there	_____ place
_____ can	_____ pet	_____ could	_____ always
_____ will	_____ house	_____ again	_____ everyone
E	F	G	H
(3.0)	(4.0)	(5.0)	(6.0)
_____ morning	_____ important	_____ because	_____ aircraft
_____ since	_____ airport	_____ bridge	_____ necessary
_____ together	_____ through	_____ microscope	_____ argument
_____ begin	_____ fifteen	_____ curious	_____ chemical
_____ which	_____ information	_____ estimation	_____ representative
_____ near	_____ ocean	_____ reliable	_____ terminal
_____ should	_____ preview	_____ government	_____ apology
_____ yesterday	_____ laughter	_____ business	_____ instruction
_____ eight	_____ preparation	_____ direction	_____ evidence
_____ remember	_____ building	_____ avenue	_____ consideration

Graded Word Recognition Lists

I	J	K
(7.0)	(8.0)	(H.S.)
___ frustration	___ psychology	___ geometric
___ explanation	___ limitation	___ molecule
___ economical	___ democracy	___ editorialize
___ combine	___ environment	___ antecedent
___ operation	___ barometer	___ physics
___ regulate	___ prohibited	___ metaphorical
___ peculiar	___ relevance	___ iniquity
___ observation	___ calculate	___ extenuating
___ glossy	___ counselor	___ succinct
___ astronomer	___ endorsement	___ poignant

USING EXPERIENTIAL WORD LISTS

One or more of the Experiential Word Lists may be given at the discretion of the examiner. The Instructional Directions List (A) may be administered to learn whether the student can recognize words frequently encountered in instructional materials and tests. The examiner should ask the reader to describe what the word or phrase means if there is any reason to doubt his or her understanding of these tasks.

Students who lack concepts pertaining to these terms may include English Language Learners as well as those with little experience in formal schooling. The Experience Lists (B and C) may be administered to those students who were unable to read the preprimer level of the Graded Word List; List I is intended for children, and List II is intended for adults. The examiner may also ask the student what words he or she knows, print them on cards, and after a delay present them in random order. These probes are used to discover whether the student has been able to learn any words frequently encountered in daily life. The Functional Literacy List (D) may be administered to adolescents or adults who appear to be able to read above the third-grade level. One or more of the Adult Thematic Lists may be given to adults who appear to be reading on the second-grade level or above. Results of the various supplementary lists can serve as departure points for instruction if some words are known. Further assessment may be indicated in visual or auditory acuity and discrimination or vocabulary.

Research on emergent literacy (Bader & Hildebrand, 1992) focused on children's "reading" of logos, such as *McDonald's* and *Burger King*. Color logos were cut from magazines and presented to the children for identification. Later they were asked to read the words in type. Little transfer occurred. Only the words *STOP* and *KMart* were recognized in logo and type. They were the most similar in both forms. Diagnosticians may wish to use logos prominent in the environment of their children and adults to examine this capability as they test for word recognition. Adults who are functionally illiterate often state that they do not try to read signs.

EXPERIENTIAL WORD LISTS

A

INSTRUCTIONAL DIRECTIONS LIST

- | | |
|---------------|-----------------------|
| ___ circle | ___ name |
| ___ match | ___ outline |
| ___ cross out | ___ shade |
| ___ underline | ___ list |
| ___ label | ___ complete |
| ___ connect | ___ number |
| ___ mark | ___ fill in the blank |
| ___ trace | |

C

EXPERIENCE LIST II (Adult)

- | | |
|--------------|------------------|
| ___ open | ___ out |
| ___ coffee | ___ stairs |
| ___ warning | ___ help wanted |
| ___ for rent | ___ do not cross |
| ___ police | ___ hospital |
| ___ one way | ___ for sale |
| ___ bus stop | ___ no smoking |
| ___ hot dog | ___ license |

B

EXPERIENCE LIST I (Children)

- | | |
|----------------|----------------|
| ___ stop | ___ push |
| ___ keep out | ___ walk |
| ___ danger | ___ park |
| ___ McDonald's | ___ pull |
| ___ boys | ___ ice cream |
| ___ school | ___ Pepsi-Cola |
| ___ girls | ___ go |
| ___ exit | |

D

FUNCTIONAL LITERACY LIST

- | | |
|----------------|---------------------|
| ___ address | ___ prescription |
| ___ telephone | ___ occupation |
| ___ references | ___ social security |
| ___ poison | ___ registration |
| ___ entrance | ___ emergency |
| ___ cashier | ___ prohibited |
| ___ employee | ___ deductions |

ADULT THEMATIC LISTS*

The thematic lists may be used to assess adult or teen abilities to read words that share a meaningful theme. The topics health and safety, office, and vehicles offer opportunities for learners to demonstrate their strengths in one or more areas where they may have experiences. Teachers or tutors may use the words to probe vocabulary and conceptual knowledge and begin instruction in an area of learner interest.

*Adult Thematic Lists were adapted with permission from Linda Clinard, Ph. D., University of California, Irvine, California Reading and Literature Project.

ADULT THEMATIC LISTS

Health and Safety

Office

Vehicles

Basic

- ___ cut
- ___ pain
- ___ fall
- ___ burn
- ___ fever
- ___ virus
- ___ faint
- ___ fluids
- ___ heart
- ___ hospital

Basic

- ___ desk
- ___ form
- ___ clerk
- ___ check
- ___ apply
- ___ hire
- ___ copier
- ___ receipt
- ___ reply
- ___ message

Basic

- ___ brake
- ___ fuel
- ___ belt
- ___ service
- ___ rough
- ___ lock
- ___ slow
- ___ grease
- ___ dipstick
- ___ steering

Intermediate

- ___ coughing
- ___ choking
- ___ nausea
- ___ emergency
- ___ prescription
- ___ unconscious
- ___ temperature
- ___ antiseptic
- ___ bacteria
- ___ infection

Intermediate

- ___ business
- ___ reference
- ___ envelope
- ___ computer
- ___ manager
- ___ printer
- ___ accountant
- ___ receptionist
- ___ equipment
- ___ machinery

Intermediate

- ___ engine
- ___ alternator
- ___ generator
- ___ compression
- ___ ignition
- ___ performance
- ___ lubrication
- ___ distributor
- ___ suspension
- ___ exhaust

Using Experiential Word Lists

USING GRADED READER'S PASSAGES

The Graded Reader's Passages appear in a separate section at the end of this book. There are two sets of passages, elementary and secondary/adult, with each set having an A and B form. The elementary reader passages were developed for children in the elementary grades in or near the grade-level designations spanning preprimer through eighth grade. Those passages written for secondary students/adults span levels preprimer through grade 12. **Regardless of designation, select passages best suited for your students.**

The examiner's copies are intended for duplication and are included on the DVD that accompanies this book.

	<i>Elementary A</i>	<i>Elementary B</i>	<i>Secondary A</i>	<i>Secondary B</i>
PP	Tip the Cat	Tom the Dog	On the Bus	The Pet Store
PE	Bob the Fish	Pat the Bird	Turtles at Home	A Slippery Sidewalk
1	Pat and the Kitten	Tim and Spot	Tony and the Flower Shop	Give Me Room
2	The Song of Little Frog	A Dog of Her Own	Sam Buys a Newspaper	Linda at the Diner
3	New People	Lee's Scraped Knee	Ants	The Lucky Wrong Number
4	Drawing Pictures	Explorers in Space	Google It	Land of Many Riches
5	Babysitting	A Famous Automobile	Bambi's Mother and Hunting	Not in the Mood to Read
6	Dare Devil Rescues: Who Should Pay?	Organized Backpacks	Volcanoes	Driver's Licenses
7	Stories about Abraham Lincoln	Questions about Dinosaurs	Fast Train Travel	The Job Application
8	<i>Kon-Tiki</i>	A Shopping Trip	Firefighters	A New Job
9–10			A Failure to Communicate	Voter Drive
11–12			Do You Have an Open Mind?	Weather and Climate

*The number of nonfiction/expository passages increases with level of difficulty for all categories.

GRADED READER'S PASSAGES

Reading and Listening Levels

The major objective in using the Graded Reader's Passages is to estimate the reader's instructional level for placement in materials. The instructional level is defined as the level on which a learner is challenged but not frustrated. Accurate word recognition and comprehension are taken into consideration. The examiner is given the option of having the student sight read aloud after a brief introduction or read silently before reading aloud. These conditions are termed *unprepared* and *prepared* reading.

Grade Levels Primer—Third

Accuracy		Comprehension
Prepared oral reading: 95%	Unprepared oral reading: 90%	Depending on detail, memories: 60%–70%

Grade Levels Fourth and Above

Accuracy		Comprehension
Prepared oral reading: 98%	Unprepared oral reading: 95%	Depending on detail, memories: 60%–70%

The two sets of graded passages indicated as elementary (E) and secondary/adult (S) are to be used to obtain an instructional reading level based on responses after oral and silent reading. An instructional *listening comprehension* level can also be obtained by evaluating responses of the student after hearing passages read aloud by the examiner. Minimum level of memories after listening is 60% for instructional level.

The 60% figure under Comprehension does not mean the reader understands only 60% of what was read or heard. Rather, this figure refers to a percentage of ideas recalled, mostly literal details, and represents a higher level of comprehension than 60% according to research.

It seems reasonable to assume that more difficult materials will usually result in frustration for the student and that easier materials can be read by the student independently of teacher support. Therefore, the examiner is not burdened with percentages for these level designations. Understanding and recall for specific passages are affected by the prior knowledge and interest of the reader. These factors must be considered when estimating the ability of a particular student to comprehend various materials.

Examiners do not have to compute percentages. The examiner record sheet provides guides for instructional and independent levels for each passage.

Determining a Starting Point

Results from either the Graded Word List test or from school records are used to determine a starting point for the graded passages. Within each level, choose the passage—designated for elementary (E) or secondary/adult (S) that appears to be most suited to the reader, regardless of age. What is most important is to choose a passage that the reader might find the most interesting or appealing. Select the highest-level passage that the student would appear to be able to read

independently. If school records, for example, indicate that a student is having moderate difficulty reading fifth-grade-level material, start the graded passages at a second-grade level. If the selected passage is too difficult, move down until the independent level is found. Proceed with more difficult material until the student reaches a frustration level.

If information about level of functioning is absent, administer the Graded Word List test. Have the student begin reading the graded passages one level below the highest level on which no more than two words were missed on the Graded Word List test, or the highest independent level. If a student, for example, missed one word on the first-, second-, and third-grade lists and two words on the fourth-grade list, start the graded passages at the third-grade level. Have the student continue reading more advanced graded passages until the frustration level is reached.

Oral Reading

Unprepared Versus Prepared Oral Reading The unprepared oral reading condition can save time during testing and can give the examiner information on the reader's ability to instantly recognize words and process ideas. However, some students have difficulty in oral expression and need an opportunity to read silently before reading aloud in order to give a more accurate display of their abilities to recognize words. Either condition may be used at the examiner's discretion.

Directions for Oral Reading In each form, the examiner's copy will include a statement with a question to assess the reader's prior knowledge and a motivating statement. For both unprepared and prepared oral reading, first read the title of the passage to the student. Next read the statement and question to assess the reader's prior knowledge. If prior knowledge appears inadequate, select an alternative passage from a different form.

Unprepared Oral Reading Say to the student, "*Here are some passages I would like you to read. Please read this one aloud. Try to remember what you read so that you might be able to tell me about it or answer questions about the passage.*" Finally, read the motivating statement that accompanies each passage to develop a purpose for reading.

Prepared Oral Reading Say, "*Here are some passages I would like you to read. Please read this one silently to yourself. Tell me when you have finished; then I will have you read it to me. Try to remember what you read so that you might be able to tell me about it or answer questions about the passage.*" Finally, read the motivating statement that accompanies each passage to develop a purpose for reading.

As the student reads aloud, record the performance by using the coding guidelines in this section or a code that is familiar to you. Check appropriate blanks with regard to meaningful word substitutions, rate, and fluency. The kinds of oral reading inaccuracies, if they are numerous, may be marked after the student has departed. Repeat this procedure with higher-level passages until the student has failed to meet the minimum requirements for oral reading accuracy as indicated at the end of each passage page.

Recording and Scoring Oral Reading Performance Miscues (oral reading errors) can be evaluated both quantitatively and qualitatively. In order to determine the reading levels quickly, instructors should perform a quantitative analysis that gives consideration to evidence of frustration. Fluency will be analyzed qualitatively to assist in instruction.

Quantitative Analysis

A quantitative analysis focuses on the number of deviations from the printed text. These include substitutions, insertions, omissions, repetitions, words unknown, dialect, and self-corrections. As the student reads aloud, record the performance, count the miscues, and use the total to determine the student's reading level along with comprehension.

Try to tape record the student's reading, if it is not a disturbance, and check the accuracy by coding performance at a later time. The major purpose of recording performance during oral reading is to analyze the reader's strengths as well as difficulties as he or she attempts to read a passage. Therefore, all deviations from the texts are to be recorded even though they may not be considered as errors.

With the exception of beginning readers, most students will have better recall after silent reading than after oral reading. The purpose of oral reading is to ascertain the student's strengths and weaknesses in oral reading miscues. Therefore, for most students reading beyond the primary level, comprehension assessment may be omitted after oral reading. Conversely, students reading below the third-grade level may have better comprehension after oral reading. Giving an oral reading and a silent reading passage at every level can be time-consuming and stressful for the student, but may be done at the examiner's discretion.

When the frustration level is reached for oral reading (one level above the highest instructional level), begin silent reading with an alternative passage on the student's highest instructional level during oral reading.

The following code and scoring guidelines are recommended.

Code and Scoring Guidelines of Graded Reader's Passages

Behavior	Coding	Example	Scoring
1. Substitutions and mispronunciations that disrupt meaning	Write the response above the word	<i>gaged</i> she gazed at it	1
2. Substitutions, mispronunciations, and inversions that do not disrupt meaning	Write the response above the word; draw curved line for inversions	<i>looked</i> she gazed at it "I saw him," Mary <u>said.</u>	0 0
3. Repeated substitutions or mispronunciations for same word	Write response each time, but count one error	<i>wafer</i> the water was ... then the <i>wafer</i> water flowed	1 1
4. Insertions	Write the word with a caret	<i>little</i> a ^ dog	1
5. Omissions and partial omissions	Draw a line through word or word part omitted	the tal girl walki ng on	1 1
6. Words pronounced by the examiner	Wait at least five seconds; write <i>P</i> above aided word	<i>P</i> I thought	1

<i>Behavior</i>	<i>Coding</i>	<i>Example</i>	<i>Scoring</i>
7. Repetitions of words or phrases	Write <i>R</i> above each repetition; draw a line over the words repeated; score as 1 regardless of repetitions	<div> <div><i>R</i></div> <div><i>R</i></div> <div>the cat howled</div> </div>	1
Record but do not score the following:			
8. Self-corrections	Write <i>C</i> above corrections	<div> <div><i>C</i></div> <div><i>went</i></div> <div>I want to</div> </div>	0
9. Repetitions to make corrections	As above	<div> <div><i>C</i></div> <div>I <i>want</i> to</div> <div><i>went</i></div> <div>I want to</div> </div>	0
10. Hesitations	Put a check above each hesitation	<div> <div>✓</div> <div>He thought</div> </div>	0
11. Substitutions and mispronunciations resulting from a dialect	Write the deviation from the text, if there is time	<div> <div><i>be goin</i></div> <div>She goes every day</div> </div>	0
12. Ignored punctuation	Put an X over disregarded punctuation	the car x Then	0
13. Phrasing	Insert lines to indicate phrasing, if there is time	the / car / came down the street	0

In the sentence “*She gazed at it,*” the student substituted *gaged* for *gazed* in example 1 and *looked* for *gazed* in example 2. Since *gaged* and *gazed* have very different meanings, the meaning of the sentence is changed. However, the substitution of *looked* for *gazed* does not distort the meaning of the passage. Therefore, the reading behavior in example 1 is scored one point, while the reading behavior in example 2 is scored a zero.

In example 3, the reader substitutes the word *wafer* for *water* twice in the same passage. Because both incorrect responses are identical, the examiner counts only one miscue, not two. Count consistent mispronunciations of a word several times in a passage only once.

Occasionally, a student may omit several words together or even an entire line. If this occurs, count the omission as only one miscue.

Reading Rate and Fluency Oral fluency is assessed by measuring reading rate and observing phrasing and expression. The examiner should note the time the reader takes to orally read the passage (unprepared oral reading) using a timepiece that shows seconds. Our experiences suggest that the following guidelines may be useful.

Fluency Range by Words Correct per Minute (WCPM)		
Grade	Fall	Spring
1	–	30–90
2	30–90	50–130
3	50–120	70–150
4	70–130	80–140
5	70–140	90–150
6	75–140	100–160
7	90–150	110–170
8	90–160	120–180

Adult readers do not process print precisely the same way as children do. Suggested examiner guidelines for adult oral reading rates are presented in the Adult Words per Minute Chart. The three categories of adults follow the results of the National Institute for Literacy’s Adult Reading Strategies Profile.

Adult’s Words Correct per Minute Fluency Chart

Beginner’s Group	Low Intermediate Group	Intermediate Group
WPM 80–102	WPM 115–133	WPM 120–140

Oral reading fluency involves more than word recognition and rate, it also includes prosodic or fluent expression. A rubric with two components of fluent expression is given below.

Rubric for Fluent Expression During Oral Reading

	Low	Medium	High
Phrasing	Word by word	Word by word and some phrases	Conversational
Expression	Little, monotone	Some variation in expression and volume	Varies expression and volume

Fluent readers are able to read with appropriate rate, accuracy, and expression. Use the rate chart and expression rubric to evaluate a reader’s fluency. Caution should be used, however, in estimating a reader’s fluency. Reading rate varies depending upon purpose, background, and textual factors. Rate itself is not always a good indicator of comprehension.

Silent reading with comprehension is ultimately the goal of reading. Listed below are recommended guidelines for silent reading, based on our pilot and validation studies. (See Part Four, Development of the Inventory: Validity and Reliability’s section on Fluency and Rate.)

Silent Reading Words Per Minute

Grade	Mid-Year	End of Year
1		20–70
2	50–120	80–130
3	80–140	100–150
4	130–180	140–200
5	150–200	160–220
6	160–220	170–230

Silent reading rate with comprehension should range from 180 to 250 words per minute for levels 7 through 12.

Qualitative Analysis and Instruction

How are student errors analyzed?

To gain information required for planning appropriate reading instruction, it is necessary to go beyond quantitative results and analyze the test results qualitatively. Knowing a student’s strengths and needs in relation to reading for meaning is essential for planning an effective instructional program. Analysis proceeds through examination of the student’s processing of language components. Mercer, Mercer, and Pullen (2010) explain that language components are distinct but interrelated and interactive. The components are phonology, morphology, syntax, semantics, and pragmatics.

Both Clay (1985) and Goodman (1969) recommend analyzing oral reading miscues using three cueing systems: grapho-phonetic, syntactic, and semantic cues. A fourth cueing system, pragmatics, refers to the social use of language and also affects reading.

How do cueing systems differ?

Grapho-phonetic cues refer to the relationship between the grapheme (letter) and the phoneme (smallest unit of sound). If the word *horse* is substituted for *house*, the reader is using grapho-phonetic elements of the text, because the words look and sound similar. If, however, the word substituted was *cabin* for *house*, the reader would not be using grapho-phonetic cues, because there is no sound-symbol similarity between the two words.

Syntactic cues are obtained from the grammar of the language. If the sentence “*I fed the dog*” was read “*I bought the dog*,” the reader is using syntactic cues. By correctly substituting a verb, the reader shows an understanding of the language. If, however, the same sentence is read “*I friend the dog*,” syntactic cues are not used because the reader incorrectly substitutes a noun for a verb. In this example, the reader finds the material too difficult to use knowledge of language structure.

Semantic cues are derived from the meaning of the sentence. They are obtained from the semantic content of what is read. If the sentence “*I feel great*” was read “*I feel terrific*,” the reader used semantic cues and is on his or her way to being a successful reader. Semantic cues would not have been used if the same sentence were read “*I feel bad*.” The reader missed the idea of the author; therefore, the substitution did not keep the original meaning of the sentence.

When a reader uses known words in a sentence to help recognize an unknown word, he or she is relying on semantic or syntactic cues. It is impossible to use semantic cues without using syntactic cues. If the substitution is semantically correct, it must also be syntactically correct. However, the reverse does not apply. It is possible for a substitution to be syntactically but not semantically correct. An example of this would be substituting the word *built* for *bought* in the sentence, “*I bought a bicycle*.”

Pragmatic cues reflect social usage such as dialect. A boy who used farm equipment read the phrase “stepped on the brakes” as “pulled on the brakes” because he was accustomed to using the word *pull* in his work.

What are the steps involved in a qualitative analysis?

A qualitative analysis is predicated on administering an informal reading inventory and attending to the cue system of the student. In order for the examiner to focus on patterns of performance and types of miscues, the student must orally read passages of varying difficulty.

How may oral reading performance indicate a student's reading strategy?

Summarizing all oral reading miscues on a master sheet will yield specific information about a student's reading strategies as well as strengths and weaknesses. The following questions, encompassing the three cue systems, should serve as a guide:

1. Does the reader use grapho-phonetic strategies?
2. Which specific grapho-phonetic elements are known? Which ones are unknown?
3. Is word length related to accuracy? Does the student pronounce a grapho-phonetic element correctly in small words but not in larger ones?
4. Are miscues made in the beginning, middle, or end of the word?
5. Is the problem with structural analysis? What specific prefixes and suffixes are known? Which ones are unknown?
6. Can the student use context clues to figure out unknown words?
7. Does the reader have difficulty with particular grammatical functions (verb, adverb, noun)?
8. Does the miscue interfere with comprehension?
9. Is the sentence containing the miscue semantically acceptable, or is there a change in meaning?
10. Does the reader correct the miscue and make the sentence semantically acceptable?
11. What are the most common patterns of performance? What fix-it strategies does the reader use to self-correct?
12. Has the reader made dialect substitutions that make sense?

How does the analysis of student errors serve as a guide for goal setting?

After answering the previous questions, make a list of the student's known strengths and instructional needs. Maintain an accounting of the student's knowledge by recording both the text and the miscue. Note whether each miscue is graphically or phonetically similar in the beginning, middle, or end of the original word. Then determine if the miscue is either syntactically or semantically acceptable. Analyze a number of miscues to find a pattern of performance. Note, for example, whether the reader uses grapho-phonetic cues, especially in the beginning and end of the word. If, of the miscues, only two are syntactically correct and one is semantically correct, we can conclude that the reader is not using context. The instructional program should address this area. To design lessons, directly translate this information into instructional objectives. Lessons that start with strengths and proceed to the teaching of needed skills are more meaningful to students. For example, when teaching grapheme–phoneme and structural analysis relationships, it is advantageous to start with words known by sight because students can already relate to them. As skills are mastered, adjust the list of strengths and instructional needs for each student so that the evaluation remains current.

Is there a recommended strategy for remediation of grapho-phonetic cues?

One successful strategy is the inductive teaching of grapho-phonetic elements. The following procedure is suggested.

Objective: Grapheme–Phoneme Relationship of *bl*

- 1. Determine that the prerequisite skills of auditory and visual discrimination have been acquired.
- 2. Select several words that the students already know by sight that contain the grapho-
phonic element to be taught. Write the words in two columns. Have the students read
the words.

blue	blanket
blend	blank

- 3. Ask the students, “*How are all these words alike?*” The students must establish two
things: They all start with *bl* letters. They all start with the sound one hears at the
beginning of *black*.
- 4. Read the words to the students while they listen for the letters that represent the /b/
sound.
- 5. Ask the students to think of additional words that start with the same sound they hear
in *blue, blend, blanket, blank*. Write these additional words under *blank* (the final
word on the list).
- 6. Have students read all the words in the list. Direct them to look at the first two letters
and note the beginning sound of the word.
- 7. To apply the sound–symbol association, students must know the sound the letters
represent and be able to blend it with other sounds to produce an entire word. To
teach students to blend, begin with a known phonogram (*ake, ack, ink*). If necessary,
teach the phonogram by sight. Then place the *bl* in front of the phonogram and have
the student pronounce the new word.
- 8. Students must have the opportunity to practice their new skill in reading. Give
students appropriate reading material (instructional level) and have them circle and
read all the words that begin with *bl*.

What strategies aid students’ use of semantic and syntactic cues?

One reason students ignore semantic and syntactic cues is due to the difficulty of the material. If
vocabulary, sentence structure, and concepts are incomprehensible, the reader will be unable to
use context effectively. Consequently, the first task is to see if easier or more interesting material
corrects the problem. If these adjustments work, it is imperative to provide the students practice
time with reading material that is on the appropriate level and matches their interests. However,
if students continue to make substitutions that do not keep the meaning of the sentence, proceed
with instruction in simple closure activities. Make students aware of the language’s syntactic and
semantic cue systems by giving them the following activities.

- 1. Place a paragraph written on the student’s independent reading level on the overhead/
document camera. Select one part of speech, such as a verb, and cover several verbs
in the paragraph with a slip of paper.
- 2. Proceed with one verb at a time, and discuss with students additional words that fit in
the blank and maintain the meaning of the sentence.
- 3. Place several student responses on the overhead/document camera, and discuss whether
they are appropriate. Focus on how the other words in the same sentence supply cues.
- 4. Emphasize that cues may be obtained from other sentences and paragraphs.
- 5. Continue the practice with other parts of speech. Initially implement the activities
using teacher-directed, whole-group lessons. Eventually use cooperative student
groups. These same types of activities can be used individually when students are
silently reading.

Silent Reading and Listening Comprehension

Directions for Silent Reading As with oral reading, assess the student's background knowledge. If adequate, say to the student, *"Now I will ask you to read passages silently and then tell me what you have read or answer questions about what you read."* Continue by reading the motivating statement to the student. When the student has finished, take the passage from him or her.

Comprehension should be assessed after silent reading by using unprompted memories, direct questions, or a combination. With unprompted memories, the student retells all the information remembered about the passage. Encourage the student to continue by asking such general questions as, *"Can you think of something else? What else happened? Tell me more."* Also probe by asking a specific question related to the student's response. When a reader, for example, answers, *"The bird was brought in for the little girl to care for,"* ask, *"What did the little girl do then?"* or *"What happened to the bird?"* When probing, be certain not to supply the reader with any information that is contained in the passage.

The advantage of unprompted memories is that some readers prefer to tell what they remember rather than be asked pinpointed questions. As they retell the passage, they may remember other facts through association. If students are asked initially to answer questions and are unable to remember, they may become nervous. By asking the student to recall anything remembered about the passage, the examiner is starting with the student's strengths.

Students who have difficulty processing, retrieving, and organizing the information from the passage may require direct questioning. For them, using a combination of unprompted memories and direct questioning is probably best for assessing comprehension. Start by asking the student to simply retell the passage. If insufficient memories are given, note any missing information and use direct questioning to ascertain whether the student has difficulty retrieving or comprehending the material.

List the memories accurately recalled as they occur (1-2-3, etc.). On the lower-level passages, a list of possible unprompted memories is supplied with the comprehension questions. On the upper-level passages, use the answers to the questions as a guide, and list order of memories in front of the questions answered. **Use the questions to prompt recall of information not given in retelling if the number of recalled memories is inadequate.** When the total number of memories from retelling and/or questioning equals the number required on the guide, stop.

Retelling, or answers that paraphrase the meaning or wording of the passage, are to be considered correct. As a further probe of the student's ability, the examiner may permit the reader to reinspect the passage to find the answer to a question. Note whether the reader can scan to find information. The interpretive questions are not counted in the total number of memories. If the first passage is too difficult, go to a lower-level passage. Continue with the silent reading of higher-level passages until the student cannot meet the minimum requirements for silent reading comprehension.

Listening Comprehension Say to the student, *"Now I will read passages to you. Please listen so that you can tell me what you heard or answer questions about what you heard."* Begin with an alternative passage on the highest instructional level achieved under the silent reading procedure, and continue reading aloud higher-level passages until the student cannot meet the minimum requirements for listening comprehension.

Interpreting and Summarizing the Results of the Graded Passages

To convert the raw score into a reading level, the teacher should consult the instructional-level guide on the Graded Reader Passages Reading Record Sheets for Oral and Silent Reading/Comprehension, located at the beginning of the instructor copies of the Graded Reader Passages on pp. 43–46. Separate limits are available for both prepared and unprepared oral reading. Select the limit for the appropriate circumstance, and compare that figure to the total number of miscues the reader made. If the total number of miscues is within the designated limit, the student has not

reached the instructional level. Continue having the student read until the frustration level for word recognition is determined.

The student's highest instructional level for word recognition is used as a starting point for comprehension assessment. After the student has read the passage silently, count the total number of both prompted and unprompted memories. Compare this total to the criteria established in the instructional level guide in the Silent Reading/Comprehension Record Chart. If the number of memories matches or exceeds the limit established, continue having the student read more difficult passages silently until the highest instructional level for comprehension is reached. Many readers have better recall of narrative passages than of expository passages. Performance on both types of passages may be evaluated if time permits.

Record the highest instructional levels achieved by the student on the summary sheets under *Reading profile*, oral, silent, and listening designations. Examine the scoring sheets and consider all of the reading behaviors of the student. A great deal can be inferred about comprehension from oral reading. A lack of inflection, word-by-word reading, or inappropriate inflection and emphasis may indicate poor comprehension. Inappropriate substitutions, in particular, may indicate difficulties, whereas good substitutions indicate the converse. It is well to remember, however, that these are inferences. Some flat, word-by-word oral readers are competent in comprehension.

Generally, the student's instructional level should be the highest-level passage in which there is adequate comprehension in silent reading. However, if the student's reading is extremely slow, the instructional level may be one level lower than the passage on which comprehension was adequate. The term *instructional level* as used here refers to an instructional condition in which the teacher is giving direct aid, support, and guidance. In some instructional settings, students are expected to work independently of the teacher; they may be asked to read and answer questions, complete worksheets, or follow directions without assistance. This is termed *independent learning level* and should be about one level below the instructional level for levels P–5 and two levels below for 6–12. Estimation of independent learning level should be made by someone familiar with the instructional program in which the student will be placed.

The listening comprehension level may be used as an estimate of current potential and indicates the student's capacity for understanding what is heard.

To a great extent, teacher judgment is required in placing students in materials because many factors beyond word recognition and comprehension are important. For example, a student may be given some easy materials to read for a time in order to build fluency, rate, or confidence. Conversely, a student may be permitted to proceed in difficult materials because of a strong interest in the content. Stages of reading development, age, interests, learning rate, and personality are factors that need to be considered as a teacher chooses between the hazards of frustrating a student with difficult materials and not challenging her or him by using easy materials.

In addition to the determination of level or levels of placement, the reader's performance on the graded passages can be analyzed as to strengths and weaknesses to be considered in planning instruction. The summary sheets contain checklists where information from graded passages, word lists, phonics, and other tests can be combined and recommendations made for instruction.

EXAMPLE OF TESTING FOR INSTRUCTIONAL LEVEL

Jeff, a fourth-grade student

- 1. Graded Word List: missed 1 word, 1.0
missed 1 word, 2.0
missed 3 words, 3.0
GWL level: 2.5

2. Unprepared Oral Reading

- 2EA— 1 repetition
 1 substitution that did change meaning
 2 substitutions that did not change meaning

Rate appeared to be average. Answer to interpretive question: “Well, this was probably one of those import-type places where the owner was Greek and kept Greek food and things for other Greek people and people who like Greek food. He walked a long way and didn’t know where he was.”

- 3EA— 3 mispronunciations that disrupted meaning
 1 word pronounced by examiner
 2 substitutions that did not change meaning
 1 insertion

Rate was slow. Answer to interpretive question: “I guess they like to be famous, and they see neat things.”

3. Silent Reading

- 2EB—Retelling: 8 memories, in sequence

Rate was average. Answer to interpretive question: “She probably was a dropout and wants to finish. My brother went to school like that.”

- 3EB—Retelling: 8 memories, in sequence

Rate was average. Answer to interpretive question: “If there wasn’t a wrong number, they wouldn’t know where he moved to.”

- 4EB—Retelling: 4 memories, not in sequence

Questioning: 1 memory from questioning

Rate appeared to be slow. Much whispering, making faces. Answer to interpretive question: “Well, if you are rich, you are the best.”

4. Listening

Ordinarily the examiner would start with an instructional-level passage, but because Jeff appeared to have good language development, he was given a passage on the fourth level.

- 4EA—Retelling: 7 memories, in sequence

Answer to interpretive question: “It makes you mad at yourself when you can’t do things. I get like that.”

- 5EA—Retelling: 7 memories, in sequence

Answer to interpretive question: “Sometimes they can tell you’re their friend. You can’t trust wild animals, though.”

(Jeff did not reach frustration in listening until the seventh-grade level.)

5. Recommended instructional level for materials placement: 3.0

Independent learning level in reading materials: 2.0–2.5

Frustration level: 4.0

Current potential: 6.0 (listening comprehension level)

Differences in Word List and Passages Performance

When the results of the Graded Word List and Graded Reader Passages are significantly different, finding an appropriate instructional level depends on language facility and other factors. Here are some examples:

Maria, a sixth-grade student

Maria attended grades 1 through 5 in Mexico. She has been in the United States for 6 months and has just entered a new school. Her English level was estimated at the intermediate low level (1). She could respond to simple questions with one- or two-word answers.

Graded Word List Level: 4.0 Passages Level: Preprimer

Maria was able to read in Spanish. She could pronounce English words because of phonetic similarities to Spanish, but she did not know the meaning of the words. Her English vocabulary has to be developed. She may be instructed to read English with the language experience approach. She should be placed in preprimer materials with only a few words per page and pictures that are appealing to her interests.

Ahmed, a high school junior

Ahmed has been in the United States for 1 year. Because of moves from Sudan to Kenya to the United States, his education has been disrupted. He can read in Arabic. His English level was estimated at advanced low (3). He was able to produce simple discourse correctly and easily, but his written expression revealed sentence fragments and tense shifts.

Graded Word List Level: 4.0 Passages Level: 6.0

Ahmed was able to read a sixth-grade-level passage silently with comprehension because he was able to use his background knowledge and context to decode words and unlock the meaning of unfamiliar words. However, his rate was quite slow. He needs practice in fourth- and fifth-grade-level material to build fluency. He can use sixth-grade-level material with an instructor's assistance in guided reading if the reading assignment is brief.

Will, a fourth-grade student

Will speaks no other language but English. He appears to have no visual, auditory, or language difficulties. He was assessed because his academic performance was poor.

Graded Word List Level: 4.0 Passages Level: 2

Will had very poor recall on the third-grade-level passages. He read passages orally and silently at a very fast rate (150 and 200 WPM). In a follow-up discussion with Will, he repeated his belief that getting done fast meant he was good at school work. Will was helped to understand the need to read for meaning and given guidance in purpose setting and taking responsibility to verify his recollections.

Determining Instructional Levels

- Although there is an instructional placement guide for the passages for numbers of errors and memories, the examiner is encouraged to consider all aspects of behavior to decide on an instructional level. For example, a reader may meet the quantified specifications, but be extremely slow. In that case, go down a level. Practice on a lower level may build fluency and confidence.

- The prepared oral reading condition is highly recommended for English Language Learners and for students with language processing disabilities, such as slow oral language retrieval.
- Choose passages the learner seems to have sufficient background to comprehend. You may ignore the labels indicating passages for Elementary and Secondary/Adult when considering the reader's interest and background knowledge. This is especially important for English Language Learners. You may give the learner a brief explanation to build background before reading if you do not give away the specifics of the passage. Comprehension of narrative passages is usually better than comprehension of expository passages.
- Remember to explain to the students that they will be asked to tell what was read or to answer questions. When a child was asked to tell what she read, she said, "I don't know. I wasn't listening to me." She did well on retelling when she understood she was expected to recall the content.
- Number the items in the order they were recalled to obtain evidence of organizational sequencing.
- Do not ask listed questions if retelling has provided enough memories. When retelling has not produced enough memories, ask the questions not already answered in retelling. Stop when the total of unprompted memories in retelling and the prompted memories from answering the questions meet the instructional-level guide on the Silent Reading/Comprehension form on page 46. Following this procedure will result in less stress for the learner and save time.
- Retelling or responding to questions may be omitted after oral reading for upper-level readers who generally have better recall after silent reading.
- The instructional-level guide for each passage contained in the Oral Reading and Silent Reading/Comprehension Record Charts has been carefully researched and verified by professional reviewers. There is no need to compute percentages to determine instructional level. The frustration level is one above the instructional level, and the independent level is one lower than the instructional level. Regardless of whether percentages are computed, one must take into account the learner's language abilities and confidence. For this reason, reliance on traditional computation of instructional, frustration, and independent levels is not always justified.
- The best determination of instructional level includes performance on the Graded Word List and Graded Reader's Passages in addition to language facility.
- The word list alone usually gives an accurate instructional level for students who are not English Language Learners or do not have language processing difficulties or other disabilities.
- You may opt to permit students to look back in a passage to learn if they can quickly and accurately locate information.
- You may opt to give students questions in writing and permit them to write the answers if, for example, they have an auditory processing difficulty or have had English language instruction that has not emphasized oral language.
- Give students an opportunity to tell you what their strengths are and what kind of instruction they would like to receive. Ask them what they think about their performance on the various tests.

GRADED READER’S PASSAGES READING RECORD SHEETS

Graded Word List:

Independent Level

Instructional Level

Oral Reading: Prepared Reading

Elementary or Secondary/Adult Set, Form _____

Level	Rate WPM	Independent Level: * Number of Miscues	Instructional Level: Number of Miscues	Phrasing/ Reads Word by Word	Phrasing/ Reads in Phrases	Phrasing/ Uses Intonation and Pitch	Fluency/ Adequate for Grade/ Age
PP			2 or fewer				
P			2 or fewer				
1			3 or fewer				
2			5 or fewer				
3			5 or fewer				
4			3 or fewer				
5			4 or fewer				
6			4 or fewer				
7			4 or fewer				
8			4 or fewer				
9–10			5 or fewer				
11–12			5 or fewer				

*Independent Level is one level below Instructional Level.

Oral Reading: Unprepared Reading

Elementary or Secondary/Adult Set, Form _____

Level	Rate WPM	Independent Level: * Number of Miscues	Instructional Level: Number of Miscues	Phrasing/ Reads Word by Word	Phrasing/ Reads in Phrases	Phrasing/ Uses Intonation and Pitch	Fluency/ Adequate for Grade/ Age
PP			3 or fewer				
P			3 or fewer				
1			5 or fewer				
2			8 or fewer				
3			8 or fewer				
4			8 or fewer				
5			8 or fewer				
6			8 or fewer				
7			10 or fewer				
8			10 or fewer				
9–10			11 or fewer				
11–12			11 or fewer				

*Independent Level is one level below Instructional Level.

Oral Reading Miscues: Prepared/Unprepared

Elementary or Secondary/Adult Set, Form _____

Level	Mispronunciations	Substitutions	Insertions	Omissions	Repetitions	Meaning Changing	Words Pronounced by Examiner
PP							
P							
1							
2							
3							
4							
5							
6							
7							
8							
9–10							
11–12							

Silent Reading/Comprehension

Elementary or Secondary/Adult Set, Form _____

Level	Fiction or Nonfiction	Rate	Number of Memories	Memories Independent Level*	Memories Instructional Level	Appropriate Background Yes = X	Unaided Unprompted Memories†	Organized Retellings Yes = X	Questions Asked†	Interpretive Questions Yes = X
PP					4 or more					
P					4 or more					
1					5 or more					
2					6 or more					
3					6 or more					
4					6 or more					
5					6 or more					
6					6 or more					
7					6 or more					
8					8 or more					
9–10					8 or more					
11–12					8 or more					

*Independent Level is one level below Instructional Level.

†Columns for unprompted memories and Questions are for informational purposes only. They are included so the passage administrator can record whether or not the memories are unprompted or prompted.

GRADED PASSAGE (PPEA)

Assessing and Activating Background Knowledge

Here is a story about a cat. What do cats like to do?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to find out what kind of a pet this is and what things it likes to do.

TIP THE CAT

Tip is a cat.

She likes to eat fish.

She is a fat cat.

Tip eats fish and sleeps.

She likes to sit on my lap.

She is a good pet. (31 words)

Unprompted Memories

Please retell the story.

- _____ cat
- _____ named Tip
- _____ likes fish
- _____ fat cat
- _____ sleeps and eats fish
- _____ sits on lap
- _____ good pet

Comprehension Questions

- _____ What kind of animal is the story about? (cat)
- _____ What is the animal's name? (Tip)
- _____ What does Tip eat? (fish)
- _____ What does Tip do? (eats)
- _____ (sleeps)
- _____ Where does Tip like to sit? (lap)
- _____ What kind of pet is Tip? (good or cat)

Interpretive question: *Why do you think Tip is fat?*
Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (PPEB)

Assessing and Activating Background Knowledge

Here is a story about a dog. What do dogs like to do?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to find out what kind of a pet this is and what things it likes to do.

TOM THE DOG

Tom is a dog.

He likes to eat meat.

He is a big dog.

Tom barks at cars.

He likes to sit by me.

He is a good pet. (29 words)

Unprompted Memories

Please retell the story.

- _____ dog
- _____ named Tom
- _____ likes meat
- _____ big dog
- _____ barks at cars
- _____ sits on lap
- _____ good pet

Comprehension Questions

- _____ What kind of animal is the story about? (dog)
- _____ What is the animal's name? (Tom)
- _____ What does Tom eat? (meat)
- _____ What does Tom do? (barks at cars)
- _____ Where does Tom like to sit? (lap)
- _____ What kind of pet is Tom? (good or dog)

Interpretive question: Why does Tom like to chase cars?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (PPSA)

Assessing and Activating Background Knowledge

Here is a story about some people on a bus. What is it like for you to ride on a bus?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to find out about a bus ride.*

ON THE BUS

We are going home.

Stop and go.

Stop and go.

The bus is so slow.

Look at that man.

He has a bike.

He can go fast. (27 words)

Unprompted Memories

Please retell the story.

- _____ we are going home
- _____ stop and go, stop and go
- _____ look at that man
- _____ has a bike
- _____ can go fast

Comprehension Questions

- _____ *Where were people going?* (home)
- _____ *How was the bus moving?* (stop and go or slow)
- _____ *What did the people on the bus look at?* (a man)
- _____ *What did the man have?* (a bike)
- _____ *How was the man riding?* (on a bike, or fast)

Interpretive question: *Why is the bus so slow?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (PPSB)

Assessing and Activating Background Knowledge

This is a story about a pet store. Tell me what you know about pet stores.

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to find out about the different dogs at the pet store.*

THE PET STORE

I went to a pet store.

I saw big dogs.

I saw little dogs.

I saw dogs with long hair.

I saw dogs with short hair.

I got a little dog. (31 words)

Unprompted Memories

Please retell the story.

_____ pet store

_____ big dogs

_____ little dogs

_____ long hair

_____ short hair

_____ got a dog

Comprehension Questions

_____ *Where did the person go?* (pet store)

_____ *What size were the dogs?* (big)

_____ (little)

_____ *What was their hair like?* (long)

_____ (short)

_____ *What kind of dog was bought?* (little)

Interpretive question: *What other pets are found in pet stores?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (PEA)

Assessing and Activating Background Knowledge

Here is a story about a fish. What do you know about fish?

_____ Adequate _____ Inadequate

Motivating Statement Read about this special fish and find out what he does and how he lives.

BOB THE FISH

Bob was a little green fish.

He lived in a very big lake.

His friends were little green fish.

Bob and his friends liked to swim in the green plants.

The plants grew in the lake.

Big fish could not see them in the plants.

Bob and his friends were safe in the plants. (54 words)

Unprompted Memories

Please retell the story.

- _____ Bob the fish
- _____ little, green
- _____ lived in a big lake
- _____ friends little green fish
- _____ swam in the green plants
- _____ plants grew in lake
- _____ big fish could not see them
- _____ safe in the plants

Comprehension Questions

- _____ Who was Bob? (fish)
- _____ What did Bob look like? (little)
- _____ (green)
- _____ Who were Bob's friends? (little green fish)
- _____ What did Bob and his friends do? (swim in the lake)
- _____ (swim in green plants)
- _____ Who could not see Bob in the plants? (big fish)
- _____ How did Bob and his friends feel in the plants? (safe)

Interpretive question: Why could the big fish not see Bob in the plants?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (PEB)

Assessing and Activating Background Knowledge

Here is a story about a bird. What do birds do?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about a bird named Pat.

PAT THE BIRD

Pat was a little blue bird.

She lived in a nest in a big tree.

Her friends were big red birds.

Pat's friends lived near her and ate seeds.

Pat saw them every day.

They would eat food.

Pat would eat with them.

Then Pat and the red birds would fly and sing. (53 words)

Unprompted Memories

Please retell the story.

- _____ Pat the bird
- _____ little, blue
- _____ friends red birds
- _____ friends lived near her
- _____ saw them every day
- _____ eat food
- _____ Pat would eat with them
- _____ then fly and sing

Comprehension Questions

- _____ Who was Pat? (bird)
- _____ What did Pat look like? (little)
- _____ (blue)
- _____ Where did Pat live? (in a nest)
- _____ (in a tree)
- _____ What does Pat have? (friends)
- _____ (big red bird friends)
- _____ When did Pat see them? (every day)
- _____ What would Pat and her friends do? (fly fast and sing)
- _____ (eat food every day)

Interpretive question: Why did Pat and her friends fly and sing?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (PSA)

Assessing and Activating Background Knowledge

Here is a story about turtles. What do you know about turtles?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about turtles and why they are always at home.

TURTLES AT HOME

Turtles are always at home.

If they visit the sea, they are at home.

If they go to the high hills, they are at home.

If they go far away, they have a home.

Turtles carry their homes with them.

Their shell is their house.

Turtles stay in their shells.

That is why they are always at home. (58 words)

Unprompted Memories

Please retell the story.

_____ turtles at home

_____ visit sea, at home

_____ go to hills, at home

_____ go far away, have a home

_____ carry their home

_____ shell is a house

_____ stay in their shell

_____ why always home

Comprehension Questions

_____ When are turtles at home? (always at home)

_____ Where is one place turtles visit? (sea)

_____ (high hills)

_____ Where is another place turtles visit? (high hills, far away)

_____ What do the turtles carry all the time? (own home or shell)

_____ What is the turtle's house? (his shell)

_____ Where do turtles stay? (in shell)

Interpretive question: Why don't turtles leave their shells?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (PSB)

Assessing and Activating Background Knowledge

Here is a story about a slippery sidewalk. What problems can be caused by a slippery sidewalk?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about the problems caused by this slippery sidewalk and what was done about it.

A SLIPPERY SIDEWALK

It was a cold day.

A man fell on the ice.

He was not hurt.

“Put salt on the ice,” said Bill.

“Salt will melt the ice.”

“Salt can kill the grass,” said Pat.

“Put sand on the ice.”

“I will try to find some sand,” said Bill.

“But it is better to kill some grass than

have a bad fall.” (61 words)

Unprompted Memories

Please retell the story.

- _____ cold day
- _____ man fell on ice, not hurt
- _____ put salt on ice (Bill)
- _____ salt kills grass (Pat)
- _____ put sand on ice (Pat)
- _____ will find some sand (Bill)
- _____ better to kill grass than to have a bad fall

Comprehension Questions

- _____ What happened to the man? (fell on ice)
- _____ How was the man after the fall? (not hurt)
- _____ What did Bill say? (put salt on ice)
- _____ Why did Bill say to use salt? (to melt ice)
- _____ Why did Pat say not to use salt? (kills grass)
- _____ What did Pat want to use? (sand)

Interpretive question: Why was Bill more concerned about people falling on the ice than about killing the grass?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (1EA)

Assessing and Activating Background Knowledge

Here is a story about a kitten and a girl named Pat. What is it like to have a kitten?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about the girl named Pat and the kitten.

PAT AND THE KITTEN

Pat saw a kitten. It was on the side of the street. It was sitting under a blue car.

“Come here, little kitten,” Pat said. The kitten looked up at Pat. It had big yellow eyes. Pat took her from under the car. She saw that her leg was hurt.

“I will take care of you,” Pat said. She put her hand on the kitten’s soft, black fur. “You can come home with me.”

The kitten gave a happy *meow*. (80 words)

Unprompted Memories

Please retell the story.

- _____ Pat saw kitten
- _____ on side of street/under car
- _____ come here, Pat said
- _____ kitten looked up
- _____ big yellow eyes, black fur
- _____ her leg was hurt
- _____ I will take care of you
- _____ Pat put hand on fur
- _____ come home with me
- _____ kitten meowed happily

Comprehension Questions

- _____ What did Pat see? (kitten)
- _____ Where was the kitten? (side of street)
- _____ (under car)
- _____ What did the kitten look like? (yellow eyes)
- _____ (black fur)
- _____ What was the matter with the kitten? (hurt leg)
- _____ What did Pat say to the kitten when she saw it was hurt? (I will take care of you)
- _____ What did Pat want to do with the kitten? (take home)
- _____ What did the kitten do? (meowed happily)

Interpretive question: *Why was the kitten happy at the end of the story?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

Excerpt from “One Pet Too Many.” *Magic Times: Believe It! Feelings*. C.B. Smith & R. Wardhaugh (1980). Page 196. ISBN 0-02-128730-9. Used by permission of McGraw Hill.

GRADED PASSAGE (1EB)

Assessing and Activating Background Knowledge

Here is a story about a boy and his dog named Spot. What do dogs do when they play?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about a boy named Tim and his dog.

TIM AND SPOT

Tim had a pet dog named Spot. He was brown with big white spots. Tim and Spot would play outside together. Tim would throw a red ball. He would say, "Get the ball, Spot." Spot would bark and run after the ball. Sometimes Spot would pick the ball up and bring it back to Tim. They also liked to play tag in the yard. Spot would bark and run around the yard. Tim would run fast and chase him. (79 words)

Unprompted Memories

Please retell the story.

- _____ Tim had a pet dog
- _____ the dog was named Spot
- _____ Spot was brown with white spots
- _____ Tim and Spot would play outside
- _____ Tim and Spot played ball
- _____ Tim would throw a red ball
- _____ sometimes Spot would bring the ball back
- _____ Tim and Spot played tag
- _____ Tim and Spot played in the yard
- _____ Tim would run and chase Spot

Comprehension Questions

- _____ What did Tim have? (a pet dog)
- _____ What was the dog's name? (Spot)
- _____ What did the dog look like? (brown with white spots)
- _____ What would Tim do? (throw a ball)
- _____ What color was the ball? (red)
- _____ What did Spot not always do? (pick up the ball and bring it back)
- _____ What other games would Tim and Spot play? (tag)

Interpretive question: Why didn't Spot always bring the ball back?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (1SA)

Assessing and Activating Background Knowledge

Here is a story about a man named Tony who lived in a city. What do you think he didn't like about the city?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about Tony and what he did in the city.

TONY AND THE FLOWER SHOP

Tony lived in a big city. He had a flower shop. Tony loved his flowers, for the flowers did not make any noise. Tony loved peace and quiet.

The city where Tony lived was noisy. The buses, trucks, and cars were very noisy. He did not like the noise of the city.

Without the quiet Tony found in the flower shop, he would have moved from the city. The flower shop was his only reason for staying in the city. (80 words)

Unprompted Memories

Please retell the story.

- _____ Tony lived in city
- _____ owned a flower shop
- _____ loved his flowers, quiet
- _____ city was noisy
- _____ buses, trucks, cars
- _____ quiet shop
- _____ would move from city
- _____ flower shop was reason for staying in city

Comprehension Questions

- _____ Where did Tony live? (big city)
- _____ What did Tony do? (owned or had flower shop)
- _____ Why did Tony like his flowers? (they were quiet)
- _____ Why did Tony dislike the city? (the noise)
- _____ Why was the city noisy? (buses)
- _____ (trucks)
- _____ (cars)
- _____ What did the flower shop give Tony? (peace and quiet)
- _____ What was the reason for staying in the city? (he liked his flower shop)

Interpretive question: Why do you think Tony likes peace and quiet?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (1SB)

Assessing and Activating Background Knowledge

Here is a story about an old man who solved a problem. What kinds of problems do older people have?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about some things an old man did and how he made his life easier.

GIVE ME ROOM

I saw an old man get on the bus. He walked very slowly. He used a cane. I looked at the cane with surprise. The man had a bike horn on it. I told him I had never seen a cane with a horn. "Have you ever been to the city market?" he asked. I said that I had. "Then you know it is crowded," he said. "People did not give me room. Now I honk my horn and they move." (81 words)

Unprompted Memories

Please retell the story.

- _____ saw old man on bus
- _____ walked slowly using cane
- _____ surprised at horn on cane
- _____ never saw a cane with horn
- _____ been to market? he asked
- _____ said yes
- _____ it is crowded, he said
- _____ people didn't give me room
- _____ now honks and they move

Comprehension Questions

- _____ What was the old man doing? (got on a bus or walking)
- _____ Describe the old man. (walked slow)
- _____ (used a cane)
- _____ Why was the person surprised? (had horn on cane)
- _____ What did the person say to the old man? (never saw cane with horn on it)
- _____ What caused the problem for the old man? (crowded market)
- _____ Why did the person understand the problem at the market? (he had been there)
- _____ Why did he use a horn? (to get people to move)

Interpretive question: Why did people move when he honked?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (2EA)

Assessing and Activating Background Knowledge

Here is a story about a little frog. What do you know about frogs?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn how this little frog lived.*

THE SONG OF LITTLE FROG

Little Frog lived by a lake. He did not have many things. He only had a house to live in, a bed to sleep in, and an old pot to cook with. He had one old book that he read again and again. Still Little Frog was happy.

Near his house there were many pretty flowers. The birds sang all day. Little Frog liked to look at the pretty flowers. He liked to hear the birds sing. Little Frog wanted to sing like the birds. But when he tried to sing, all that came out was a *ribbit ribbit*. (99 words)

Unprompted Memories

Please retell the story.

- _____ Little Frog
- _____ lived by a lake
- _____ had a house, bed, and pot
- _____ had an old book
- _____ read again and again
- _____ near house flowers, birds
- _____ he wanted to
- _____ sing like birds
- _____ he tried
- _____ just *ribbit ribbit*

Comprehension Questions

- _____ *Where did Little Frog live?* (by a lake)
- _____ (in a house)
- _____ *What did he own?* (pot)
- _____ (bed)
- _____ *Why did he read the same book?* (only had one book)
- _____ *How did Little Frog feel?* (happy)
- _____ *What things were near his house?* (flowers)
- _____ (birds)
- _____ *Why did he like the birds?* (they sang)
- _____ *What did Little Frog want to do?* (sing like a bird)
- _____ *What happened when he tried to sing?* (ribbit ribbit)

Interpretive question: *Why was Little Frog happy with just a few things?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

Excerpt from “The Song of Little Frog.” *Rainbow World*. C.B. Smith & R. Wardhaugh (1980). Page 138. ISBN 0-02-128730-9. Used by permission of McGraw Hill.

GRADED PASSAGE (2EB)

Assessing and Activating Background Knowledge

Here is a story about a girl who wanted a dog. What do dogs need?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn about Sally and her dog.*

A DOG OF HER OWN

Sally loved dogs and wanted one of her own. The problem was that Sally lived in an apartment in the city and there was no room for a dog. Sally's mother told her that a dog needed room to run and grow.

On Sally's birthday, her mother surprised her. She said, "You can have a dog." Sally asked, "Really? But you said there wasn't room here." Her mother said, "Oh, it is not a big dog. It is a very very small dog. Sally laughed and asked, "When can I see it?" Her mother said, "Tomorrow we will go and get it." Sally was very happy. (106 words)

Unprompted Memories

Please retell the story.

- _____ Sally loved dogs
- _____ Sally lived in an apartment
- _____ dogs need room to run
- _____ on her birthday got a surprise
- _____ her mother said she could have a dog
- _____ Sally asked about room
- _____ mother said it was a very small dog
- _____ would go get it the next day
- _____ Sally was happy

Comprehension Questions

- _____ What did Sally want? (a dog)
- _____ Where did she live? (in an apartment)
- _____ Why couldn't Sally have a dog? (not enough room)
- _____ What did Sally's mother say a dog needed? (room to run and grow)
- _____ What surprise did Sally get on her birthday? (a dog)
- _____ What kind of dog was it? (a very very small dog)
- _____ When would they go and get the dog? (tomorrow)
- _____ How did Sally feel? (very happy)

Interpretive question: *Why did Sally's mother let her have a dog?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (2SA)

Assessing and Activating Background Knowledge

Here is a story about an unusual newspaper. Why do most people read newspapers?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn how a boy helps someone.

SAM BUYS A NEWSPAPER

Sam stopped to ask Mrs. Kay if she needed anything from the store. She was very old. Sam liked to help her. She asked him to buy her a newspaper. Sam went to the store.

The store was closed. Sam walked for a long time to another store. He asked for a newspaper. One was folded and put into his bag.

Sam gave Mrs. Kay the paper. She said, "Oh, Sam, you are so good. I have not seen a paper written in Greek for months!"

Sam was surprised, but he just said, "You're welcome, Mrs. Kay." (97 words)

Unprompted Memories

Please retell the story.

- _____ Sam going to store
- _____ he stopped at Mrs. Kay's
- _____ if she needed anything
- _____ Mrs. Kay is old
- _____ Sam likes to help
- _____ she needed paper
- _____ store was closed
- _____ walked a long way to another store
- _____ paper folded and put into bag
- _____ gave paper to Mrs. Kay
- _____ she said Sam was good
- _____ she hadn't seen Greek paper in long time
- _____ Sam surprised, said you're welcome

Interpretive question: Why was Sam surprised?

Acceptable answer: _____ Yes _____ No

Comprehension Questions

- _____ Where did Sam go? (store or Mrs. Kay's)
- _____ What did Sam ask Mrs. Kay? (if she needed anything)
- _____ Why did he like to help Mrs. Kay? (she's very old or she needed help)
- _____ What did Mrs. Kay need at the store? (a newspaper)
- _____ Why did Sam walk a long way? (first store was closed)
- _____ What did Sam buy at the store? (newspaper)
- _____ What did Mrs. Kay say? (she hadn't seen a Greek newspaper or Sam was good)
- _____ What did Sam say to Mrs. Kay? (you're welcome)

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (2SB)

Assessing and Activating Background Knowledge

Here is a story about Linda, who works in a diner. What is a diner?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn what Linda does to improve or make her life better.

LINDA AT THE DINER

Linda has a part-time job in a diner. She works in the morning from six until ten. The diner is busy at break-fast time. Linda works hard, but she likes her job at the diner. She likes talking with people. Many of the same people come in every day.

At night Linda goes to school. She likes night school. She has made new friends in her classes. The teachers are very nice.

Linda wants to learn more about business. She hopes to become a manager of a diner. Then she wants to buy her own diner someday. (98 words)

Unprompted Memories

Please retell the story.

- _____ Linda has part-time job
- _____ at diner from 6 A.M. until 10 A.M.
- _____ diner busy at breakfast
- _____ likes talking to people
- _____ goes to night school
- _____ likes night school
- _____ made new friends
- _____ teachers nice
- _____ wants to study business
- _____ hopes to become manager
- _____ wants to buy own diner

Comprehension Questions

- _____ Where does Linda work? (at diner)
- _____ When does Linda work? (6–10 A.M.)
- _____ When is the diner busy? (breakfast time)
- _____ Why does Linda like to work at the diner? (talk with people)
- _____ What does Linda do in the evening? (goes to night school)
- _____ What did Linda make in her classes? (new friends)
- _____ Why does Linda go to school? (learn business)
- _____ What does she want to do someday? (manage diner)
- _____ (buy her own diner)

Interpretive question: Why does Linda feel she should go to night school?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (3EA)

Assessing and Activating Background Knowledge

If new people moved in next door what might you want to know?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about a young boy and new people moving in next door.

NEW PEOPLE

“Momma, Momma, new people moved in next door,” Pedro called as he looked out the window. He was happy to see the new family. Pedro hoped there was someone his age. He hoped they could be friends. His mother said she would take some food to the new family. Pedro could come with her.

The new family had no one Pedro’s age. They only had a baby girl. But Pedro got a happy surprise. A grandfather lived with the family. He asked Pedro if he knew where they could go fishing together. The grandfather said he would teach Pedro how to make fishing lures to catch more fish.

Pedro told his mother, “I can make other friends, but a grandfather is special.” (122 words)

Unprompted Memories

Please retell the story.

- _____ Pedro looked out the window
- _____ he saw new people had moved next door
- _____ he hoped they had someone his age
- _____ he wanted to make friends
- _____ his mother was going to take food over to them
- _____ Pedro was going to go with her
- _____ the new family did not have anyone his age
- _____ they only had a baby girl
- _____ a grandfather lived with them
- _____ he asked Pedro if they could go fishing together
- _____ he would teach Pedro how to make lures
- _____ he would help Pedro catch more fish
- _____ Pedro told his mother he could make friends anytime
- _____ a grandfather was special

Comprehension Questions

- _____ What did Pedro see from his window? (A new family moving in)
- _____ What did Pedro hope would happen? (the new family would have someone his age or someone he could be friends with)
- _____ What did his mother say she would do? (take the new family food)
- _____ Did the new family have anyone Pedro’s age? (no, they had a baby girl)
- _____ Who lived with the family? (a grandfather)
- _____ What did he ask Pedro? (if he knew any place to fish)
- _____ What did he tell Pedro he would teach him to do? (make lures to catch bigger fish)
- _____ What did Pedro tell his mother? (that he could make friends anytime or that a grandfather was special)

Interpretive question: What did Pedro mean by telling his mother, “A grandfather is special”?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (3EB)

Assessing and Activating Background Knowledge

Here is a story about a girl named Lee and how she hurt herself. What is it like to have an accident and hurt yourself?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about the accident that Lee had and what was done to help her.

LEE’S SCRAPED KNEE

It was right after school when Lee fell down and hurt her knee. Her knee was scraped and bleeding, and it hurt!

She ran to see Mrs. Gordon, who was her teacher. She showed Mrs. Gordon her scraped and bleeding knee and asked, “Can you fix it?” Mrs. Gordon looked at it and said, “I don’t think it is too bad, but I think we should wash it before we bandage it. Don’t you?”

Lee nodded and asked her, “Will it hurt?” Mrs. Gordon smiled and said, “It might, but we don’t want it to get infected.” Lee nodded bravely and put her knee up to be cleaned and bandaged.

When her knee was fixed, she said, “Thank you” and ran outside where she showed everyone her knee and the bandage. (131 words)

Unprompted Memories

Please retell the story.

- _____ Lee scraped knee
- _____ after school
- _____ bleeding and hurt
- _____ went to see teacher and showed knee
- _____ asked her to fix it
- _____ teacher looked and said wash it first
- _____ Lee was afraid it would hurt
- _____ teacher/Mrs. Gordon said it might a little
- _____ she bravely had it washed and bandaged
- _____ said thank you and went back outside
- _____ showed everyone her knee and bandage

Comprehension Questions

- _____ What happened to Lee? (scraped her knee)
- _____ When did she hurt herself? (after school)
- _____ Where did Lee go after she cut her hand? (to find her teacher)
- _____ What did the teacher say? (that they should wash it)
- _____ What did Lee ask? (if it would hurt)
- _____ What did the teacher say after Lee asked if it would hurt? (it might hurt a little but don’t want an infection)
- _____ What did Lee do after being told it might hurt? (bravely put up her knee to be cleaned and bandaged)
- _____ What did Lee show her friends? (her knee and bandage)

Interpretive question: Why didn’t Lee want to tell Mrs. Gordon she was afraid to have her knee washed?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (3SA)

Assessing and Activating Background Knowledge

Here is a passage about ants. What do you know about ants?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn about keeping ants away from food.*

ANTS

There are more than 10,000 different kinds of ants in the world. They come in different sizes and colors. Some ants are black, and others are red. Some are big, and others are very small. Ants can be fun to watch as they work together to gather food.

Ants can also cause problems. Most people want to keep ants out of their homes and away from their food. Some people buy ant spray to keep them away. However, spraying ant spray near food can cause problems. No one wants ant spray on his or her food. Instead of chemicals like ant spray, some people use natural herbs and spices. Black pepper is a spice that keeps ants away from food. Other people use an herb called bay leaves. These also keep ants away from food. (135 words)

Unprompted Memories

Please retell the story.

- _____ many different kinds of ants
- _____ different colors and sizes
- _____ colors of black and red
- _____ big ants and small ants
- _____ ants work together
- _____ ants gather food
- _____ watching them can be fun
- _____ ants can cause problems
- _____ buy ant spray
- _____ problems with ant spray
- _____ use natural herbs and spices
- _____ black pepper and bay leaves

Comprehension Questions

- _____ How many different kinds of ants are there in the world? (10,000)
- _____ What can you tell me about the ants' colors? (a variety of colors—red and black)
- _____ What can you tell me about ants' sizes? (a variety of sizes—big and small)
- _____ Why do some people like to watch ants? (fun to watch them work together to gather food)
- _____ How do some people keep ants away? (ant spray)
- _____ What is the problem with ant spray? (chemicals get on the food)
- _____ What spice do some people use to keep ants away? (black pepper)
- _____ What is an herb that people use to keep ants away? (bay leaves)

Interpretive question: *Why do some people like to use herbs and spices instead of chemicals to keep ants away?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (3SB)

Assessing and Activating Background Knowledge

Here is a story about a lucky wrong number. What usually happens if you dial the wrong number on the telephone?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn what happened as a result of a wrong number.

THE LUCKY WRONG NUMBER

Sue and Bill were eating dinner when the telephone rang. Bill said, "I'll get it." A man asked if the washer could be delivered in the morning.

Bill said, "We did not order a washer."

The man said, "Is this the home of Pete Johnson?"

"No," Bill said, "but wait; Pete Johnson is our uncle's name, and we haven't seen him in a long time.

What address do you have for him?"

The caller said, "201 Second Street."

Bill and Sue went to the address of Pete Johnson. He was their uncle. They were happy to see each other.

Later Sue said, "Buying that washer was lucky."

Uncle Pete laughed, "I didn't buy a washer; I bought a TV. We just had a lucky wrong number." (126 words)

Unprompted Memories

Please retell the story.

- _____ Bill and Sue eating dinner
- _____ phone rang
- _____ asked about delivering washer
- _____ we did not buy washer
- _____ is this Pete Johnson's home
- _____ no, but that is uncle's name
- _____ haven't seen him for long time
- _____ asked for address and went there
- _____ he was uncle; glad to see one another
- _____ buying washer good luck
- _____ didn't buy washer, bought TV
- _____ lucky wrong number

Comprehension Questions

- _____ What were Bill and Sue doing at the beginning of the story? (eating dinner)
- _____ What did the caller want? (see if washer could be delivered)
- _____ Why was this a confusing situation? (they didn't order a new washer)
- _____ Where was the washer supposed to go? (Pete Johnson)
- _____ Who was Pete Johnson? (their uncle)
- _____ What did Bill and Sue ask the caller for? (the address of Pete Johnson)
- _____ Where did Bill and Sue go then? (Pete Johnson's address or home)
- _____ Why were they happy to see one another? (hadn't seen each other in long time)

Interpretive question: How did the situation in the story help get relatives together?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (4EA)

Assessing and Activating Background Knowledge

Here is a story about a young girl who liked to draw pictures. What do you know about drawing pictures?

_____ Adequate _____ Inadequate

Motivating Statement Read the story and learn about Isabel and why she drew pictures.

DRAWING PICTURES

Isabel fell and broke her leg. The doctor told her that it was a bad break and she would have to stay inside until her leg healed. While Isabel missed playing outside with her friends, she was not bored because she liked to draw. Isabel would draw all kinds of pictures. She drew pictures of her pet cat and dog. But, her favorite things to draw were flowers. She loved flowers. Isabel's friends asked if she was bored at home. Isabel said, "No, because I can sit in a chair and draw."

Her mother would go to the store and bring her paper to draw on. Isabel would sit down and start to draw a picture. Sometimes she drew with a regular pencil; other times she used a charcoal pencil. Then, occasionally when she wanted to do something else, Isabel would text her friends telling them what she was drawing and ask them for new ideas. Her friends would text her back and ask her to save her drawings. (169 words)

Unprompted Memories

Please retell the story.

- _____ Isabel fell and broke her leg
- _____ a doctor told her she had to stay inside
- _____ she had to stay inside until it healed
- _____ she missed her friends but was not bored
- _____ she drew all kinds of pictures
- _____ she drew pictures of her pet cat and dog
- _____ favorite things to draw were flowers
- _____ friends asked her if she was bored
- _____ she told them no because she could draw
- _____ mother went to store and bought paper to draw on
- _____ sometimes drew with a pencil, sometimes with a charcoal pencil
- _____ when bored she would text her friends
- _____ ask them for ideas on what to draw
- _____ friends asked her to save her drawings

Comprehension Questions

- _____ What happened to Isabel? (fell and broke her leg)
- _____ What did the doctor tell her? (it was a bad break or she had to stay inside)
- _____ What did Isabel miss? (playing outside with her friends)
- _____ What did she do so she was not bored? (draw pictures)
- _____ What kinds of pictures did she draw? (all kinds or her pets or flowers)
- _____ What would Isabel's mother do? (go to the store and buy her paper to draw on)
- _____ When she was bored what would Isabel do? (text her friends)
- _____ What did Isabel's friends ask her to do? (save her drawings)

Interpretive question: Why did Isabel sometimes draw with a charcoal pencil?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (4EB)

Assessing and Activating Background Knowledge

Here is a passage about astronauts and a space station. Do you know what astronauts are?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn about astronauts and the space station.*

EXPLORERS IN SPACE

Astronauts are men and women who work in space far from the Earth. Rockets take them into outer space where they stay at the space station. The United States and other countries are still building the space station. It has taken a long time to build because everything has to be carried into space on rockets. Then astronauts have to construct it in outer space. The station is now as big as a football field. It is still growing as more room is added to it. Ten or more people can stay there. Soon more people will be able to stay there.

Outside of the station, the astronauts have to wear special suits because there is no air to breathe in space. But inside the space station people can breathe because there is air. People stay at the station and do experiments. Some of these experiments show how plants grow and act in space. Staying at the space station can be fun. It can also be dangerous. (167 words)

Unprompted Memories

Please retell the story.

- _____ astronauts are men and women who work in space
- _____ work in space far from the Earth
- _____ rockets take them into outer space
- _____ stay at the space station
- _____ United States and other countries are building it
- _____ everything must be sent by rockets
- _____ astronauts construct it in outer space
- _____ it is now as big as a football field
- _____ it is still growing and getting larger
- _____ ten or more people can live there
- _____ it has air so people can breathe
- _____ outside wear suits because no atmosphere
- _____ people stay at station and do experiments
- _____ experiments on how things act in space
- _____ staying at space station can be fun
- _____ staying at the space station can also be dangerous

Interpretive question: *How can working as an astronaut be dangerous?*

Acceptable answer: _____ Yes _____ No

Comprehension Questions

- _____ *What are astronauts?* (men and women who work in space)
- _____ *Where do they stay?* (at the space station)
- _____ *Who built the space station?* (the United States and other countries)
- _____ *Why has it taken so long to build it?* (everything is carried up by rockets, astronauts construct it)
- _____ *How big is it now?* (the size of a football field)
- _____ *How many people can stay there?* (10 or more people can stay there)
- _____ *Why do people have to wear special suits outside of the space station?* (no atmosphere to breathe)
- _____ *What do people staying on the space station do?* (experiments)

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (4SA)

Assessing and Activating Background Knowledge

Here is a story about a boy named Juan and how he used the Internet to find something for his grandfather. What is the Internet?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn about what Juan did to help his grandfather.*

GOOGLE IT

Juan and his grandfather were repairing an old engine. His grandpa said, "This part is broken, and we need a replacement. I hope we can find one because they stopped making this machine." His grandpa then said, "Let's call the hardware store and see if they can help us."

Juan asked, "Why don't we Google it?" Laughing, his grandfather said, "Juan, I don't own a computer. So I don't Google."

The man at the hardware store told them, "Sorry, that engine was discontinued, and no one makes that part anymore."

That night, Juan went online and searched the Internet. Later that evening, he called his grandfather and told him, "Guess what? I searched the Internet, and a man in Michigan sells parts for your engine. I emailed him, and he replied that he has your part. Here is his phone number."

Juan's grandpa laughed and said, "I think you taught me something today. Maybe it is time for me to buy a computer and learn how to search and Google." (170 words)

Unprompted Memories

Please retell the story.

- _____ Juan and his grandfather repairing
- _____ an old engine
- _____ a part was broken
- _____ they stopped making the machine
- _____ Juan said to search the Internet
- _____ grandfather said he didn't own a computer
- _____ called the hardware store
- _____ hardware man said they couldn't get the part
- _____ that night Juan searched the Internet
- _____ found someone who had part in Michigan
- _____ gave his grandfather the phone number
- _____ Juan taught his grandfather something
- _____ grandfather said that maybe he should buy a computer

Comprehension Questions

- _____ *What were Juan and his grandfather doing?* (fixing an old engine)
- _____ *What was wrong with it?* (broken part)
- _____ *What did Juan want to do to find the part?* (look on the Internet)
- _____ *What did his grandfather say?* (he doesn't have a computer or call the hardware store)
- _____ *What did the man at the hardware store say?* (the machine was discontinued or he couldn't get the part)
- _____ *What did Juan do that night?* (look on the Internet)
- _____ *What did Juan find?* (a man in Michigan sold parts for the engine)
- _____ *What did the grandfather say?* (that Juan had taught him something or that maybe he needed to learn to Google)

Interpretive question: *Why did the grandfather say that Juan had taught him something?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (4SB)

Assessing and Activating Background Knowledge

Here is a story about Alaska. What do you know about Alaska?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about the purchase of Alaska and what that state is like.

LAND OF MANY RICHES

In 1869, American Secretary of State William Seward did something that many people thought was foolish. He bought a huge piece of land called Alaska. He bought Alaska for only two cents an acre from a country called Russia. But many people thought the purchase was a waste of money. To them, Alaska was just a useless land of rocks, snow, and ice.

However, the following years have proved these people wrong. What was found in Alaska has made the purchase worthwhile. Much of the land in Alaska is covered by forests. The trees are cut and sold to all parts of the world. Oil has been found in Alaska.

The sea around Alaska is full of fish. Codfish, herring, crabs, and shrimp live there. They are caught and sold to the rest of the United States and the world. Alaska has been worth much more than it cost because much has been found there. (155 words)

Unprompted Memories

Please retell the story.

- _____ in 1869, Secretary of State Seward
- _____ did something people thought was foolish
- _____ bought the land called Alaska
- _____ for two cents an acre from Russia
- _____ people thought it was a waste of money
- _____ Alaska useless land of ice, snow, and rock
- _____ time proved them wrong
- _____ purchase was worthwhile
- _____ trees cover land
- _____ they are cut and sold around the world
- _____ oil was found in Alaska
- _____ surrounding sea full of fish
- _____ among these are codfish, herring, crabs, and shrimp
- _____ caught and sold all over world
- _____ Alaska worth more than its cost

Interpretive question: *Why is it important for a country to have different kinds of riches (or natural resources)?*

Acceptable answer: _____ Yes _____ No

Comprehension Questions

- _____ Who purchased Alaska? (Secretary of State Seward)
- _____ What did many people think of the purchase? (very foolish)
- _____ How much did Alaska cost? (two cents an acre)
- _____ From what country was Alaska purchased? (Russia)
- _____ Why did people say Alaska was useless? (covered with snow, rocks, and ice)
- _____ What do they do with the trees? (cut and sell all over United States and world)
- _____ What do they do with the fish? (sell them all over the world)
- _____ Why was Alaska worth more than its price? (all that was found or trees, oil, fish)

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

Excerpt from "Land of Many Riches." *Full Circle*. C.B. Smith & R. Wardhaugh (1980). Page 138. ISBN 0-02-128730-9. Used by permission of McGraw Hill.

GRADED PASSAGE (5EA)

Assessing and Activating Background Knowledge

Here is a passage about someone going to babysit. What do you know about babysitting?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story and learn about someone having to babysit his nephew.*

BABYSITTING

When Mike returned to his apartment late Friday night, he found a note on the table. “Mike, your sister called to ask if you would babysit Billy tomorrow afternoon.” Mike groaned, “Babysit!” He thought, “That kid isn’t a baby; he’s a gorilla.” His nephew, Billy, was 10 years old and very active. In fact, Billy had the energy of a half dozen kids his age. Mike thought about his experiences with his nephew and groaned again as he reflected back on them. There was the time when he tore his good pair of dress pants rescuing Billy, who got himself stuck in a barrel. Then there was the time that his hand got cut when he was too late to save the dishes that Billy had stacked high on the edge of the sink.

“Well, I guess I have to help my sister. She is family, and she isn't going to have any success unloading that pack of trouble on anyone else.” He then added, “Besides, he reminds me of someone I knew at that age—me!” (187 words)

Unprompted Memories

Please retell the story.

- _____ Mike came home to his apartment and found a note
- _____ note was sitting on the table
- _____ his sister had called
- _____ she wanted him to babysit his nephew Billy the next afternoon
- _____ Mike was not happy about that
- _____ Billy wasn’t a baby, he was a gorilla
- _____ Billy was very active and full of energy
- _____ Mike’s experiences with Billy
- _____ tore his pants getting him out of a barrel
- _____ cut his hand saving dishes
- _____ decided to help his sister
- _____ she was family
- _____ didn’t think she could find anyone else
- _____ Billy reminded Mike of himself

Interpretive question: *What did Mike mean when he said Billy was a gorilla?*

Acceptable answer: _____ Yes _____ No

Comprehension Questions

- _____ *What did Mike find when he returned to his apartment on Friday night?* (a note on the table)
- _____ *What did the note say?* (his sister wanted him to babysit his nephew the next day)
- _____ *How did Mike feel about that?* (he didn’t want to at first)
- _____ *What was Billy like?* (active and full of energy)
- _____ *What was one thing that happened before when Mike babysat Billy?* (tore his trousers)
- _____ *How did Mike cut his hand?* (saving dishes Billy had piled too high)
- _____ *Why did Mike decide to babysit for his sister?* (she was family and couldn’t find anyone else)
- _____ *Who did Billy remind Mike of?* (himself when he was young)

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (5EB)

Assessing and Activating Background Knowledge

Here is a passage about a famous automobile. What were the first cars like?

_____ Adequate _____ Inadequate

Motivating Statement Read the passage and learn about Henry Ford and the Model T automobile.

A FAMOUS AUTOMOBILE

Who built the first automobile? No one is really sure who it was. We do know that by 1900, different people were building automobiles. These autos were very expensive and only a few people could buy them. Today, almost every family owns a car. What caused this change? One man, Henry Ford of Detroit, Michigan, was responsible for making this change happen.

His Ford Motor Company made the Model T Ford between the years of 1908 and 1928. The Model T has been called the most important car of the 20th century. This was because it was the first car that most people could afford to buy. And many people did buy it. The color of the Model T was black, and it had three doors. It could reach speeds of up to 40 miles an hour.

Other companies started making cars to compete with the Model T. New car styles and colors appeared. Today's automobiles come in all shapes, colors, and sizes. All of today's cars can also travel much faster than the Model T could travel. (175 words)

Unprompted Memories

Please retell the story.

- _____ no one knows who built the first automobile
- _____ by 1900, different people were building them
- _____ these cars were very expensive
- _____ today almost every family owns a car
- _____ Henry Ford of Detroit changed that
- _____ Ford Motor Company made Model T Ford
- _____ most important car of 20th century
- _____ people could afford it and bought it
- _____ made between 1908 and 1928
- _____ black and had three doors
- _____ goes up to 40 mph
- _____ other cars competed with Model T Ford
- _____ today cars come in many colors and styles
- _____ today's cars can travel faster than the Model T

Comprehension Questions

- _____ Who built the first automobile? (no one really knows)
- _____ In 1900 why didn't many people own cars? (too expensive)
- _____ Who was Henry Ford? (man responsible for many people being able to buy cars)
- _____ What car did his Ford Motor Company build? (Model T Ford)
- _____ What was special about the Model T Ford? (first car people could afford to buy)
- _____ During what years did they build the Model T? (1908 through 1928)
- _____ How fast would it travel? (40 miles per hour)
- _____ What do today's automobiles come in? (all different shapes, colors, sizes)

Interpretive question: Why was the Model T such a famous automobile?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (5SA)

Assessing and Activating Background Knowledge

Here is a passage about Bambi and deer. What do you know about Bambi? What do you know about deer?

_____ Adequate _____ Inadequate

Motivating Statement Read the passage and learn about how deer can be a problem.

BAMBI'S MOTHER AND HUNTING

Bambi is a children's story that was made into a Walt Disney movie. In the story, Bambi is a baby deer who plays with other baby forest animals. When Bambi is almost grown, a hunter shoots Bambi's mother, and Bambi goes to live with his father.

In real life, deer have caused many car crashes when they try to cross a road. This is especially true at night when drivers cannot see as well. People have been hurt and some have died because of these car crashes. If too many deer live in an area, it can cause problems. Besides causing car crashes, deer can also cause property damage. They eat people's plants and gardens. Having too many deer in an area is not good for either people or the deer. Too many deer is one reason states allow hunters to get a license to shoot deer.

People who like deer do not want hunters to shoot them. They say, "This is like shooting Bambi's mother." Others say, "Bambi's mother could get killed on the highway." No one seems to have an answer to this problem. (186 words)

Unprompted Memories

Please retell the story.

- _____ Bambi is a children's story
- _____ Bambi is a deer
- _____ Bambi plays with other animals
- _____ a hunter shoots Bambi's mother
- _____ Bambi goes to live with his father
- _____ in real life deer cause problems
- _____ deer cause car crashes and property damage
- _____ hunting helps control the number of deer
- _____ hunters get a license to shoot deer
- _____ some people do not want hunters to shoot deer
- _____ some people say that shooting deer is like shooting Bambi's mother
- _____ others say she could be killed on the highway
- _____ no one has an answer to this problem

Comprehension Questions

- _____ Who was Bambi? (a deer or children's story)
- _____ What happened to Bambi? (his mother was shot or went to live with his father)
- _____ In real life what do deer do? (cause car crashes or property damage)
- _____ How do deer cause car crashes? (crossing the road)
- _____ What else can deer do? (eat people's plants and gardens)
- _____ Why do some states have hunting licenses for deer? (there are too many deer)
- _____ What do some people say hunting deer is like? (shooting Bambi's mother)
- _____ What do other people say might happen to deer? (killed crossing the highway)

Interpretive question: What other reason besides having too many deer do states allow hunters to get a hunting license?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (5SB)

Assessing and Activating Background Knowledge

Here is a story about a man who needs glasses. Why is it so important to wear glasses if needed?

_____ Adequate _____ Inadequate

Motivating Statement Read the story to learn about what happened to Carlos and the effect of eyeglasses on reading.

NOT IN THE MOOD TO READ

Have you ever heard someone say, “I used to like to read, but now I am not interested in reading?” Carlos used to say that. Then one day he found that he could not read the small print on a medicine bottle. Carlos had his eyes tested, and he was told he needed glasses. The day Carlos put them on, he stopped at a paperback bookstore and bought a sports magazine, a paperback mystery, and a newspaper. Carlos’s eyes had never hurt, so he hadn’t thought about needing glasses. It seemed good to be reading again. Carlos had forgotten how much he enjoyed reading.

There are many people, both children and adults, who believe they don’t feel like reading or doing close work. Their vision is poor, but they do not know that they are having problems with their sight. However, there are others who know they should wear glasses but don’t want to wear them. They think glasses may not be attractive. This is not necessarily true. Glasses now have such nice-looking frames that some people wear them who don’t need them! In fact, the lenses in their glasses are just plain window glass. (196 words)

Unprompted Memories

Please retell the story.

- _____ some people not interested in reading
- _____ Carlos used to say that
- _____ could not read medicine bottle
- _____ eyes tested and needed glasses
- _____ stopped at store and bought magazine and books
- _____ some people believe they don’t like reading
- _____ reason is vision is poor
- _____ others have glasses but don’t wear them
- _____ glasses now are attractive
- _____ some people wear them who do not need glasses
- _____ lenses are just plain glass

Comprehension Questions

- _____ What do some people say about reading? (they used to like to read but don’t read anymore)
- _____ What happened to Carlos one day? (he couldn’t read the label on a medicine bottle)
- _____ What was Carlos told he needed? (glasses)
- _____ After he got his glasses, what did Carlos buy? (a paperback mystery, a sports magazine, and a newspaper)
- _____ Why did Carlos think that nothing was wrong with his eyes? (his eyes didn’t hurt him)
- _____ Why do some people probably not like to read? (they have problems with their eyes)
- _____ Why do some people dislike glasses? (they think they are unattractive)
- _____ Why do some people have window glasses instead of lenses? (they like the looks of glasses but don’t need to wear them)

Interpretive question: Why is reading a hobby enjoyed by people with good eyesight?

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (6EA)

Assessing and Activating Background Knowledge

If people are in danger, why should the fire department or police rescue them?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn about why some people should pay for their own rescues.*

DARE DEVIL RESCUE: WHO SHOULD PAY?

Anyone in danger should be rescued. Some rescues, however, can be very expensive. Rescues involving boats, helicopters, or airplanes could cost thousands of dollars. Who should pay for this cost? This is a question that people are asking. Some say if people have intentionally put themselves in danger by being negligent, they should pay part or all of the rescue costs.

The general feeling is that in some cases people should not have to pay. For instance, when sudden dangerous weather conditions arise, tax money should be used to pay the costs of rescue. However, should people pay for their own rescue when they ignore laws or posted signs? For instance, warning signs have been posted in national parks telling hikers that they could be responsible for rescue costs if they leave the marked trail.

Some dare devils have put themselves in dangerous situations because they wanted the publicity. This publicity will earn them money and fame. Other people simply seek thrills or excitement. Should these people pay the price of their rescue? Several articles have been published about this issue. Opinions are divided. (184 words)

Comprehension Questions

- _____ *When are rescues expensive?* (when they involve using helicopters, boats, or planes)
- _____ *Who normally pays for rescue operations?* (tax money)
- _____ *What question are some people discussing?* (whether people should have to pay for some rescues)
- _____ *When should people have to pay for their own rescue?* (when they are negligent)
- _____ *What do warning signs posted in national parks tell hikers?* (they will be responsible if they leave the marked trail)
- _____ *What is the general feeling of when taxes should be used to pay for rescues?* (when sudden dangerous weather comes)
- _____ *Why do some people want to do something dangerous so they can be rescued?* (publicity/fame or money)
- _____ *What is the opinion of the articles that have been written about who should pay for rescues?* (opinions differ)

Interpretive question: *Why do some people think that dare devils should not have to pay for their own rescues?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (6EB)

Assessing and Activating Background Knowledge

Here is a passage about backpacks. What do you think students do with backpacks?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn about backpacks and keeping them organized.*

ORGANIZED BACKPACKS

Many students carry backpacks to school. The size and color of these backpacks can vary greatly. What is inside of these backpacks can also vary. Some students' backpacks are neat and others are not. Books, papers, notebooks, food, electronics, and shirts may be jammed in the bag. Some students hardly ever empty their backpacks. As a result, they are very heavy and can lead to back problems. A cartoon was printed that showed a school hallway with students bending under heavy packs. Next to the counselor's office was a chiropractor's office!

Another bad outcome of not sorting a backpack involves forgotten snacks and lunches that spoil. Food may drift to the bottom of the pack. Yuck! Homework assignments and papers can disappear in the clutter. One way to organize a backpack is to keep papers and notebooks in one sack and food in another sack.

Another way to keep backpacks organized is to dump out all the contents once a week and discard what isn't needed. This can help keep backpacks organized and lighter to carry. Being organized can feel good. (181 words)

Comprehension Questions

- _____ *What do many students carry in school?* (backpacks)
- _____ *What are some of the things students jam in backpacks?* (books, papers, notebooks)
- _____ *Why can some backpacks lead to back problems?* (too heavy or they never empty them)
- _____ *What did the cartoon show?* (students bent over or a chiropractor's office)
- _____ *What happens when food drifts to the bottom of a backpack?* (yuck)
- _____ *What can disappear in the clutter?* (homework assignments and papers)
- _____ *What is one way to organize backpacks?* (keep contents organized in separate sacks)
- _____ *How often should you empty your backpack and discard what isn't needed?* (once a week)

Interpretive question: *Why is a chiropractor's office shown next to the school counselor's office?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (6SA)

Assessing and Activating Background Knowledge

Here is a passage about volcanoes. Tell me what you know about volcanoes.

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn about volcanoes and how they are created.*

VOLCANOES

Have you seen pictures of a volcano erupting? Volcanoes can be awesome sights as they spew gas, rocks, and lava into the air. Eruptions are acts of nature and caused by powerful forces within the Earth. Deep inside the Earth it is hot enough to melt rock. The melted rock mixes with gases and rises toward the Earth's surface and explodes where the Earth's crust is the weakest.

When the melted rock erupts, it can be very molten or it can be sticky with rock fragments that are not melted. These large rock fragments are called bombs and are spit out during the eruption. Bombs can travel in the air for miles before crashing to the Earth. During an eruption, gas is vented along with the molten rock. This gas is mostly steam; but it also contains dust, so it looks like smoke coming from the volcano's mouth.

The melted rock, or lava, flows out of the hole in the Earth caused by the eruption. Lava can flow like water until it cools down and becomes rock again. There are places on the Earth where cooled lava forms a bed of rocks stretching for miles. (198 words)

Comprehension Questions

- _____ *Where does a volcano begin?* (deep in the Earth)
- _____ *What is it like deep in the Earth?* (hot enough to melt rocks)
- _____ *What does the melted rock mix with?* (steam)
- _____ *Where does the melted rock erupt?* (at the weakest point in the Earth's crust)
- _____ *Why is the gas that is erupted the color of smoke?* (contains volcanic dust)
- _____ *What happens when the molten rock is sticky?* (rock fragments thrown off in explosion)
- _____ *What are those rock fragments called?* (bombs)
- _____ *What is lava like when it first comes out of the ground?* (flows like water)

Interpretive question: *Why can volcanoes be dangerous?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (6SB)

Assessing and Activating Background Knowledge

Here is a story about driver's license requirements. Why is it necessary to have a license to drive?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn more about license requirements and important information about driving.*

DRIVER'S LICENSES

States vary in their requirements for a driver's license. Some will give a license to persons sixteen years of age, while others will not. Usually the consent of a parent or guardian is needed if an applicant is under eighteen.

Generally, people need to fulfill three important requirements to get a driver's license. Drivers have to prove skills in driving a vehicle and knowledge of rules and safety procedures. They also have to be physically capable of safe driving. For example, people who are nearsighted are often issued restricted licenses. This means that they must wear glasses or contact lenses when they drive.

Responsible people drive carefully to avoid hurting others or themselves. Most of us realize that having a driver's license suspended or revoked can be very inconvenient. This is especially true when driving is needed for daily commuting to work.

Some states have a system of points. This means that for every rule the driver does not obey, points are held against him or her. If a driver has too many points in a particular period, the license to drive will be suspended. The system seems to work because people don't want to lose their driving privileges. (199 words)

Comprehension Questions

- _____ *How old do you have to be in some states to get a driver's license?* (16 in some states)
- _____ *Whose consent is sometimes needed if the applicant is under eighteen?* (parent or guardian)
- _____ *What are the three requirements necessary to obtain a driver's license?* (skill in driving, knowledge of rules, physically able to drive)
- _____ *What is a restricted license?* (for those who must wear glasses and so on)
- _____ *Explain the point system used in some states.* (points are counted against your license for breaking rules)
- _____ *What can happen if you get too many points?* (your license may be suspended or taken away)
- _____ *Why is the system helpful?* (keeps people thinking about their responsibility behind the wheel—people don't want to lose their license)
- _____ *Why is having your driver's license revoked an inconvenience?* (can't do the normal things that you would do with a license)

Interpretive question: *Why is it important to have only responsible people driving cars?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (7EA)

Assessing and Activating Background Knowledge

Do you know who Abraham Lincoln was and why he was famous?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage to learn about some of the stories told about Abraham Lincoln.*

STORIES ABOUT ABRAHAM LINCOLN

Abraham Lincoln was the sixteenth president of the United States. Many stories about him exist, some of which are true. One of these stories is that he was born in a log cabin and attended school for only one year. Despite that, he taught himself both to read and do mathematics. Another story is that he remembered almost everything he read. He especially liked humorous stories. He asked people to lend him books. He would read these books and remember what he had read years later. As president, he would entertain people by using different voices to retell stories that he had read long ago.

However, historians have learned that some widely told stories are not true. For example, Lincoln did not write the Gettysburg Address on the back of an envelope while on his way to deliver the speech. Several drafts of this famous speech have been found, including a draft written in Lincoln's own hand on executive stationery. People may want to believe that this great speech was conceived and dashed off in a moment of inspiration just before he gave the speech. However, the truth is that it appears to have been the result of a great deal of rewriting. (203 words)

Comprehension Questions

- _____ *Who was Abraham Lincoln?* (16th president)
- _____ *Where was he born?* (in a log cabin)
- _____ *Who taught him to read?* (he taught himself)
- _____ *What kind of stories did he like?* (humorous or funny)
- _____ *As president, what did he do?* (retell stories changing his voice)
- _____ *What was the name of a famous speech he gave?* (Gettysburg Address)
- _____ *What story have historians found to not be true?* (that the address was written on back of envelope on way to give it)
- _____ *What do people want to believe?* (Lincoln dashed off this famous speech)

Interpretive question: *Why might people want to believe that Lincoln wrote the Gettysburg Address in a hurry?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (7EB)

Assessing and Activating Background Knowledge

Here is a story about dinosaurs. How do people learn about dinosaurs?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn what scientists discovered about dinosaurs.*

QUESTIONS ABOUT DINOSAURS

Did dinosaurs take care of their young? We know that dinosaurs laid eggs. Ducks lay eggs, and they raise their young ducklings. But turtles lay eggs and, when the eggs hatch, the young turtles are on their own. When we think about birds, snakes, alligators, and other creatures that lay eggs, we can see that some care for their young and others do not.

Since the first dinosaur fossils were discovered, scientists have been curious about how they lived. The question about dinosaurs was answered when scientists found dinosaur footprints with the large prints on the outer circle and very small footprints on the inside. This discovery meant that the adult dinosaurs were protecting the young ones. If you have seen reports on elephants, you probably know that this is exactly what adult elephants do. They form a circle with each elephant in the herd facing outward so they can see lions or other animals approaching them. The tiny young elephants are safe inside the circle.

Scientists continue to ask questions, look for clues, and try to interpret what they find. Because dinosaurs were very different from each other in size, eating habits, and other ways, we don't know if all dinosaurs raised their young. Many questions have been answered about dinosaurs, but more questions remain. (216 words)

Comprehension Questions

- _____ *What question did scientists have about dinosaurs?* (Did they take care of their young?)
- _____ *Did dinosaurs lay eggs?* (yes)
- _____ *Do all creatures that lay eggs raise their young?* (no)
- _____ *Which egg layers raise their young?* (ducks)
- _____ *Which egg layers do not raise their young?* (turtles)
- _____ *How did the dinosaur footprints answer the scientists' question?* (the tiny footprints of the young were inside the circle of adult footprints)
- _____ *What animals alive today protect their young inside a circle?* (elephants)
- _____ *Do we know if all dinosaurs cared for their young? Why?* (no, there were different kinds)

Interpretive question: *How do scientists get most of their information about dinosaurs?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (7SA)

Assessing and Activating Background Knowledge

Here is a passage about high-speed trains. What do you know about high-speed trains?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn about high-speed trains in different countries.*

FAST TRAIN TRAVEL

The fastest train in the world was reported in 2010 by China. They developed a train that traveled 310 miles per hour. China is a very large country, and that makes rapid train travel especially useful over long distances. Japan was one of the first countries to develop high-speed trains. Here, too, the size of the country was a factor. Because Japan is a small country with a large population, roads with heavy car and truck traffic would take up too much space. So, Japan created the bullet train.

For several years travel by rail in Europe has been comfortable and convenient. Now several European countries are building high-speed rail links that will cross borders. Tunnels and bridges are being built to make more connections.

The United States has lagged behind other countries in developing fast, convenient rail travel. Instead more attention has been given to travel by air and by car. The United States has one high-speed rail line, the Acela Express, which runs between Washington, D.C., and Boston via New York City. Although the Acela trains are capable of running up to 150 mph (241 km/h), they average around 78 mph. More rail lines need to be built in the United States to have high-speed trains. This is because passenger trains share tracks with freight trains and the tracks are too crowded to allow high-speed trains to run. (235 words)

Comprehension Questions

- _____ *What country claims the fastest train?* (China)
- _____ *Why does high-speed rail traffic work in China?* (because China is a large country)
- _____ *What is another country that developed high-speed rail travel?* (Japan)
- _____ *Why does high-speed rail travel work in Japan?* (highways are crowded)
- _____ *What are several European countries doing?* (building rail links)
- _____ *How is the United States doing compared to China and Europe?* (lagging behind)
- _____ *In the United States, what cities does the one high-speed train run between?* (Washington and Boston)
- _____ *What has to happen in order for the United States to have more high-speed trains?* (more rail lines/tracks without freight trains)

Interpretive question: *In the United States why have we concentrated on air travel and highways?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (7SB)

Assessing and Activating Background Knowledge

Here is a story about getting a job. Why is a job application important in getting a job?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn more about the job application.*

THE JOB APPLICATION

Tina wanted a job in an office. A magazine publishing company had some openings, so Tina went to the personnel department. The receptionist gave her an application form and asked her to go into the next room and complete it. The form was only two pages long, but it had several parts. At the top of the first page, Tina had to write her name, address, and social security number. She was glad that she had put her social security card in her wallet. Next Tina was asked about her record of business experience. That part was easy too, except for the box that said, "Reason for separation." Tina was puzzled, but then she realized they were asking why she had lost her other job. She thought she could explain why she left, but Tina didn't know how she could write the reason in such a tiny box.

The last part of the application asked for names, occupations, and addresses of three references. Tina could not remember the addresses of her references. She didn't know whether to leave that part blank or come back later. Then she had a better idea. Tina used the telephone directory to find the correct addresses. Tina decided that before she applied for any more jobs, she would write down the kind of information needed on applications and take it with her. (227 words)

Comprehension Questions

- _____ *Where did Tina apply for a job?* (at a magazine publishing company)
- _____ *What did the receptionist tell Tina to do?* (go to next room and fill out application form)
- _____ *On the first page, what information did Tina have to know?* (name, address, and social security number)
- _____ *What else was she asked about?* (record of business experience)
- _____ *Why was this a problem?* (first she couldn't understand the question; then she couldn't explain the reason in such a small space)
- _____ *What did the last part of the application ask for?* (three references)
- _____ *How did she find the addresses?* (looked in the phone book)
- _____ *What will she do from now on when she applies for a job?* (write down information needed and take it with her)

Interpretive question: *If a box on a form is too small, what might an applicant do to provide complete information?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (8EA)

Assessing and Activating Background Knowledge*What do you know about rafts?*☐ Adequate ☐ Inadequate**Motivating Statement** *Read the story to learn about a long voyage made on a raft.****KON-TIKI***

In 1947, six men sailed across the Pacific Ocean from Peru to Polynesia on a raft they made. Why would they risk crossing the vast Pacific Ocean on a raft? The story begins years earlier when Thor Heyerdahl, a young archeologist from Norway, went to study how local animals found their way to isolated Pacific island groups. He believed that people from South America had crossed the Pacific Ocean and settled in Polynesia. No one believed that such a voyage was possible. So the six men set out to prove it could be done.

The men made a raft out of the same materials available to the early Peruvians. They named the raft *Kon-Tiki* and set sail from Peru in April 1947. Their only modern equipment was a radio. The wind and current steered the raft over 4,300 miles. They landed in the Tuamotu Islands after 101 days spent crossing the Pacific Ocean. A book and a film were made about the *Kon-Tiki*.

In 2006, another Norwegian team built a raft in Peru. They made the same voyage. The six-member crew included Olav Heyerdahl, grandson of Thor Heyerdahl. The voyage was completed in July 2006. (198 words)

Comprehension Questions

- ☐ *In what year did the Kon-Tiki expedition take place?* (1947)
- ☐ *What did they build the raft from?* (the same materials that the early Peruvians would have used)
- ☐ *How many miles did the trip involve?* (4,300 miles)
- ☐ *Who led the expedition?* (Thor Heyerdahl)
- ☐ *What theory were they trying to prove?* (that the people from Polynesia had originally come from Peru)
- ☐ *What modern equipment did they have with them?* (a radio)
- ☐ *What steered the raft?* (wind and currents)
- ☐ *Where did they land?* (either on Tuamotu Islands or Islands in the Pacific)
- ☐ *What did they make about the Kon-Tiki?* (a book and a film)
- ☐ *What happened in 2006?* (another group/Thor's grandson did the same thing)

Interpretive question: *Why did they only take a radio with them on the Kon-Tiki?*

Acceptable answer: ☐ Yes ☐ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (8EB)

Assessing and Activating Background Knowledge*Why do people use a catalog to shop?*☐ Adequate ☐ Inadequate**Motivating Statement** *Read the story to learn more about mail-order shopping.***A SHOPPING TRIP**

Gene and Kim had been shopping for equipment for their camping trip. For several days they had been going from store to store looking for things they needed. Shopping was taking a lot of time and was very inconvenient. Their neighbor said that he had been shopping by sending for things through a mail-order catalog for years. Gene said that he had heard about mail-order shopping, but he was worried about getting their money back if something was wrong with the purchase. When the neighbor told Gene and Kim that the store offered a refund guarantee, they asked him if they could borrow his catalog.

Kim noticed that people could order merchandise three ways: They could place a telephone order, mail an order form, or use the Internet. Since the nearest store was far away and they did not have a computer, they planned to order by mail.

Gene felt that they had not completely wasted their time by looking through department stores because they could compare the catalog prices with the prices of items they had seen. They were both pleased to find that the measurements of hiking boots were given so that they would be able to tell whether they would fit. (206 words)

Comprehension Questions

- ☐ *What had Kim and Gene been shopping for?* (a camping trip)
- ☐ *Why didn't they like to shop?* (takes a lot of time; inconvenient)
- ☐ *How had their neighbor been doing his shopping?* (through a mail-order catalog)
- ☐ *What is a refund guarantee?* (you can get your money back)
- ☐ *Why was Gene skeptical of using a mail-order catalog?* (he was worried about getting his money back if they weren't satisfied)
- ☐ *What were the three ways that one could order from a catalog?* (Internet, by phone, or by mail)
- ☐ *Which method did Gene and Kim decide to use?* (they ordered by mail)
- ☐ *Why did Gene feel they had not wasted their time?* (they could compare prices to those they had found in the catalog)
- ☐ *What were they pleased to find in the catalog?* (measurements for boots were given)
- ☐ *Why was this important?* (they could tell if the boots would fit)

Interpretive question: *Why is it important to take your time when you shop?*Acceptable answer: ☐ Yes ☐ No**Record reading responses on the appropriate Graded Passages Reading Record Sheet.**

GRADED PASSAGE (8SA)

Assessing and Activating Background Knowledge

Here is a passage about firefighters. What do you think firefighters do?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn about firefighters and ideas on becoming one.*

FIREFIGHTERS

Firefighters are called “first responders” because they are often the first to arrive at an emergency. While they are normally called to put out fires, many other situations require their help. They may be called for medical emergencies, traffic accidents, oil spills, or forest fires.

Firefighters require skills and training. Entry-level workers have a high school diploma and are 18 years old or older. Recruits receive training for several weeks. This training may take place at large fire departments or at community colleges. Recruits study firefighting methods, fire prevention, building codes, first aid, and hazardous materials control. They also learn about using hoses, ladders, chain saws, and fire extinguishers. The training courses vary in length of time. Some training courses at large fire departments meet every day for a month. Others at community colleges meet twice a week for a half a year.

There is much competition for entry-level jobs as firefighters. However, special training can help one find a job. Emergency medical technicians and paramedics are also needed. Some paramedics can earn an average of \$78,000 a year. (181 words)

Comprehension Questions

- _____ *Why are firefighters called first responders?* (first to arrive at an emergency)
- _____ *What situations, other than a fire, may require their help?* (medical emergencies, traffic accidents, oil spills, or forest fires)
- _____ *How old do firefighters have to be?* (18 years or older)
- _____ *How much education must entry-level firefighters have?* (high school diploma)
- _____ *How long will recruit training take?* (several weeks)
- _____ *Where will recruits train?* (at large fire departments or at community colleges)
- _____ *What do recruits study?* (firefighting methods, hoses, and chain saws)
- _____ *What kind of competition is there for becoming a firefighter?* (intense)
- _____ *How long will training courses at community colleges meet for?* (twice a week for half a year)
- _____ *How much money can paramedics be paid a year?* (up to \$78,000)

Interpretive question: *Why do firefighters have to study control of hazardous materials?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (8SB)

Assessing and Activating Background Knowledge

Here is a story about filling out a job application for a factory. What kind of information do you think was asked for?

_____ Adequate _____ Inadequate

Motivating Statement *Read the story to learn about the job application form.*

A NEW JOB

Maria was interested in a job in a canning factory. She did not have much work experience, but her brother had a good job in the factory as a supervisor. Maria remembered that he had not had any experience when he started to work there.

At the personnel office, Maria was given an application form to fill out. There was a section that listed several physical problems such as rheumatism, dermatitis, and back trouble. Maria had not heard of some of the conditions, but she decided that if she didn't know what they were, she didn't have a problem with them.

Next, Maria had to check the times she was willing to work: day shift, second shift, or third shift. Because she was taking a class in adult education in the evening, she decided to check day shift and third shift. Maria hoped for the day shift, but she realized that, as a new employee without seniority, she would probably get the third shift.

Finally, Maria filled in the part of the form that asked about apprentice training. She had just finished a vocational training program that had given her some experience, so she was happy to fill in that part.

When Maria returned the completed form, she was told that she would be notified within two weeks about her employment with the company. (224 words)

Comprehension Questions

- _____ *Where did Maria want to work?* (in a canning factory)
- _____ *Who did she know that worked there?* (her brother)
- _____ *What might hinder Maria in getting the job?* (no experience)
- _____ *What was Maria given at the personnel office?* (an application form)
- _____ *What trouble did Maria have in filling out the form?* (hadn't heard of some of the physical conditions)
- _____ *What times did Maria say she was able to work?* (day and third shift)
- _____ *Why was she restricted in the times she could work?* (she took an adult education class in the evening)
- _____ *What experience did she have to add to her application?* (she had just finished a vocational training program)
- _____ *How long would it be before she was notified about the job?* (within two weeks)
- _____ *What is seniority?* (length of time you have been with a company)

Interpretive question: *Why is it important to be flexible with time when applying for a new job?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (9–10SA)

Assessing and Activating Background Knowledge

This passage is about translating one language into another. What are some problems in translating?

☐ Adequate ☐ Inadequate

Motivating Statement *Read the story to learn more about translating.*

A FAILURE TO COMMUNICATE

When two people speak the same first language, they occasionally misunderstand each other. Imagine the difficulties that interpreters have when they must first understand what the speaker of one language has said and then translate the message into another language.

Translators are challenged when the speaker makes a reference to an event or story character that is not known to listeners from another country. A speaker may refer to someone as a “Cinderella,” meaning that a person was once poor and is now wealthy, but if the listeners do not know the story, the meaning is lost.

Translating quickly, while the first person is speaking, is especially difficult. Yet, simultaneous translation is used today in about 85 percent of all international meetings. Not only are translators working with the United Nations, but they are employed for business, scientific, and educational meetings as well.

Computers are being programmed to translate languages. Although computers have great potential for speedy translations, they have some of the same problems that human translators have. In an early attempt to translate English into Russian, a computer translated “out of sight, out of mind” as “invisible idiot.”

In our global society, we need to work hard to understand each other and keep a sense of humor. (209 words)

Comprehension Questions

- ☐ *What sometimes happens when people speak the same first language?* (misunderstand each other)
- ☐ *What does a translator do?* (take a message from one language and give it to someone in another language)
- ☐ *What kinds of challenges do translators have?* (translating a reference to events or stories unknown to the listeners; translating quickly or simultaneously)
- ☐ *What are computers being programmed to do?* (translate)
- ☐ *What is meant by referring to someone as “Cinderella”?* (someone who was poor and is now wealthy)
- ☐ *What could happen when referring to a story a person does not know?* (meaning is lost)
- ☐ *Where are translators employed?* (United Nations; business, scientific, educational meetings)
- ☐ *What percentage of international meetings use translators?* (85%)
- ☐ *What problem did a computer have in translating?* (gave literal translation for a proverb; “out of sight, out of mind” translated as “invisible idiot”)
- ☐ *What does our global society require?* (work to understand each other and have a sense of humor)

Interpretive question: *Why do people who speak the same language have trouble understanding each other sometimes?*

Acceptable answer: ☐ Yes ☐ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (9–10SB)

Assessing and Activating Background Knowledge

This passage is about a voter drive. Why is a voter drive important before an election?

☐ Adequate ☐ Inadequate

Motivating Statement *Read the story to learn more about how a voter drive helps with registration.*

VOTER DRIVE

Soon after Jim moved to Plainfield, he received a telephone call from a person who asked if he was registered to vote in the coming election. Jim said that he hadn't thought about it. The caller said she was a member of a local organization that was sponsoring a voter drive. She didn't represent any particular political party but only wanted to encourage people to register and to vote.

Since registration terms and procedures differ from one part of the country to another, the people working in the voter drive offered to explain the local procedures and tell people where they could register.

The caller explained that after Jim registered, he would be mailed a sample ballot for each election. The ballot would contain the names of the candidates and the measures to be voted on.

Jim asked some questions and then thanked the caller for giving him information about voter registration.

Frequently people say that they don't bother to vote because one vote is not significant. Jim read that a presidential election, referred to as the Revolution of 1800, resulted in Burr and Jefferson having the same number of votes. Jim appreciated being reminded about voter registration when he recalled that important tie. (204 words)

Comprehension Questions

- ☐ *From whom did Jim receive a phone call?* (a person from a local organization)
- ☐ *Why was she calling?* (she was encouraging people to register and vote)
- ☐ *What did the caller want Jim to do?* (register to vote)
- ☐ *Who did the caller represent?* (local organization/no political party)
- ☐ *What services was she providing?* (explaining the local procedures and telling people where to vote)
- ☐ *After he registers, what will Jim receive in the mail?* (sample ballot)
- ☐ *Why would that information be helpful?* (the ballot would contain the names of candidates and measures to be voted on; one could read and study to know the candidates and issues by the election)
- ☐ *How does voting differ from one part of the country to another?* (procedures and registration forms)
- ☐ *Why did Jim know one vote could be important?* (remembered Burr-Jefferson tie)
- ☐ *What did the Revolution of 1800 refer to?* (presidential election/Burr and Jefferson having same number of votes)

Interpretive question: *Why is it important to inform yourself about the candidates and issues before you vote?*

Acceptable answer: ☐ Yes ☐ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (11–12SA)

Assessing and Activating Background Knowledge

Here is a passage about people being close-minded and not considering other's ideas. What do you know about being close-minded?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn why people need to keep an open mind.*

DO YOU HAVE AN OPEN MIND?

A study conducted at the University of Illinois found that the majority of people do not want to hear ideas that contradict their existing beliefs. This study concluded that approximately 70 percent of people did not seriously consider ideas with which they disagreed, compared to only 30 percent of people who pondered both sides. So, do you spend time only with people who share your beliefs? Do you primarily read materials that reinforce your existing opinions? If so, you are not unique because these are widely occurring human behaviors. Unfortunately, these behaviors could be detrimental since they frequently result in a closed mind that is unwilling to consider potentially meritorious ideas.

Being educated means being open to a range of ideas, some of which might challenge our existing beliefs. When President Obama spoke to graduates at the University of Michigan, he challenged them to expose themselves to divergent views. He said, "If you are a Republican, read *The New York Times*; if you are a Democrat, read *The Wall Street Journal*." He urged those graduates to use their intelligence, which means occasionally leaving one's comfort zone and hearing what others, whom you might not agree with, are saying.

Television shows, radio news programs, and Internet blogs can be very persuasive. Unfortunately in these venues, factual information is often misused as biased people express opinions to an audience that already agrees with them. By getting information from a variety of media sources, a person can become better informed and more thoughtful about important issues. Having an open mind, and knowing as much information as possible, is essential if we are to be intelligent voters.

A common joke is, "Don't confuse me with facts. My mind is made up." (287 words)

(continued)

GRADED PASSAGE (11–12SA) (*continued*)

Comprehension Questions

- ____ *What did the study at the University of Illinois find?* (majority of people do not want to hear new ideas)
- ____ *What percentage of people pondered both sides?* (30 percent)
- ____ *What does being educated mean?* (being open to a range of ideas)
- ____ *Who did President Obama speak to?* (graduates at University of Michigan)
- ____ *What did he tell Republicans to read?* (*The New York Times*)
- ____ *Using intelligence means?* (leaving comfort zone)
- ____ *What happens on some news programs?* (a biased person misuses facts)
- ____ *What happens if you get information from a variety of venues?* (better informed)
- ____ *What do intelligent voters need to have?* (an open mind)
- ____ *What is a common joke?* (don't confuse me with facts)

Interpretive question: *Why do some television shows misrepresent factual information?*

Acceptable answer: ____ Yes ____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

GRADED PASSAGE (11–12SB)

Assessing and Activating Background Knowledge

Here is a passage about weather and climate change. What do you know about climate change?

_____ Adequate _____ Inadequate

Motivating Statement *Read the passage and learn the difference between weather patterns and climate patterns.*

WEATHER AND CLIMATE

When talking about weather, scientists differentiate between weather patterns and climate. Weather patterns refer to yearly patterns. Climate refers to long-term trends in the weather. In order to understand the debate on climate warming, a person must understand the difference between weather and climate. Many scientists believe that man-made pollutants are causing the climate of the Earth to become warmer.

The theory that a build-up of heat-trapping pollutants in the atmosphere is warming the Earth recently received support. The United States National Oceanic and Atmospheric Administration's 2008 data indicated that there has been a steady increase in temperature since the 1880s. In addition, the eight warmest years on record since reliable record keeping began more than a century ago have occurred since 2001. The warmest year was in 2005. The next year, 2006, the temperature decreased. However, the following two years saw an increase in the average temperature across the United States.

Scientists from Great Britain also support the idea that a temperature change is occurring in the climate. The head of climate science at the British Meteorological Office noted differences in weather and climate patterns. She reported that the overall climate pattern is one of record highs since the 1980s. She also noted that 2006 was a cold year where the average temperature fell almost 10 degrees. This temperature change, however, was caused by natural fluctuations, which is a weather pattern.

While all scientists will not endorse the notion that man-made pollutants are causing the climate to change, there is widespread agreement that overall the Earth is getting warmer. Scientists from many countries are investigating weather and climate patterns to try and have a clear idea why the Earth's temperature is increasing. (288 words)

(continued)

GRADED PASSAGE (11–12SB) (*continued*)

Comprehension Questions

- _____ *What do scientists differentiate between?* (weather patterns and climate)
- _____ *What is the difference between weather patterns and climate?* (weather yearly and climate long term)
- _____ *What do many scientists believe is causing the Earth's climate to become warmer?* (man-made pollutants)
- _____ *What did the United States National Oceanic and Atmospheric Administration's 2008 data indicate?*
(steady increase in temperature since 1980)
- _____ *How do the scientists in Great Britain feel about the idea of climate change?* (they support it)
- _____ *When have the eight warmest years on record occurred?* (since 2001)
- _____ *What happened to the weather in 2006?* (cold weather)
- _____ *What did the head of Britain's climate science say about the cold year of 2006?* (a weather pattern caused by natural fluctuation)
- _____ *Among most scientists what is there widespread agreement about?* (Earth's temperature is increasing)
- _____ *Why are scientists from around the world investigating weather and climate?* (to have a clear idea of why temperature is increasing)

Interpretive question: *Why don't some scientists endorse the idea of man-made pollutants causing the increase in the Earth's temperature?*

Acceptable answer: _____ Yes _____ No

Record reading responses on the appropriate Graded Passages Reading Record Sheet.

PHONEMIC AWARENESS

Phonemic awareness is the understanding that spoken language consists of a sequence of phonemes. Two of the easier phonemic awareness tasks are rhyme recognition and initial phoneme recognition.

The scoring guide for the Phonemic Awareness subtests of Rhyme Recognition, Initial Phoneme Recognition, and Ending Phoneme Recognition are, if a student misses three or more of the eight items on each subtest, this indicates that the student would benefit from instruction in this area and/or should be referred for follow-up testing.

The scoring guide for the Phonemic Manipulation subtests of Blending and Segmentation are, if a student misses two or more of the five items on each subtest, the student would benefit from instruction in this area and/or should be referred for follow-up testing.

Rhyme Recognition

The term *rhyme* is not used when speaking to the child as it might introduce new vocabulary that is not needed for the task.

Directions Say, “Some words end the same way. Listen to these words: *hat, cat, fat, sat, bat.* These words all end in at. Some words do not end the same way. Listen to these words: *tag, mop, car.* These words do not end the same way.”

“Here are two words: *big, pig.* Do they end the same way?” (If the student does not give the correct response, repeat the words. Explain they both end in *ig.*)

“Here are two more words: *top, bag.* Do they end the same way?” (If the student gives the correct response, continue. If not, discontinue testing.)

Test items: Say, “Good, let’s do some more. I will say words and you say yes if they end the same and no if they do not end the same.” (Indicate a + or – in each space. Discontinue if the student misses three consecutive items.)

- | | |
|-----------------|-----------------|
| fish, dish ____ | king, ring ____ |
| cake, dog ____ | bed, top ____ |
| day, pay ____ | kite, see ____ |
| ball, tall ____ | car, fed ____ |

Initial Phoneme Recognition

In this task, students must isolate the first phoneme in a one-syllable word (onset and rime). Continuant sounds begin the words.

Directions Say, “Listen to the sound at the beginning of *sun.* *Sun* starts with *ssssss.* What is the sound at the beginning of *sun?*” If the student’s answer is correct, continue; if not, repeat the directions. Next say, “I will say a word and you tell me the beginning sound, *t-en.*” (Slightly emphasize the first sound without distortion.) “What sound do you hear at the beginning?” (If the reply is correct, continue with testing. If not, give one more, “*m-an.*” Discontinue if the student is unable to give a correct reply.)

Test items: Say, “Good, let’s do a few more. I will say a word and you say the sound at the beginning of the word.” (Indicate a + or – in each space. Discontinue if the student misses three items.)

- | | | | |
|-----------|------------|-----------|----------|
| fun ____ | light ____ | ride ____ | van ____ |
| show ____ | make ____ | zip ____ | see ____ |

Ending Phoneme Recognition

In this task, students must isolate the last phoneme in a one-syllable word.

Directions Say, “Listen to the sound at the end of the word, pot. Pot ends with tttt. What is the sound at the end of pot?” If the student’s answer is correct, continue; if not, repeat the directions. Next say, “I will say a word and you tell me the ending sound. Ru-n.” (Slightly emphasize the last sound without distortion.) “What sound do you hear at the end?” (If the reply is correct, continue with testing. If not, give one more, “cu-p.” Discontinue if the student is unable to give a correct reply.)

Test items: Say, “Good, let’s do a few more. I will say a word and you say the sound at the ending of the word.” (Indicate a + or – in each space. Discontinue if the student misses three items.)

tall _____	food _____	mad _____	bun _____
hay _____	hat _____	zip _____	dog _____

PHONEMIC MANIPULATION

The reader’s ability to both *blend* sounds together to produce a word and *segment* a word into phonemes (sounds) involves metalinguistic skills that contribute to decoding.

Blending

Blending includes responding to a sequence of isolated speech sounds by recognizing the phonemes and pronouncing the word they constitute.

When testing the child’s ability to blend, do not show the child the written material. The child hears the individual sounds and then tries to blend them together. Use the Blending test on p. 95.

Directions Say, “I am going to say some sounds that when put together make up a whole word. Listen to the individual sounds and then tell me the word the sounds would make when put together. Let’s do one together.” Write the student’s response.

Sample: “D/I/SH makes what word?” (dish)

Say, “Now let’s do a few more.”

Segmenting

Segmenting requires the child to discriminate the phonemes within a word and pronounce them in the correct sequence.

The child sees no written material. This skill is the reverse of blending; the child hears the word and then pronounces the phonemes or syllables separately. Use the Segmentation test on p. 95.

Directions Say, “I am going to say a word; then you say the sounds or word parts that make up that word. Let’s do one together. In the word dog, the word parts are D/O/G/. Let’s do a few more. I’ll give you the word, and you give me the word parts.” Write the sounds the student says.

Interpretation As children and adults learn to read and write, they usually attend to the first phoneme in a word, then the last phoneme, and finally the middle sounds (see Table 2 on p. 120). Compare the student responses here with the test results of the Hearing Letter Names in the Words test, the Spelling tests, and the Auditory Discrimination test.

Student's name _____ Date _____

BLENDING

	<i>Word Parts</i>	<i>Word</i>	<i>Response</i>
1.	F / EE / D	feed	_____
2.	M / A / N	man	_____
3.	D / AY	day	_____
4.	S / PI / DER	spider	_____
5.	PO / TA / TO	potato	_____

SEGMENTATION

	<i>Word</i>	<i>Word Parts</i>	<i>Response</i>
1.	cat	C / A / T	_____
2.	bed	B / E / D	_____
3.	soap	S / OA / P	_____
4.	time	T / I / M / E	_____
5.	face	F / A / CE	_____

LETTER KNOWLEDGE

Letter knowledge is divided into the areas of recognition, identification, and reproduction. A student is able to recognize a letter when, from a given list, he or she can select one that has been named by the examiner. This task is easier than letter identification, which requires the student to name the letter. If a student can identify the letters, then it is unnecessary to administer the Letter Recognition test, since it is a prerequisite skill. However, for instructional purposes, it is helpful to ascertain if the student recognizes any unidentified letters. Of the three areas, letter reproduction is the most difficult. Students may show strengths and needs in all three areas depending on the given letters. For example, an individual may be able to reproduce certain letters but only recognize or identify others. Learners ready to use a letter-name strategy in beginning word recognition may demonstrate their abilities with the Hearing Letter Names test and by their spelling.

Some children and adults who can read are unable to recite or write the alphabet in order. This ability may need to be checked.

Student's name _____ Date _____

Letter Recognition: The examiner says a letter and the student points to that letter. This is a prerequisite skill to letter identification and would only be given if the student were unable to identify the letter.

Directions: Say, “*When I name a letter, point to it.*” Record all letters not known. Record all letters called in error. Look for confusion of letters: *m/n, u/n, p/b, and d/q.*

Letter Identification: The examiner points to a letter and the student says its name.

Directions: Say, “*Name these letters in line one, two. . .*” Record all letters not known. Record all letters called in error. Look for confusion of letters: *m/n, u/n, p/b, and d/q.*

Letter Writing: The student is required to write either capital or lowercase letters of the alphabet.

Directions: Say, “*When I name a letter, write it on the paper.*” Record all letters not known. Record all letters called in error. Indicate letters recognized (R), identified (I), and written (W).

ANSWER SHEET—LETTER IDENTIFICATION

Uppercase	Known	Not Known	Lowercase	Known	Not Known
B	_____	_____	m	_____	_____
C	_____	_____	y	_____	_____
D	_____	_____	n	_____	_____
S	_____	_____	l	_____	_____
A	_____	_____	r	_____	_____
I	_____	_____	o	_____	_____
F	_____	_____	t	_____	_____
E	_____	_____	p	_____	_____
M	_____	_____	z	_____	_____
L	_____	_____	v	_____	_____
P	_____	_____	k	_____	_____
T	_____	_____	i	_____	_____
R	_____	_____	a	_____	_____
Z	_____	_____	j	_____	_____
J	_____	_____	u	_____	_____
W	_____	_____	g	_____	_____
X	_____	_____	w	_____	_____
G	_____	_____	b	_____	_____
U	_____	_____	c	_____	_____
H	_____	_____	s	_____	_____
Q	_____	_____	h	_____	_____
K	_____	_____	d	_____	_____
N	_____	_____	f	_____	_____
Y	_____	_____	x	_____	_____
V	_____	_____	q	_____	_____
O	_____	_____	e	_____	_____

Able to recite alphabet: _____ Yes _____ No

Comments: _____

LETTER KNOWLEDGE

Uppercase

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

Lowercase

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

HEARING LETTER NAMES IN WORDS

Those students who know the names of letters can be tested for the ability to hear letter names in words to assess a basic area of phonemic discrimination and segmentation useful in beginning reading.

Directions Say, “*Listen to this word to see if you can hear letter names in words. Zebra. Say zebra. What is the first letter heard in zebra?*” Give the following list of words in the same way.

Interpretation Correct identification of at least eight letter names indicates ability to use letter names as a clue to word recognition. Students with this ability should be able to use the letter-name strategy in spelling.

1. open
2. beach
3. acorn
4. Jason
5. X-ray
6. peek
7. ice
8. deep
9. Kate
10. unicorn
11. team
12. each

Student's name _____ Date _____

HEARING LETTER NAMES IN WORDS

- | | |
|---------|-------------|
| _____ o | 1. open |
| _____ b | 2. beach |
| _____ a | 3. acorn |
| _____ j | 4. Jason |
| _____ x | 5. X-ray |
| _____ p | 6. peek |
| _____ i | 7. ice |
| _____ d | 8. deep |
| _____ k | 9. Kate |
| _____ u | 10. unicorn |
| _____ t | 11. team |
| _____ e | 12. each |

Phonemic Awareness

PHONICS AND STRUCTURAL ANALYSIS TESTS

CONTENTS OF THE TEST

<i>Phonics</i>	<i>Structural Analysis</i>
1. Initial Single Consonants	8. Inflectional Suffixes
2. Consonant Blends	9. Derivational Suffixes
3. Consonant Digraphs	10. Prefixes
4. Short-Vowel Sounds	11. Compound Words
5. Long-Vowel Sounds	
6. Vowel Digraphs	
7. Reversals	

PHONICS

Information about a student’s knowledge of sound–symbol association, ability to blend sounds, and knowledge of structural analysis can be obtained by administering a phonics test and analysis. The subtests in this section have been designed to determine if students know grapheme–phoneme correspondence of phonetically regular elements. Nonsense words are used to ensure that the student is not simply pronouncing words by sight. The results of this test should be compared with the student’s ability to read words in context so that a qualitative analysis can be made with regard to the student’s application of his or her graphemic, syntactic, and semantic knowledge.

Directions Select only those subtests that appear to be appropriate. For example, a student who is able to read second-grade-level passages probably should not be given the subtest on consonant sounds, a student whose highest instructional level is first grade should not be given the syllabication subtest, and so forth.

Introduce each test by reading the directions on the subtest page. Mark responses on the examiner’s copy accompanying each subtest. Record student’s responses by putting a line through those that are correct and writing incorrect responses above the missed elements. Circle elements not attempted. The Testing Record on p. 117 is helpful for summarization purposes.

Interpretation Most readers apply their background of experiences and knowledge of language so that they make use of context to predict the content words in a passage. Generally, the first one or two letters of a word, along with syntactic and semantic context, are used in word recognition. When necessary, the reader resorts to an analysis of the entire word and confirms his or her results with the context. One purpose of the Phonics and Word Analysis test is to learn whether the reader has the knowledge and ability to analyze words not immediately recognized. A record can be kept of sound–symbol associations that have not been acquired, ability to blend sounds, and structural analysis abilities so that sufficient assistance can be given in these areas to enable the reader to recognize words in context. *Caution:* Some readers have great difficulty in phonetic analysis and should not be drilled in this skill. Other readers will be overly analytic in their application of phonetic and structural analysis. They will need to learn to read for meaning. These situations indicate the need for the diagnostician to put word analysis in proper perspective.

Student's name _____ Date _____

PHONICS TEST

Initial Single Consonants, Consonant Blends,
and Consonant Digraphs

Directions: Say, “Look at the two letters in the middle (shaded) column. OP is pronounced /op/. Name the letter(s) in the first column, pronounce the op in the middle column, and then say the nonsense word in the third column by adding the first letter(s) to the middle word.”

If necessary, tell the student the *op* sound, because the purpose in giving these subtests is to determine knowledge of the initial letter(s). The student should not have difficulty blending the initial sound with the *op*. Make certain the student can pronounce *op* before the test begins. When the student can identify the sound of /op/, continue with the test.

Record all responses on the answer sheet (below). Indicate any incorrect sounds substituted by the student.

Consonants, blends, and digraphs are usually introduced in the first and second grades.

ANSWER SHEET

Initial Single Consonants		
1. b	7. j	13. r
2. c	8. k	14. s
3. d	9. l	15. t
4. f	10. m	16. v
5. g	11. n	17. w
6. h	12. p	18. z
Consonant Blends		
1. bl	9. gr	17. sp
2. br	10. pl	18. st
3. cl	11. pr	19. sw
4. cr	12. sc	20. tr
5. dr	13. sk	21. tw
6. fr	14. sl	22. scr
7. fl	15. sm	23. str
8. gl	16. sn	
Consonant Digraphs		
	1. sh	
	2. ch	
	3. ph	
	4. th	
	5. wh	

PHONICS TEST
Initial Single Consonants
op

1. b	op	bop	10. m	op	mop
2. c	op	cop	11. n	op	nop
3. d	op	dop	12. p	op	pop
4. f	op	fop	13. r	op	rop
5. g	op	gop	14. s	op	sop
6. h	op	hop	15. t	op	top
7. j	op	jop	16. v	op	vop
8. k	op	kop	17. w	op	wop
9. l	op	lop	18. z	op	zop

PHONICS TEST

Consonant Blends

op

1. bl	op	bl	12. sc	op	sc
2. br	op	br	13. sk	op	sk
3. cl	op	cl	14. sl	op	sl
4. cr	op	cr	15. sm	op	sm
5. dr	op	dr	16. sn	op	sn
6. fr	op	fr	17. sp	op	sp
7. fl	op	fl	18. st	op	st
8. gl	op	gl	19. sw	op	sw
9. gr	op	gr	20. tr	op	tr
10. pl	op	pl	21. tw	op	tw
11. pr	op	pr	22. scr	op	scr
			23. str	op	str

PHONICS TEST

Consonant Digraphs

op

1. sh	op	shop
2. ch	op	chop
3. ph	op	phop
4. th	op	thop
5. wh	op	whop

Student's name _____ Date _____

PHONICS TEST

Short Vowels, Long Vowels, and Vowel Digraphs

Directions: Nonsense words are used when testing for knowledge of grapheme–phoneme relationships to ensure the word is not known by sight. Say, “*Look at the letter(s) in the middle column; then pronounce the nonsense or silly word beside it.*”

Record the answer on the answer sheet (below) by indicating incorrect responses.

Short- and long-vowel sounds are usually introduced in first grade, and vowel digraphs in the second and third grades.

ANSWER SHEET

Short Vowels	Long Vowel—Silent e Ending
1. a	6. i
2. i	7. o
3. e	8. e
4. o	9. u
5. u	10. a
Long Vowels—Double-Vowel Combinations	
	11. oa
	12. ea
	13. ai
	14. ee
Vowel Digraphs	
15. oo (as in <i>loose, food</i>)	20. oi (as in <i>oil</i>)
16. oo (as in <i>cook, stood</i>)	21. oy (as in <i>boy</i>)
17. ew (as in <i>few, stew</i>)	22. ou (as in <i>out</i>)
18. au (as in <i>author</i>)	23. ow (as in <i>cow</i>)
19. aw (as in <i>straw</i>)	24. ow (as in <i>mow</i>)

PHONICS TEST

Short-Vowel Sounds

1. **a** **fap**
2. **i** **fip**
3. **e** **fep**
4. **o** **fop**
5. **u** **fup**

Long Vowels—Silent e Ending

6. **i** **fite**
7. **o** **fote**
8. **e** **fete**
9. **u** **fute**
10. **a** **fate**

Long Vowels—Double-Vowel Combinations

11. **oa** **oam**
12. **ea** **eam**
13. **ai** **aim**
14. **ee** **eem**

PHONICS TEST

Vowel Digraphs

15. oo—tood

16. oo—sook

17. ew—tew

lew

18. au—aut

aup

19. aw—awf

awp

faw

20. oi—oip

oit

loi

21. oy—roy

moy

foy

22. ou—ouf

23. ow—cow

24. ow—tow

Student’s name _____ Date _____

PHONICS TEST

Reversals

Directions: Say, “*Read these words as fast as you can.*”
A student who retains the early tendency of some children to reverse words—*saw* for *was*,
on for *no*, and so on—will usually slip if reading test words rapidly.

ANSWER SHEET

	<i>Correct</i>	<i>Incorrect</i>
1. pal	_____	_____
2. no	_____	_____
3. saw	_____	_____
4. raw	_____	_____
5. ten	_____	_____
6. tar	_____	_____
7. won	_____	_____
8. pot	_____	_____
9. was	_____	_____
10. on	_____	_____
11. lap	_____	_____
12. tops	_____	_____

PHONICS TEST

Reversals

1. pal
2. no
3. saw
4. raw
5. ten
6. tar
7. won
8. pot
9. was
10. on
11. lap
12. tops

STRUCTURAL ANALYSIS

Inflectional Suffixes Suffixes are usually taught before prefixes and should be added to a word already known by sight. Inflectional suffixes (*s, ed, ing, er, est, ier, y*) are placed at the end of a root for grammatical purposes. They are usually introduced during the latter half of the first grade. This marks the beginning of structural analysis instruction. Children who are able to identify words with inflectional suffixes may then undertake the more complicated task of learning derivational suffixes. If students have difficulty with inflectional suffixes, show them a learned base word and add the suffix to be taught. Present the student with enough examples to clarify the concept.

Objective: *ed*

play	work	jump
played	worked	jumped

Derivational Suffixes Derivational suffixes are generally introduced in the second and third grades. Children should be able to see and pronounce the suffix as one unit. Carefully note the specific suffix(es) with which the student has difficulty. Remediation of derivational suffixes is best accomplished through inductive (discovery) teaching. Select the suffix to be taught (e.g., *less*), and add it to several root words the child already knows.

mother	home	tooth
motherless	homeless	toothless

Present the student with additional words containing the suffix to determine if the skill has been transferred.

Prefixes Prefixes are generally introduced in the second grade after inflectional suffixes and the most common derivational suffixes. Remediate unknown prefixes using the same procedure recommended for derivational suffixes. Select the prefix(es) to be taught, based on the test results. Add the prefix *un* to several known words.

happy	fair	pleasant
unhappy	unfair	unpleasant

Have the student note how the prefix affects the root word. Give additional words for practice.

Student's name _____ Date _____

STRUCTURAL ANALYSIS

Inflectional and Derivational Suffixes and Prefixes

Directions: Nonsense words are used when testing for knowledge of prefixes and suffixes to ensure that the words are not known by sight. Say, “*Read these nonsense words as well as you can.*” Carefully note the specific suffixes and prefixes with which the student experiences difficulty. Mark correct and incorrect responses on the answer sheet (below).

ANSWER SHEET

<i>Inflectional Suffixes</i>	<i>Prefixes</i>	
1. s	1. mono	28. mis
2. ed	2. photo	29. co
3. ing	3. poly	30. anti
4. er	4. auto	31. semi
5. est	5. sub	32. trans
6. ly	6. un	
7. ier	7. dis	
<i>Derivational Suffixes</i>	8. in	
8. ness	9. pre	
9. ment	10. be	
10. tion	11. non	
11. less	12. fore	
12. ful	13. counter	
13. ar	14. under	
14. ic	15. super	
15. ence	16. tele	
16. ship	17. therm	
17. age	18. post	
18. ous	19. mini	
19. ive	20. photo	
20. ant	21. bi	
21. ance	22. pro	
22. able	23. en	
23. hood	24. ex	
24. wood	25. re	
	26. con	
	27. de	

STRUCTURAL ANALYSIS

Inflectional Suffixes

1. flays
2. flayed
3. flaying
4. flayer
5. flayest
6. flayly
7. flaier

Derivational Suffixes

- | | |
|--------------|--------------|
| 8. bookness | 17. fileage |
| 9. carment | 18. tubous |
| 10. hilltion | 19. bandive |
| 11. drumless | 20. burnant |
| 12. bandful | 21. pondance |
| 13. lugar | 22. fourable |
| 14. felic | 23. mildhood |
| 15. tendence | 24. bestwood |
| 16. bendship | |

STRUCTURAL ANALYSIS

Prefixes

- | | |
|----------------|--------------|
| 1. monotell | 17. thermtop |
| 2. phototop | 18. postless |
| 3. polygon | 19. minigo |
| 4. autogo | 20. photohid |
| 5. subman | 21. biwin |
| 6. ungo | 22. prohid |
| 7. distap | 23. enrun |
| 8. inwell | 24. exwin |
| 9. prehit | 25. recar |
| 10. besell | 26. conmet |
| 11. nongo | 27. depan |
| 12. forehit | 28. mislead |
| 13. counterhid | 29. codial |
| 14. undertap | 30. antirun |
| 15. supercap | 31. semidid |
| 16. telecot | 32. transcon |

STRUCTURAL ANALYSIS

Compound Words

Directions: Say, “*Read these words as well as you can.*” If the student misses these words, try a trial teaching sequence. Cover the second part of a word and ask for pronunciation of the first part; then cover the first part and ask for pronunciation; finally, uncover the entire word and ask for pronunciation. Ask the student to do the next one independently.

stairway
workhorse
mealtime
carwash
railroad
nightbank
houseboat
headstrong
firehouse
withdrew
outrage
sagebrush
stovepipe
overturned
lollypop
paperjumper
basketmeet
storyteller
screwdriver
dealership
understood

STRUCTURAL ANALYSIS

Compound Words

stairway

workhorse

mealtime

carwash

railroad

nightbank

houseboat

headstrong

firehouse

withdrew

outrage

sagebrush

stovepipe

overturned

lollypop

paperjumper

basketmeet

storyteller

screwdriver

dealership

understood

PHONICS AND STRUCTURAL ANALYSIS

Testing Record

Phonics

1. Initial Single Consonants
- b c d f g h j k l m n p r s t v w z
2. Consonant Blends
- bl br cl cr dr fr fl gl gr pl pr sc sk
- sl sm sn sp st sw tr tw scr str
3. Consonant Digraphs
- sh ch ph th wh
4. Short Vowels
- a i e o u
5. Long Vowels—Silent e Ending Double-Vowel Combinations
- i o e u a oa ea ai ee
6. Vowel Digraphs
- oo (as in loose, food) oo (as in cook, stood) ew (as in few, stew) au (as in author)
- aw (as in straw) oi (as in oil) oy (as in boy) ou (as in out)
- ow (as in cow) ow (as in mow)
7. Reversals
- pal no saw raw ten tar
- won pot was on lap tops

Structural Analysis

8. Inflectional Suffixes
- s ed ing er est ly ier
9. Derivational Suffixes
- ness ment tion less ful ar ic ence ship
- age ous ive ant ance able hood wood
10. Prefixes
- mono photo poly auto sub un dis in pre be non
- fore counter under super tele therm post mini photo
- bi pro en ex re con de mis co anti semi trans
11. Compound Words
- stairway workhorse mealtime carwash
- railroad nightbank houseboat headstrong
- firehouse withdrew outrage sagebrush
- stovepipe overturned lollypop paperjumper
- basketmeet storyteller screwdriver dealership understood

SPELLING TESTS

Seven word lists are provided in the Diagnostic Spelling tests (pp. 122–124) so that the examiner can obtain diagnostic information related to the student’s ability to spell. Only 10 words are included in each test, to prevent fatigue or discouragement. Therefore, additional evidence of student performance must be gathered from his or her writing to confirm hypotheses about the student in regard to cognitive development in encoding language; sound–symbol association; auditory discrimination, memory, and sequencing; visual discrimination, memory, and sequencing; and knowledge of common rules and conventions. The spelling tests can serve as a quick phonics assessment.

Administration

Select only the test or tests that appear to be appropriate to the area being explored and the reading level of the student. For example, give tests one and three to nonreaders and those below the third-grade reading level. Move to easier or more difficult lists as necessary. For each test, give the student a separate sheet of lined paper, numbered from 1 to 10. Say, *“I want you to write some words for me, please. If there are some words you don’t know, just try to spell them as well as you can. I will say each word, use it in a sentence, and say it again. Then you are to write the word. Remember to wait until I say the word the last time before you start to write.”* The examiner may repeat the word and encourage the student to *“try it even if you aren’t sure,”* and *“you can say it as you write it,”* but no other prompting, such as sounding by word parts, is permitted. This test may be administered to groups.

Interpretation

Lists One and Two, Phonetic Spelling Lists one and two can be used to determine whether students can discriminate sounds, associate sounds with letters, and write sounds in sequence. Students may have memorized some words in these and other lists; consider this in interpretation. In addition to analyzing the student’s production, note whether the student said the words or sounds of the letters before, during, or after writing as an aid to production.

Lists Three and Four, Nonphonetic Spelling Lists three and four can be used to determine whether students can make fine visual discriminations within words, recall visual letter forms, and reproduce them in sequence. Note attempts to visually recall the word before writing to see if it “looks right.” These lists may also be used to learn whether the student attempts to recall the word by reciting the names rather than the sounds of the letters before, during, or after writing the words.

Lists Five and Six, Spelling Rules and Conventions Lists five and six sample students’ knowledge of spelling rules and conventions. These can be learned inductively by students who discover patterns in derived words they read and write. Some students may have had some instruction in rules and can be heard reciting, *“i before e . . .”* or *“change the y to i . . .”* Words missed on parts reflecting a common spelling pattern should be rechecked by testing with similar words. Those patterns not known may be acquired through practice with similar derived forms. Rules may be useful to those with poor visual discrimination and memory. (Some words on this test may have been memorized by the students and do not reflect their mastery of a spelling rule or convention.)

List Seven, High-Frequency Words Commonly Misspelled List seven contains words that older students with spelling difficulties often misspell. Because these are high-frequency function words, their use cannot be avoided. Older students may have written these words incorrectly so often that the misspelling no longer appears to be incorrect or different from the correct spelling they see in printed materials. In addition to the 10 words on this list, the examiner should check the student’s writing for frequently misspelled words.

SUMMARIZING STUDENT SPELLING PERFORMANCE

The foregoing lists and samples of the student’s writing can be used to make a detailed analysis of spelling performance. A checklist for this purpose appears on p. 125.

COGNITIVE DEVELOPMENT AS A BASIS FOR SELECTING A REMEDIAL READING APPROACH

In their self-evaluations, practicing teachers and reading specialists, as well as those completing their master’s degree in reading, frequently mention the need for more guidelines in selecting an appropriate instructional approach for readers who are severely disabled. One hesitates to give a simplistic set of rules because of the number of factors that can influence the efficacy of a particular approach (e.g., emotional problems, impaired vision or hearing, language problems, previous instruction, neurological difficulties). Nevertheless, there are some indicators of cognitive development with regard to writing words that seem to be helpful to teachers who are planning remediation. The following case excerpts illustrate a fairly typical kind of analysis that has been useful in deciding whether to try a Fernald Language Experience Approach (LEA) or an alternative approach with certain students with reading difficulties. Table 1 contains the attempts of four children to write the list of words that were dictated to them.

TABLE 1
Words Written from Dictation: Four Children

	<i>JON</i> 8 Yr., 0 Mo. <i>RL: PP</i> <i>ML: 3.0</i>	<i>TIM</i> 7 Yr., 8 Mo. <i>RL: PP</i> <i>ML: 2.5</i>	<i>JEFF</i> 8 Yr., 9 Mo. <i>RL: PP</i> <i>ML: 2.0</i>	<i>TRISHA</i> 7 Yr., 6 Mo. <i>RL: PP</i> <i>ML: 2.0</i>
<i>Words Dictated</i>				
1. go	Go	po	G	go
2. pad	pD	pd	P	pad
3. set	ct	sct	S	set
4. fed	yD*	ft	f	fed
5. pep	PP	pt	p	pep
6. last	LccD	Lt	L	last
7. find	yD*	fv	f	fid
8. chip	Cep	Pi	—	chip
9. wish	—	A	—	wish
10. bus	Bcc	BS	b	bus

*Consistently wrote y for A.

RL = Reading Level

ML = Math Level

Table 2 contains a guide to the development of the ability to write words. Although there is much variability from child to child, generally the sequence that can be observed is one that moves from a representation of the first sound in a word, to the addition of the final consonant sound, and finally to the representation of vowels. This progression in children’s learning has been described by Henderson and Beers (1980). The authors have found that adult beginning readers tend to

follow the same sequence. Five stages of spelling development are identified by Bear, Invernizzi, Templeton, and Johnston (2011). The stages are emergent spelling, letter-name spelling, within-word pattern spelling, syllables and affixes spelling, and derivational relationships.

TABLE 2
Cognitive Development in Writing Words

Approximate Grade Level	Pencil	Bed	Make
K–1.0	P	B	M
1.5	PSL	BD	MK
1.9	PWSL	BAD	MAEK
2.0	PNSAL	BED	MAKE

Jon, Tim, and Jeff have learned to perform simple tasks in addition and subtraction, indicating that they have the ability to learn. They can recognize very few words, but they can discriminate and represent the beginning sound in a word. Jeff, however, has not reached the level of Jon and Tim in word knowledge, as they can write the final sound in some words and Jeff cannot. The three boys have had psychological evaluations that report full-scale IQs from 81 to 90. They are in regular classrooms.

Jon, Tim, and Jeff were guided through the standard VAKT-Language Experience Approach (LEA) described by Fernald (1943). With only a few trials, Jon and Tim were writing words and reading them in their experience stories. Jeff required many trials and needed much support in reading the stories he dictated. It seemed apparent that Jeff’s knowledge of words had not developed to the stage where the Fernald approach would be the most effective. Therefore, Jeff was given some structured guidance in the study of one-syllable words. The Hegge, Kirk, and Kirk (1965) word patterns were used, although any similar material would have sufficed. Although initially Jeff needed to keep a picture before him to remind him of the medial vowel sound, he was soon competently sorting words, creating rhymes, and fluently reading the beginning drills. This guided word study helped Jeff move to the level of phonological competence that he needed to be successful in beginning reading instruction.

Trisha was 7 years, 6 months in the eighth month of first grade. She had been evaluated by the school psychologist, who reported her scores as indicating borderline mental impairment. An occupational therapist described Trisha as functioning slightly below level in development of spatial organization and balance. A speech therapist had been helping Trisha overcome articulation problems. Trisha’s major difficulty in the classroom was following directions. The same behavior was noted during testing. She needed repeated explanations, supported with visual aids.

Trisha’s reading level in context, oral and silent, and on the word list test was preprimer. She did not use context in reading; given the oral cloze test for beginning readers, Trisha correctly completed only three of eight. A sample of Trisha’s speech was taped and transcribed. She was able to use short sentences correctly, but her language became grammatically incorrect and difficult to understand when she attempted longer sentences. Trisha did well on sentence repetition and syntax matching tests.

On the dictated spelling list, Trisha missed only one word. She omitted the *n* in *find*. The results of the phonics inventory indicated good sound–symbol knowledge. Trisha could discriminate and associate consonants and consonant blends as well as short and long vowels.

Since the major impediment to growth in reading seemed to be Trisha’s language processing difficulties, a holistic reading approach was selected that employed neurological impress

procedures for the first stage of remediation. After 4 weeks, Trisha's reading was greatly improved and she was able to move from preprimer to first-grade material. Later, Trisha's fluency and confidence were aided with prepared oral reading and participation in choral reading activities. When Trisha started to use LEA, she was given instruction in sentence expansions.

While one hesitates to say that the selection of remedial approach is limited only to the factors presented here, Jon, Tim, and Jeff are representative of a number of children one sees in the clinical setting. Teachers seem to find the analysis of writing to be helpful in selecting a starting point for instruction for these children.

Children such as Trisha present a difficult challenge. Teachers are puzzled when they see an adequate development of phonological understanding but a lack of development in more holistic processing. Generally, the situation is reversed. For these children, analysis of receptive language, oral language, and written language is required in order to make a decision about remedial approaches.

References

References are included for the classic, original descriptions of methodology. Generally, more recent writers condense their presentations of these methods resulting in the methods not always being used effectively. Readers are encouraged to read original documents, as well as more current interpretations and adaptations.

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- Krashen, S. D. (1982). *Principles and practice in second language acquisition*. Oxford, England: Pergamon Press.
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- Mercer, C. D., Mercer, A. R., Pullen, P. C. (2010). *Teaching students with learning problems* (8th ed.). Boston: Allyn & Bacon.
- Rasinski, T. V. (2010). *The fluent reader: Oral & silent reading strategies for building fluency, word recognition, and comprehension*. New York: Scholastic.

Methods useful to tutors and beginning teachers may be found in:

- Bader, L. A. (1998). *Read to succeed literacy tutor's manual*. Upper Saddle River, NJ: Merrill/Prentice Hall.

DIAGNOSTIC SPELLING TESTS

Directions Pronounce the word, use the word in a sentence, and repeat the word.

LIST ONE:
Words Spelled Phonetically, Requiring Ability to Hear and Write Sounds

<i>Reading Levels P–2.0</i>	
1. go	Where did he go?
2. pad	I have a pad of paper.
3. sit	Please sit here.
4. fed	I fed my dog.
5. pep	A cheerleader has pep.
6. last	This is my last piece of paper.
7. find	I can't find it.
8. chip	There is a chip out of this cup.
9. wish	Make a wish.
10. bus	We rode the bus.

LIST TWO:
Words Spelled Phonetically, Requiring Ability to Hear and Write Sounds

<i>Reading Levels 3+</i>	
1. flash	Here is a flashlight.
2. thump	I heard a thump.
3. wind	The wind blows.
4. strap	The strap broke.
5. twist	Twist the strings together to make a rope.
6. rent	The house is for rent.
7. boots	She put on her boots.
8. child	The child is four years old.
9. split	The man split wood for a fire.
10. mouth	You must take care of the teeth in your mouth.

LIST THREE:
Words with Silent Letters, Requiring Visual Memory

<i>Reading Levels P–2.0</i>	
1. one	I have one pencil.
2. eat	Eat an apple.
3. were	We were outside.
4. ice	They have some ice cream.
5. may	May I help you?
6. here	He is not here.
7. happy	They are happy.
8. little	I saw a little dog.
9. come	Come to my house.
10. they	They are not here.

LIST FOUR:
Words with Silent Letters, Requiring Visual Memory

<i>Reading Levels 3+</i>	
1. store	We went to the store.
2. listen	Listen to the music.
3. high	How high can you jump?
4. laugh	She made me laugh.
5. write	Will you write me a letter?
6. hour	We were there an hour.
7. know	Do you know how to skate?
8. loaf	I bought a loaf of bread.
9. would	Would you go with me?
10. light	Please turn on the light.

LIST FIVE:
Words Illustrating Common Spelling Rules and Conventions
(may also reflect visual memory)

<i>Reading Levels 2–4</i>	
1. stopped	She stopped the car.
2. glasses	Do you wear glasses?
3. coming	He is coming home.
4. flies	My friend flies a plane.
5. cookie	I ate a cookie.
6. cutting	We will be cutting wood.
7. hoped	I hoped you would come.
8. using	Are you using your ruler?
9. finally	We finally went home.
10. beginning	We were beginning to get tired.

LIST SIX:
Words Illustrating Common Spelling Rules and Conventions

<i>Reading Levels 5+</i>	
1. equally	The pie was divided equally.
2. musician	The violinist is a fine musician.
3. knives	We need more forks and knives.
4. usefulness	The usefulness of this tool has been established.
5. humorous	The stories were humorous.
6. impression	He tried to make a good impression.
7. receive	Did you receive a letter?
8. factories	The factories are on the edge of town.
9. substantial	She made a substantial investment.
10. immeasurable	The amount was immeasurable.

LIST SEVEN:
High-Frequency Words Commonly Misspelled

Reading Levels 4+

1. been	Where have you been?
2. when	When will you be ready?
3. does	How does that work?
4. were	Were you at the game?
5. because	He smiled because he was happy.
6. what	What colors do you like?
7. know	So you know that person?
8. many	Many people went to the game.
9. their	This is their home.
10. too	We ate too much.

SUMMARY OF SPELLING PERFORMANCE

Student's name _____ Date _____

Yes/No

_____ Ability to hear and represent sounds developed on level with peers.
Developmental stage: _____
_____ Prephonetic: _____ Scribble: _____ Random letters: _____ Emergent: _____
_____ Letter-name strategy: _____ Initial letter: _____ Initial and final consonant: _____
_____ Letter combinations: _____ Transitional to correct forms: _____

Knowledge of Phonetic Elements

_____ Consonants. Unknown: _____
_____ Vowels. Unknown (long and short): _____
_____ Consonant combinations. Unknown: _____
_____ Vowel combinations. Unknown: _____

Spelling Behaviors

Examples

_____ Omits sounded letters _____
_____ Omits silent letters _____
_____ Adds letters, phonetically acceptable _____
_____ Adds letters, not phonetically acceptable _____
_____ Transposes order of silent letters _____
_____ Transposes order of sounded letters _____
_____ Phonetic substitutions, consonants _____
_____ Phonetic substitutions, vowels _____
_____ Nonphonetic substitutions, consonants _____
_____ Nonphonetic substitutions, vowels _____
_____ Substitutions reflect accurate representation of dialect _____
_____ Lacks knowledge of common rules or conventions _____
_____ Needs help with high-frequency words used in writing _____

Examiner's conclusions: _____

(See the Preliteracy/Emergent Literacy Assessment Record on p. 138.)

VISUAL AND AUDITORY DISCRIMINATION

The Visual Discrimination tests and the Auditory Discrimination of Word Pairs test are aids to identify learners with difficulties in vision and hearing. In many educational settings resources for assessing vision and hearing are limited, but efforts should be made to obtain help for learners whose progress is impeded by poor vision or hearing.

The results of these tests should not be the only determinant of the learner's abilities in vision and hearing. The tests should be used in conjunction with observations, interviews, and with telebinocular and audiometric screening. Referrals should be made to appropriate professionals for more thorough evaluation when there appears to be a problem.

VISUAL DISCRIMINATION TESTS

Two tests of visual discrimination are provided. They both require the student to match letters and words. The first test, Visual Discrimination I, may be used with nonreaders and beginning readers on levels PP–1. Visual Discrimination II may be used with students reading on level 2 and above. Rubin & Opitz (2006) recommends visual discrimination tasks using letters rather than geometric forms.

Directions Say, “*On this paper you are to look at the letter, word, or phrase after the number, and circle the following items that are the same. In some parts there will be more than one item that is the same; circle them all. First do the practice line (example).*” Give help as needed. When the student understands the task, say, “*Begin.*” Time the student, unobtrusively. Permit her or him to take as much time as necessary to complete the task.

Interpretation Note whether time to complete the task and number of errors are excessive in comparison with peers. Problems may be indicated by head close to page, matching letter by letter, using fingers to hold place, constant rechecking, or erasing. A general guide: PP and level 1 readers should take no more than 3 minutes to complete Visual Discrimination I; level 2 and above readers should take no more than 3 minutes to complete Visual Discrimination II. The difficulty that nonreaders often have with tasks 7 and 8 may not be related to visual difficulties.

An activity in the author's experience that has identified discrepancies in near-point and far-point visual abilities is to ask the student to copy a passage from far point and copy another passage of equal length from near point. Note the time required as well as the student's behaviors.

VISUAL DISCRIMINATION I

Example:

O

K

W

O

X

1. V

N

A

W

V

2. a

g

e

a

o

u

a

3. d

d

p

b

g

d

p

b

4. on

ua

no

om

mo

on

5. saw

mas

saw

was

sam

saw

6. flag

flay

flog

flag

lavg

flay

7. at me

to me

te mo

at we

at me

ot me

at me

it me

at ne

8. stop the car

stop tha car

stop the car

stop the rac

stop the cow

pots the car

stob the car

stop the car

stod the car

stop the car

VISUAL DISCRIMINATION II

Example: **B A C B O P X B L M N O B C**

1. **a**

g f j c e a l m n e
o l b q a b a c x
2. **ralg**

ralg role rall raly rolg raly
ralg rolg raly rapg rabg
3. **flag**

flay fbly flag plag Flug fbov
blag plag flag Flug flog
4. **Eastern High**

Andron High Eastern High Eostern High Eastern Heyl
Eistern High Eastern Hiyl Eastern High Eustern High
5. **round the bend**

ring the bend round the bowl round the bend
round the bind round thi bend round tha bend
rouse the bend round the bend round the bend
around the bend round the bind round the pend
6. **BEST**

BENT BEST BENT BECT BEST BEIT
BEST BESF BIST BEST BINH
7. **everybody**

everybody everydoby ewerybody everybaby
everybody evevybody everybody evarybody

AUDITORY DISCRIMINATION TEST

The Auditory Discrimination of Word Pairs test requires the student to listen to two words to determine if they are alike or different. The examiner can obtain information to help determine whether the student should be referred for a hearing test and whether the student might have difficulty in hearing fine sound differences so that letter–sound association instruction would be impeded.

Directions Place the student so he or she cannot see the examiner's face. Say, "*I am going to say some words for you. Listen so you can tell me if the words are the same or different.*" If the examiner has reason to doubt the student's understanding of same or different, say, "*Same means I said it two times. **Big, big.** I said **big** two times. They were the same words. Now listen. Big, twig. I said two different words. Tell me what same words and different words mean.*" When the student understands *same* and *different*, begin the test.

Before giving the test, practice saying the word pairs so that inflection and emphasis are the same on each pair of words. It may be helpful to practice with a tape recorder to ensure a clear enunciation that does not provide clues to the listener.

Scoring and Interpretation Total the number of errors. Six-year-old children should make no more than six errors; 7-year-old children, no more than five errors; and those 8 years or older, no more than four errors. This assumes an attentive, cooperative student without a cold, allergy, or other temporary physical problems; optimum, quiet testing conditions; and careful test administration. The examiner may wish to examine the words on which the errors occurred. The letters in front of each word pair indicate the location of the difference: *B*—beginning; *M*—middle; *E*—ending. An *S* is used if the pair is the same. Students with some kinds of high-frequency hearing loss may have difficulty with consonants, especially ending sounds; those with low-frequency loss may have difficulty hearing the middle sounds (vowels). Research indicates that auditory discrimination of speech sounds continues to develop until about age 8. Results of this test may indicate the need for further testing of auditory discrimination or testing of auditory acuity.

Student's name _____ Date _____

AUDITORY DISCRIMINATION OF WORD PAIRS

1. (M) big—bag

2. (E) lease—leash

3. (S) pot—pot

4. (B) latch—patch

5. (S) bus—bus

6. (M) fest—fast

7. (E) muff—muss

8. (S) tiger—tiger

9. (M) rope—rap

10. (B) glad—dad

11. (M) noon—none

12. (E) cat—cap

13. (B) fun—run

14. (S) man—man

15. (B) shack—lack
16. (M) lip—lap

17. (E) dim—din

18. (S) king—king

19. (B) dump—lump

20. (S) live—live

21. (E) much—mush

22. (M) ton—ten

23. (B) chair—pair

24. (E) mouth—mouse

25. (M) pet—pat

26. (E) sheaf—sheath

27. (S) fed—fed

28. (B) tug—lug

29. (M) led—lad

30. (B) past—last

Word pair differences:

8 middle

7 ending

8 beginning

Word pairs the same: 7

PRELITERACY AND EMERGING LITERACY ASSESSMENT

This section is designed to ascertain strengths and needs of students who are unable to read the Graded Word Lists or Graded Reader's Passages. The tests are provided to give the examiner specific information regarding preliteracy and emerging literacy skills. Included are tests to assess the metalinguistic skills of literacy awareness. Letter and phonemic knowledge and manipulation tests are on pp. 93–100. Literacy awareness deals with the student's ability to understand concepts related to reading, while manipulation refers to abilities such as isolating and blending segments of language.

Oral language and early print awareness are assessed with syntax word matching tests and semantic and syntactic cloze tests. Spelling test one (p. 122) may be given to assess phonemic applications through invented spelling. Visual discrimination and auditory discrimination tests are presented to rule out disabilities in these areas.

A testing record is provided on p. 138.

LITERACY AWARENESS: ASSESSMENT OF BEGINNING CONCEPTS ABOUT PRINT

Directions The following Literacy Concepts interviews require a child's book, paper, and markers or pencil.

Interpretation Record acquired and unacquired concepts for use in remediation. These concepts are best developed over time, by incorporating explanations into literacy lessons.

Student's name _____ Date _____

LITERACY CONCEPTS—INTERVIEW I

Directions: In the blank space provided, write *A* for acceptable or *NA* for not acceptable.

1. Hand the child the book so that it is upside down and backward from his or her point of view. Say, “*Let’s look at this book.*” Observe whether the child turns the book upright. If the child does not spontaneously turn the book over and open it at the beginning, say, “*Where does this book start?*”

Child turns book upright _____

Child correctly identifies beginning of book _____

2. Ask the child to tell you what is happening in the book. If the child is unable or unwilling to do so, offer to read the book.

Child produces a plausible narrative _____

3. After the child has narrated a few pages (or the examiner has read a few pages), pause and ask the child, “*Where does it say that?*”

Child points to printed text _____

4. If the child successfully points to printed text, ask him or her to point to a word.

Child points to a single word _____

5. Give the child a clean sheet of paper and a selection of colored markers and pencils. Ask him or her to *draw something*. When the child has completed the drawing, or after a few minutes, remove the first paper, give the child another clean sheet of paper, and ask him or her to write something. Record the child’s comments during each activity. Note whether the child’s intent appears to be appropriate to each task (e.g., when writing). Look for evidence of distinction between drawing and writing in the finished products (e.g., linear forms for writing versus circular forms for drawing, or vice versa).

Child distinguishes between drawing and writing _____

Preliteracy/Emerging Literacy

Student's name _____ Date _____

LITERACY CONCEPTS—INTERVIEW II

Directions: Write *A* for acceptable or *NA* for not acceptable on the blank.

<i>A/NA</i>	<i>Concept</i>	<i>Directions</i>
_____	page	Say, “ <i>Please turn the page</i> ” or “ <i>Name the picture on any page.</i> ”
_____	letter	Say, “ <i>Can you point to any letter on this page?</i> ” or write down three symbols (& % B) and say: “ <i>Pick the one that’s a letter.</i> ”
_____	word	Write three words in a row and say, “ <i>Circle any word.</i> ” (e.g., <i>How are you?</i>)
_____	line	Say, “ <i>Point to any line on the page; run your finger until the line is finished.</i> ”
_____	first/last/middle	Say, “ <i>Point to the first and last word on the page.</i> ” Show three words and say, “ <i>Point to the first word.</i> ” “ <i>Point to the second word.</i> ” “ <i>Point to the last word.</i> ”
_____	before/after	Indicate any word on the page. Say, “ <i>I have my finger on this word. You point to the word before this word.</i> ” “ <i>Point to the word after this word.</i> ” (If not known, use three physical objects.)
_____	top/bottom	Say, “ <i>Look at this page. Point to the top of the page. Point to the bottom of the page.</i> ” (If not known, use a glass.)
_____	above	Point to a line in the middle of the page. Say, “ <i>Look at the line where my finger is. Point to the line above. Point to the line below.</i> ” (If not known, use a physical object.)
_____	sentence	Read a short paragraph to the child. Before beginning, say, “ <i>I am going to read to you some sentences. When I have finished the first one, hold up your hand.</i> ”

Student's name _____ Date _____

SYNTAX (WORD) MATCHING

This task may be used with nonreaders. It tests the ability of the student to recognize words as separate speech entities within sentences.

Syntax Matching Test

<i>This says:</i>	<i>You say it.</i>	<i>Say it again.</i>	<i>Point to:</i>
Close the door.	"	"	close
Pet the dog.	"	"	dog
See his new hat.	"	"	new
Her puppy is barking.	"	"	barking
This horse can run fast.	"	"	run
You can go with me.	"	"	with

Number correct _____

Interpretation: A score of at least four correct words can serve as one indication that the child is aware of separate words in sentences and that these can be printed sequentially. Discount the score if the child appears to be guessing. Since this is a brief sample of one ability, other indications of reading readiness, such as naming and writing letters, should be considered.

Preliteracy/Emerging Literacy

SYNTAX MATCHING TEST

Example A **Go home.**

Example B **Look out.**

1. **Close the door.**

2. **Pet the dog.**

3. **See his new hat.**

4. **Her puppy is barking.**

5. **This horse can run fast.**

6. **You can go with me.**



SEMANTIC AND SYNTACTIC EVALUATION: CLOZE TEST

Cloze tests may be given to determine if students are able to use semantic and syntactic cues as aids to comprehension and word identification. Students use semantic cues if their previous experiences and meaning vocabulary enable them to predict an upcoming word in a sentence. For example, in the sentence

When the tire blew, the car immediately veered toward the side of the road.

a reader may substitute for *car* any of the following words: *auto, motor car, vehicle, sedan, jalopy, lemon* and still retain the general meaning. This type of substitution indicates that the reader uses semantic cues.

Syntactic cues are based on the syntax of the sentence. In order to use these, a reader must have a developed language structure. If in the example the reader read *dog* for *car*, the reader would be using syntactic cues because he or she substituted one noun for another. While readers generally use both cue systems concurrently, it is helpful to determine the extent to which each is emphasized.

This test is designed to assess mastery of grammatical forms for students who are language delayed or ELL. Cloze tests can be utilized to glean information about the student's language proficiency skills because they allow specific language features to be targeted (Todd, 2008).

GRAMMATICAL CLOZE

Purpose and Level The grammatical closure test may be given to students whose speech seems to be inadequately developed. This may be the result of delayed language. English Language Learners may be given the inventory to learn which forms may need to be reviewed and practiced.

Administration The examiner reads the sentences to the student. If the student misses the first sentence, give the correct response, and practice with similar constructions until the task is understood. Demonstrate with pencils, books, and other objects when necessary.

Directions Say, "*I am going to read some sentences to you that have some words missing. Try to guess the missing word.*"

Scoring and Interpretation Accept responses that fit the grammatical form, such as *pens* for *pencils* in sentence 1, and *mine* for *yours* in sentence 2. Repeat with appropriate demonstration if the student gives a response such as *shoes* for *feet* in sentence 10. Make a record of grammatical forms that need to be taught. Since this test is quite short, other samples of the student's language may need to be obtained. The recommended procedure is to tape a sample of about 200 words, transcribe the sample, and categorize the forms with which the student is having difficulty. Compare the student's language competency with that of his or her peers. Refer to a speech therapist if the problems seem to be severe.



GRAMMATICAL CLOSURE

Student's name _____ Date _____

1. This is a pencil. Here are two _____. (*plural*)
2. This is my pencil. That pencil is _____. (*possessive pronoun*)
3. I can tap my pencil. Now I am _____. (*present participle*)
4. I saw one man. Then I saw three _____. (*plural*)
5. The child breaks his toys. Now all of the toys have been _____. (*past participle*)
6. This book belongs to Nancy. Whose book is it? It is _____. (*possessive*)
7. I have a box and you have a box. We have two _____. (*plural*)
8. This book is on the table. Where is this book? (*demonstrate over or under*)
_____ the table. (*preposition*)
9. This book is big. This one is bigger. And this one is the _____. (*comparative adjective*)
10. This is a foot. Here are two _____. (*plural*)
11. He said he would go; now he has _____. (*past participle*)
12. She was writing. Look at what she has _____. (*past participle*)
13. Mary has many pencils, but Sue has even _____. (*comparative adjective*)
14. I saw a mouse; then I saw two _____. (*plural*)
15. Tim enjoyed himself at the party. Tina enjoyed herself. They both enjoyed
_____. (*plural possessive*)

Student's name _____ Date _____

PRELITERACY/EMERGENT LITERACY ASSESSMENT RECORD

Testing Record	Unsatisfactory	Satisfactory	Specific Needs
1. Literacy Concepts	_____	_____	_____
2. Rhyme Recognition	_____	_____	_____
3. Initial Phoneme Recognition	_____	_____	_____
4. Ending Phoneme Recognition	_____	_____	_____
5. Blending Phonemes	_____	_____	_____
6. Segmenting Phonemes	_____	_____	_____
7. Letter Knowledge:			
a. Recognition	_____	_____	_____
b. Identification	_____	_____	_____
c. Reproduction	_____	_____	_____
8. Hearing Letter Names in Words	_____	_____	_____
9. Syntax (Word) Matching	_____	_____	_____
10. Cloze Test	_____	_____	_____
11. Visual Discrimination	_____	_____	_____
12. Auditory Discrimination	_____	_____	_____
13. Spelling, Test 1:			
a. Beginning Consonant	_____	_____	_____
b. Ending Consonant	_____	_____	_____
c. Medial Vowel	_____	_____	_____

Semantic and Syntactic Evaluation

ORAL LANGUAGE ASSESSMENT

Evaluation of Expression

Several methods may be employed to elicit oral language. The strategy or strategies used will depend on which aspects of language need to be evaluated and the degree of development. The following procedures are recommended.

Describing Show the student a picture suitable to her or his maturity, with three or more actors (people or animals) engaged in easily recognized activities. Say, *“Please look at the picture and tell me as much as you can about it.”* As necessary, encourage the student to continue. Say, *“Good, tell me some more”* or *“Fine, go on.”* If at all possible, tape the student; then transcribe the tape. If a tape cannot be made, write the student’s utterances. A show-and-tell activity might be used if the student is not intimidated by being in front of a group. Analyze the speech sample and record the results on the Oral Language Expression Checklist (p. 140).

Retelling Read to the student a passage of 60 to 100 words, suitable in length and content to the student’s maturity and interest. The passage should have well-organized content. Ask the student to retell the story. Tape, transcribe, and analyze the performance as outlined in procedure 1 and record results on the checklist. (Retelling information may also be obtained from the highest independent-level performance on Graded Reader’s Passages.)

Dictating Have the student make up a story and dictate it to the examiner. Pictures or opening sentences (story starters) may be used to stimulate the student. Analyze and record the results on the Oral Language Expression Checklist (p. 140).

ORAL LANGUAGE EXPRESSION CHECKLIST

Yes	No	Comparison with Peers Indicates Satisfactory Performance in:	Description and Examples of Problems
_____	_____	Articulation	_____
_____	_____	English as a second language	_____
_____	_____	Fluency	_____
_____	_____	Volume	_____
_____	_____	Voice quality	_____
_____	_____	Other speech areas	_____
		Vocabulary Development	
_____	_____	Understanding of connotation	_____
_____	_____	Definition by use (<i>chair</i> —sit on it)	_____
_____	_____	Definition by description (has four legs)	_____
_____	_____	Definition by category (furniture)	_____
		Level of Abstraction	
_____	_____	Description of action or quality	_____
_____	_____	Interpretation of actions or events	_____
_____	_____	Prediction of actions or events	_____
_____	_____	Evaluation of actions or events	_____
		Syntactic Development	
_____	_____	Use of simple sentences (subject–verb)	_____
_____	_____	Use of compound subjects or verbs	_____
_____	_____	Use of compound sentences	_____
_____	_____	Use of passive voice	_____
_____	_____	Use of subordinate conjunctions	_____
_____	_____	Use of sentences with more than one dependent clause	_____
_____	_____	Sentence length	_____
_____	_____	Grammar	_____
_____	_____	Ability to repeat sentences	_____
		Organization of Expression	
_____	_____	Appropriateness	_____
_____	_____	Coherence	_____
_____	_____	Organized retelling of narrative: main characters, problem, events, sequence. If important, causality, outcome, and generalizations, moral or theme.	_____ _____ _____
_____	_____	Organized retelling of nonfiction: purpose, main points, order, cause and effect, comparison or contrast, conclusion	_____ _____ _____
_____	_____	Telling a story (as above)	_____
_____	_____	Explaining, describing, informing (as above)	_____ _____

EVALUATION OF ORAL LANGUAGE RECEPTION

Some students may have difficulty in oral language expression yet do well in language reception. Others may be weak in both areas. Generally, receptive language comprehension is more advanced than expressive language. The listening comprehension section of the Graded Reader’s Passages test can be used as one measure of oral language reception. Other informal assessment procedures for those with poor listening comprehension include giving directions to which the student responds physically. For example: “Put this book on the table.” Oral commissions may be given in increasing levels of difficulty in terms of abstractness, number, and sequence of commands. *Put this book on the table* is concrete and consists of one command. *Point to the largest book* is more abstract. *Put the book on the table; next, turn off the lamp, and then bring me an eraser* is a command with three sequenced parts. How well a student performs is an indication of his or her ability to comprehend spoken language. Following directions is difficult for those with receptive language problems. It may be useful to contrast the student’s abilities in nonverbal areas such as drawing, painting, crafts, and similar activities with verbal performance. Also, arithmetic calculation abilities can be contrasted with arithmetic reasoning in story problems.

Some of the testing procedures listed under Oral Language and Cloze Tests may be used to evaluate receptive language abilities, but one should keep in mind that most require oral responses. Those who appear to have difficulties in oral language reception should be referred to specialists in communication disorders for more careful evaluation and, if necessary, language development. Of course, the need for an auditory acuity evaluation is also indicated to rule out hearing difficulties.

The Peabody Picture Vocabulary Test (PPVT IV; Circle Pines, MN: American Guidance Service, 2007) may be quite useful in evaluating oral language reception of standard American English. The examiner should consider the student’s background of experience and the demands of the test to determine whether it is appropriate.

WRITING EVALUATION

Handwriting: Writing Letters

Nonreaders or those on the beginning levels should be tested for their ability to write letters. The first phonics test, Letter Names, may be dictated to the student for this purpose. A complete inventory includes the ability to use manuscript letters in upper- and lowercase, and for more advanced students, the ability to write cursive letters in upper- and lowercase.

Handwriting: Writing Words in Sentences

Obtain a sample of the student's best effort. If one is not available, say, "*I would like to see your best handwriting. Please write what I say.*" Give the student lined paper appropriate in spacing to his or her age. A graded passage on the student's independent reading level may be used for dictation. Older students may be given a graded passage to copy in cursive writing. Use the handwriting section of the Written Language Expression Checklist (p. 143) to evaluate the student's effort.

Near- and Far-Point Copying

Ask students to copy passages on their highest independent reading levels from a distance of 10 or 12 feet and from a copy on their desk in front of them. They should copy different passages of the same length and difficulty. The examiner should record the time taken to copy each passage and should observe the number of letters and words copied after each glance, pointing behavior, auditorizing, and other indicators of difficulty or ease with the task. A comparison of time and behaviors for the two tasks may reveal problems in near-point or far-point vision. Memory span for written language may also be evaluated.

Writing from Dictation

This task may be used to evaluate the student's ability to remember spoken words and phrases in a meaningful context. Students with problems in this area may be able to write only one or two words at a time. As the examiner dictates the passage, he or she should observe the student's accuracy and adjust the number of words dictated accordingly.

Expressing Ideas in Writing

Obtain samples of the student's best efforts to express ideas in writing. If these are not available, give the student a picture (as in the Oral Language Assessment procedure) and ask him or her to write a story about it. Using the same device for evaluating written and oral language gives the examiner an opportunity to compare development. Usually a student's oral expression is better, but some students with retrieval problems may do better in written expression. Give the student unlimited time to write, but note the time taken to produce the story.

Use the Written Language Expression Checklist to evaluate the student's efforts. The student's general development in writing can be evaluated by preparing a file of several writing samples typical of students in each grade level and comparing products.

Student's name _____ Date _____

WRITTEN LANGUAGE EXPRESSION: CHILDREN

Yes	No	Comparison with Peers Indicates Satisfactory Performance in:	Descriptions and Examples of Problems
_____	_____	Copying letters	_____
_____	_____	Writing letters from dictation	_____
_____	_____	Writing sentences from dictation	_____
Handwriting			
_____	_____	Letter formation	_____
_____	_____	Proportion slant	_____
_____	_____	Rate of letter production	_____
_____	_____	Spacing letters, words, lines	_____
_____	_____	Legibility	_____
Syntactic Development			
_____	_____	Writing complete sentences	_____
_____	_____	Writing sentences of appropriate length and complexity	_____
_____	_____	Using correct grammar	_____
Mechanics			
_____	_____	Using capital letters	_____
_____	_____	Using punctuation	_____
Level of Abstraction			
_____	_____	Ability to describe concrete objects and actions	_____
_____	_____	Ability to present and discuss ideas	_____
Organization and Presentation of Ideas			
_____	_____	Coherence within sentences, paragraphs, total story, or essay	_____
_____	_____	Using organizational patterns: narrative, expository, sequence, cause-effect, comparison, contrast	_____
_____	_____	Using appropriate vocabulary	_____
_____	_____	Proofreading and correcting	_____
_____	_____	Other observations	_____

WRITING SCALE: ADULTS

Indicate +, yes, or -, no

Levels	Student's Name: _____	Date: _____
0	Unable to write letters of the alphabet	
1	Able to ____ write or ____ copy name. Able to ____ write or ____ copy ____ part or ____ all of address. Able to ____ write upper- and ____ lowercase letters. Able to write words phonetically. ____	
2	Able to write name and address. ____ Able to write simple sentences. ____ Able to use upper- and lowercase properly. ____ Able to spell ____ few ____ some ____ most words.	
3	Able to write complex sentences. ____ Able to write in paragraphs. ____ Able to describe concrete objects and actions. ____ Able to use correct grammar ____ some or ____ most of the time. Able to use correct punctuation ____ some or ____ most of the time.	
4	Able to present and discuss ideas. ____ Able to write sentences of appropriate length and complexity. ____ Able to demonstrate coherence within and across paragraphs. ____ Able to use correct grammar. ____ Able to use correct punctuation. ____ Able to use appropriate vocabulary. ____ Able to write business letters. ____ Able to write for academic classes. ____	
5	Able to write fluently. ____ Able to use organizational patterns: narrative ____, expository ____, sequence ____, cause and effect ____, comparison ____, contrast. ____ Able to fit writing styles to audience. ____ Able to proofread and correct writing. ____	

Notes:

ARITHMETIC TEST

Purpose

An arithmetic test is included as a supplement to the battery for two reasons. First, the ability to perform basic arithmetic tasks is not dependent on reading. Students who do quite well in arithmetic, in contrast to reading, give evidence of their potential. The converse, of course, is not true. If a student does not do well in both reading and arithmetic, this does not mean potential is lacking but may indicate other underlying problems or simply a lack of instruction. Second, the writer of this test feels that remedial specialists and teachers should give assistance in all areas of essential needs such as reading, writing, spelling, and arithmetic. Overspecialization, leading to fragmentation in instruction, can result in an area of basic functioning being neglected.

Administration

Give the student the test page and scrap paper to use. Say, *“Please work as many of these problems as quickly as you can. Be careful, but try not to waste time.”* Allow 5 minutes, exactly! The test may be continued untimed after the problems that were finished have been noted. Additional answers obtained after 5 minutes are not to be included in the scoring but can be used to obtain further information. Observe the student’s work unobtrusively.

The test may be given untimed. The grade-level score is only an estimate. What is important is the student’s ability to perform the operations.

Scoring and Interpretation

Total the number of right answers and refer to the answer key (p. 147) to obtain an estimate of level of performance. Note the categories of operations that the student understands. In addition, look for evidence of transposing or reversing numbers; consider whether the operation has been performed correctly even though the calculation was incorrect; look at rate in relation to accuracy; observe the student’s need to verbalize; make tally marks; and so forth.

Score: _____ Grade Equiv.: _____ Name: _____ Date: _____

ARITHMETIC TEST

1.
$$\begin{array}{r} 3 \\ +4 \\ \hline \end{array}$$

2.
$$\begin{array}{r} 5 \\ 3 \\ +4 \\ \hline \end{array}$$

3.
$$\begin{array}{r} 7 \\ -3 \\ \hline \end{array}$$

4.
$$\begin{array}{r} 12 \\ -5 \\ \hline \end{array}$$

5.
$$\begin{array}{r} 761 \\ 543 \\ +123 \\ \hline \end{array}$$

6.
$$\begin{array}{r} 592 \\ -363 \\ \hline \end{array}$$

7.
$$\begin{array}{r} 7 \\ \times 3 \\ \hline \end{array}$$

8.
$$\begin{array}{r} 402 \\ \times 9 \\ \hline \end{array}$$

9. $4 \overline{)24}$

10. $9 \overline{)954}$

11. $5 \overline{)46}$

12.
$$\begin{array}{r} 32 \\ \times 7 \\ \hline \end{array}$$

13.
$$\begin{array}{r} 7291 \\ -5460 \\ \hline \end{array}$$

14.
$$\begin{array}{r} 42 \\ \times 73 \\ \hline \end{array}$$

15. $23 \overline{)1081}$

16.
$$\begin{array}{r} 7 \\ +2\frac{1}{4} \\ \hline \end{array}$$

17.
$$\begin{array}{r} \frac{1}{4} \\ +\frac{3}{8} \\ \hline \end{array}$$

18.
$$\begin{array}{r} 5\frac{1}{2} \\ -3 \\ \hline \end{array}$$

19.
$$\begin{array}{r} 7 \\ -4\frac{2}{3} \\ \hline \end{array}$$

20.
$$\begin{array}{r} \frac{2}{3} \\ \frac{1}{2} \\ +\frac{1}{6} \\ \hline \end{array}$$

21.
$$\begin{array}{r} 371\frac{3}{8} \\ +17\frac{1}{4} \\ \hline \end{array}$$

22.
$$\begin{array}{r} 16 \\ \times 3\frac{1}{4} \\ \hline \end{array}$$

23. $\frac{3}{4} \times \frac{2}{5} =$

24. $\frac{3}{4} \div \frac{1}{2} =$

25.
$$\begin{array}{r} 37 \\ \times .04 \\ \hline \end{array}$$

26.
$$\begin{array}{r} .42 \\ .01 \\ +3.713 \\ \hline \end{array}$$

27. $7 \overline{)4.41}$

28. $.07 \overline{)21.63}$

29.
$$\begin{array}{r} 29.1 \\ \times 4.54 \\ \hline \end{array}$$

30. Write $\frac{1}{4}$
as a
decimal ____

ARITHMETIC TEST ANSWER KEY

1. 7	6. 229	11. 9.2	16. $9\frac{1}{4}$	21. $388\frac{5}{8}$	26. 4.143
2. 12	7. 21	12. 224	17. $\frac{5}{8}$	22. 52	27. .63
3. 4	8. 3618	13. 1831	18. $2\frac{1}{2}$	23. $\frac{3}{10}$	28. 309
4. 7	9. 6	14. 3066	19. $2\frac{1}{3}$	24. $1\frac{1}{2}$	29. 132.114
5. 1427	10. 106	15. 47	20. $\frac{8}{6}$ or $1\frac{1}{3}$	25. 1.48	30. .25

Raw Score (Number Right) and Grade Equivalent

Score	0	1	2	3	4	5	6	7	8	9	10	11	12
Grade	1.0	1.5	2.0	2.5	3.0	3.5	3.8	4.0	4.3	4.5	4.8	5.0	5.3

Score	13	14	15	16	17	18	19	20	21	22	23	24	25+
Grade	5.5	5.8	6.3	6.5	7.0	7.5	8.0	8.5	9.0	9.5	10.0	10.5	10.5+

Calculation Categories

simple addition: 1, 2, 5	multiplication of fractions: 22, 23
addition of fractions: 16, 17, 20, 21	multiplication of decimals: 25, 29
addition of decimals: 26	simple division: 9, 10, 11, 15
simple subtraction: 3, 4, 6, 13	division of fractions: 24
subtraction of fractions: 18, 19	division of decimals: 27, 28
simple multiplication: 7, 8, 12, 14	decimal conversion: 30

CURRICULUM-BASED MEASUREMENT

Description

Curriculum-Based Measurement (CBM) involves evaluating a person's ability to read materials that he or she would have to read and comprehend as part of a course of study. The open-book reading assessments (OBRAs) are a functional means of measuring a person's ability to read and comprehend material. OBRAs are informal silent reading assessments employing questions to be answered or tasks to be performed by the reader with the selection provided. The material is taken from academic material or daily-life reading. The skills tested by questions or tasks may reflect course goals or life competencies. OBRAs are most appropriate for those reading above the third-grade level. They may be used with individuals or with groups.

Purposes

The purposes of the open-book tests are (1) to obtain specific information on students' abilities to understand and use content-area, vocational, or daily-life reading materials; (2) to plan instruction; and (3) to confirm or supplement other diagnostic data.

Construction

1. Portions of material considered to be typical reading for the student within particular areas of emphasis should be selected. For content areas this might include textbooks, periodicals, or pamphlets; for vocational areas, manuals, indexes, or directories; and for other life-role areas, newspapers, schedules, and catalogs. Passage length will depend on the student's reading ability.
2. To determine the abilities to be evaluated, consider (a) the nature of the tasks to be performed with the material and the levels of comprehension required and (b) the enabling skills required to perform the tasks or comprehend the information. With regard to tasks and levels, will the reader need to interpret graphs and maps? Follow directions? Identify summarizing or main-idea statements? Evaluate information? When the main objectives of using the material have been determined, the test constructor can then turn to the enabling objectives. For example, will the reader be able to understand the technical and general vocabulary? Skim to find specific items of information? Perceive the organization of the information?
3. Multiple-choice, matching, or short-answer test items should be constructed. These will be easier to score, but, more important, they will evaluate the student's ability to understand what was read rather than the ability to express oneself (a higher level of functioning). This is not to say that expression should not be tested but that the underlying ability, comprehension, should be tested separately. In this way, the diagnostician can separate those students who comprehend but cannot express themselves verbally from those who cannot comprehend *and* cannot express themselves verbally.
4. Page and paragraph numbers should be provided for each question unless surveying or locational skills are being tested. The more items within a category, the more reliable the test. At least five or six items per category should be constructed. The test should be piloted on a sample of average readers, and poor items should be rewritten or discarded.
5. Separate writing assessments may evaluate the ability to summarize, to evaluate, and to relate information.

Sample categories and questions from various content areas:

Technical Vocabulary

1. fossil (page 230, paragraph 2)
 - (a) A rock shaped by wind or water into the form of an animal
 - (b) A trace of an animal or plant that lived long ago
 - (c) A search for animals that lived in the Ice Age
 - (d) A plan to reconstruct animals from the Ice Age
 - (e) I don't know
2. composing room (page 22, paragraph 1)
 - (a) Where news is set in type
 - (b) Where news articles are written
 - (c) Where news items are selected
 - (d) Where news policy is established
 - (e) I don't know

General Vocabulary

1. distinguish (page 50, paragraph 5)
 - (a) Group together
 - (b) Give a name
 - (c) Tell apart
 - (d) Find a total
 - (e) I don't know
2. dwells (page 6, paragraph 6)
 - (a) Eats
 - (b) Dives
 - (c) Walks
 - (d) Lives
 - (e) I don't know

Specific Context Clues to Vocabulary

1. coagulates (page 42). The acid thickens or *coagulates* the proteins of milk.
 - (a) Makes a larger quantity
 - (b) Makes more dense
 - (c) Makes more digestible
 - (d) Makes sour tasting
 - (e) I don't know
2. opaque (page 40). You can see through glass, but wood is *opaque*.
 - (a) Can't be melted
 - (b) Can't break it
 - (c) Can't be bent
 - (d) Can't look through it
 - (e) I don't know

Main Ideas

1. The main idea (important principle) on page 22 is:
 - (a) Winds blow across the water.
 - (b) Evaporation lowers the air temperature.
 - (c) Moisture is removed from the air.
 - (d) Refrigerators can help preserve food.
 - (e) I don't know

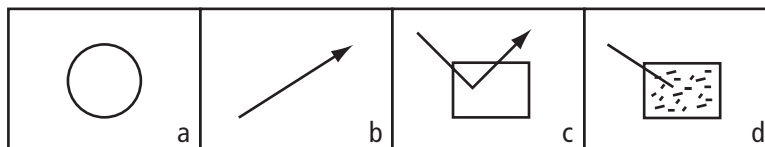
2. The main idea (statement of theory) on page 108 is:
 - (a) The United States is in the temperate zone.
 - (b) Countries in temperate zones make greater progress.
 - (c) Progress is measured by gross national product.
 - (d) Climate affects the course of world history.
 - (e) I don't know

Literal Details

1. Circle three examples of an amphibian (pages 29 and 30):
 - (a) frog
 - (b) bird
 - (c) fish
 - (d) turtle
 - (e) toad
 - (f) alligator
 - (g) salamander
 - (h) water buffalo
 - (i) snake
2. The new stars of 1600 and 1604 were observed by (page 32):
 - (a) Galileo
 - (b) Copernicus
 - (c) Kepler
 - (d) Tycho Brahe
 - (e) I don't know

Interpretation

1. Match the following statements to the diagrams:



- ☐ Light can be bent. (p. 40)
 ☐ Light can be reflected. (p. 41)
 ☐ Light travels in straight lines. (p. 40)
 ☐ Light can be absorbed. (p. 42)
 ☐ Light can travel through space. (p. 42)
2. Sam's mother appeared to be (pp. 80–82):
 - (a) worried
 - (b) disappointed
 - (c) angry
 - (d) pleased about his new job
 - (e) not concerned

Using Charts

1. Olefin is cleaned by (p. 57):
 - (a) Washing in warm water
 - (b) Washing in hot water
 - (c) Dry cleaning
 - (d) Brushing with cornstarch
 - (e) I don't know

2. The distance from Lansing to Central City is (see map grid):
- (a) 62 miles
 - (b) 72 miles
 - (c) 86 miles
 - (d) 59 miles
 - (e) I don't know

Using Book Parts

In my textbook, to find quickly	I would turn to:	on page:
_____ A definition of a technical word	(a) table of contents	(1) ii
_____ Pages that mention a particular person's name	(b) the glossary	(2) 390
_____ A statement of why the author wrote the book	(c) preface	(3) iii
_____ Name of book's publisher	(d) title page	(4) vii
_____ Outline of what is in the book	(e) index	(5) 385

Administration

Students should be given a generous amount of time, although those who take much longer than others should be noted, as they may require further testing. The OBRA may be given in sections so that students who are unable to concentrate for a sustained period will not be inclined to guess or mark answers without reading the material. As with all test administration, students should be given clear, explicit instructions, encouraged to do their best, and observed for evidence of inattention to the task or confusion over test directions.

Scoring

As a general guide, 80% may be considered adequate for most categories. If several students are tested, the results might be charted as follows:

	Literal Details						Technical Vocabulary						Main Ideas						And so on
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	
Jim	x	x		x	x		x	x		x	x	x			x		x		
Sue	x	x	x	x	x	x	x	x	x	x	x		x						
Donald	x	x		x						x	x						x		
Linda	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	x	
And so on																			

Note: The number refers to the test item; an “x” indicates a correct answer.

Analysis

An analysis of the results can provide information on specific strengths and weaknesses. If the chart is read vertically, it can reveal group needs; if read horizontally, it can indicate individual needs. Jim, for example, needs help in identifying main ideas in his textbooks, whereas Donald's low performance in one of the easier sections of the test, literal comprehension, suggests the need for further evaluation in the areas of general vocabulary and underlying concepts. If these are quite low, he should not be required to use this text. If these are satisfactory, Donald's listening comprehension of the material should be evaluated to see whether he can have the textbook read to him while instruction is provided to improve his technical vocabulary and comprehension.

Students should be given feedback on their performance. This can be done by photocopying the chart, cutting it into strips, and giving each student his or her results. Then the teacher can explain the reasoning processes and knowledge required by each category. This might be the first time some of the students have gotten any insights as to what their comprehension skills are and what kinds of reasoning need to be done to comprehend various kinds of printed matter.

The OBRA can be extended over grade levels by constructing additional tests for material on higher and lower grade levels. For example, Donald might be evaluated on easier material, whereas Linda might be evaluated on more challenging material. Students have a level at which they can function fairly well, but within that level they have strengths and weaknesses.

The teacher can develop a file of OBRAs on materials on different levels in various areas over a period of time that can be used to supplement a diagnostic battery or to place students in materials. OBRAs provide useful information regarding English Language Learners' academic language proficiency. Structuring OBRAs to reflect the cognitive demands and contextual supports appropriate for a given grade level can assist teachers in targeting specific skills needed for success in academic content areas (Corson, 1995; Cummings, 1979).

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