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Print Concepts

Kindergarten

RF.K.1 Demonstrate understanding of the organization and basic features of print.

Skills	Questions/Performance	Demonstrated
Print Concepts	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.K.1a Follow words from left to right, top to bottom, and page by page.

RF.K.1b Recognize that spoken words are represented in written language by specific sequences of letters.

RF.K.1c Understand that words are separated by spaces in print.

RF.K.1d Recognize and name all upper- and lowercase letters of the alphabet.

Skills	Questions/Performance	Demonstrated
RF.K.1a		Yes/No
Book Awareness	1. "Where is the front of this book?" (points to the front of the book)	
	2. "Where is the back of this book?" (points to back of the book)	
	3. "Which way do we read? Show me with your finger." (left to right and top to bottom)	
	4. "Where is page 2? (finds page 2) Where is page 5? (finds page 5)	
	5. "Can you follow along in a story? Follow along as I read." (student follows along)	
Differentiate between pictures and words	"Where is a picture in the book?" (points to a picture)	
Understand letters and words	"Point to a word. What letters are in that word?" (points to word and spells word)	
RF.K.1b		Yes/No
Recognize spoken words are represented in written language	Teacher reads a grade-level sentence. "What words were in that sentence?" (student repeats the sentence)	
RF.K.1c		Yes/No
Understand that words are separated by spaces	"Can you point to spaces that separate words? Point to a space that separates two words." (student points to a space separating words)	
Materials Needed: A grade-level book with a front and back, words, page numbers, pictures, a period, an exclamation mark, a question mark, and capitalization (first word and proper noun).		

Skills	Questions/Performance	Demonstrated
R.F.K.1d		Yes/No
Recognize and name all upper- and lowercase letters	See performance on Lower- and Uppercase Letters	Lowercase
		Uppercase
Materials Needed: Teacher Copy (Below) and Student Copy (Appendix A) of Lower- and Uppercase Letters.		

Lower- and Uppercase Letters- Teacher Copy

Lowercase

Prompt: Teacher points to the first letter on *Student Copy*. “Begin here and tell me the name of each letter. Ready, begin.”

Scoring: Mark errors with a slash (/). If student takes longer than 3 seconds, provide the correct answer and mark it as an error. Prompt the student to for the next letter, “What letter?”

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

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Uppercase

Prompt: Teacher points to the first letter on *Student Copy*. “Begin here and tell me the name of each letter. Ready, begin.”

Scoring: Mark errors with a slash (/). If student takes longer than 3 seconds, provide the correct answer and mark it as an error. Prompt the student to for the next letter, “What letter?”

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

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First Grade

RF.1.1 Demonstrate understanding of the organization and basic features of print.

Skills	Questions/Performance	Demonstrated
Print Concepts	Does student demonstrate proficiency with sub-skill (see below)?	[Yes] [No]

RF.1.1a Recognize the distinguishing features of a sentence (e.g., first word, capitalization, and end punctuation).

Skills	Questions/Performance	Demonstrated
RF.1.1a		Yes/No
Book Awareness	1. “Where is the beginning of the story?” (points to the first word)	
	2. “Where is a period?” (points to a period)	
	3. “Where is an exclamation mark?” (points to an exclamation mark)	
	4. “Where is a question mark?” points to a question mark)	
	5. Point to the first word in a sentence. “Why is the first letter capitalized? (first letter of a sentence)	
	6. Point to a proper noun. “Why is the first letter capitalized? (proper noun or name)	
Materials Needed: A grade-level book with a front and back, words, page numbers, pictures, a period, an exclamation mark, a question mark, and capitalization (first word and proper noun).		

Phonological Awareness

Kindergarten

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Skills	Questions/Performance	Demonstrated
Phonological Awareness	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.K.2a Recognize and produce rhyming words.

RF.K.2b Count, pronounce, blend, and segment syllables in spoken words.

RF.K.2c Blend and segment onsets and rimes of single-syllable spoken words.

RF.K.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) (/CVC/ is a word with three phonemes regardless of the number of letters in the spelling.)

RF.K.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Skills	Questions/Performance	Demonstrated
RF.K.2a		Yes/No
Recognize Rhyming Words	See performance on Recognizing Rhyming Words (Appendix A)	
Produce Rhyming Words	See performance on Producing Rhyming Words (Appendix A)	
RF.K.2b		Yes/No
Blend Syllables	See performance on Blending Syllables (Appendix A)	
Segment Syllables (includes counting and pronouncing)	See performance on Segmenting Syllables (Appendix A)	
RF.K.2c		Yes/No
Blend Onsets and Rimes	See performances on Blending Onsets and Rimes (Appendix A)	
Segment Onsets and Rimes	See performance on Segmenting Onsets and Rimes (Appendix A)	
RF.K.2d		Yes/No
Segment Phonemes (CVC words)	See performance on Segmenting Phonemes (Appendix A)	
RF.K.2e		Yes/No
Phoneme Addition	See performance on Phoneme Addition (Appendix A)	
Phoneme Substitution (initial and final sounds)	See performance on Phoneme Substitution (Appendix A)	
Materials Needed: Test forms found in Appendix A		
*CVC is three phonemes regardless of the number of letters		

First Grade

RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

Skills	Questions/Performance	Demonstrated
Phonological Awareness	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.1.2a Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2b Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.2d Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).

Skills	Questions/Performance	Demonstrated
RF.1.2a		Yes/No
Distinguish Long from Short Vowel Sounds	See Performance on Distinguishing Long from Short Vowel Sounds (Appendix B)	
RF.1.2b		Yes/No
Blend Phonemes	See performance on Blending Phonemes (Appendix B)	
RF.1.2c		Yes/No
Segment Phonemes (initial, medial vowel, final sounds)	See performances on Segmenting Phonemes (Appendix B)	
RF.1.2d		Yes/No
Segment Phonemes (complete single-syllable words)	See performance on Segmenting Phonemes (Appendix B)	
Materials Needed: Test forms found in Appendix B		

Phonics and Word Recognition

Kindergarten

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Skills	Questions/Performance	Demonstrated
Phonics and Word Recognition	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.K.3a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

RF.K.3b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

RF.K.3c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3d Distinguish between similarly spelled words by identifying the sounds of the letters that differ

Skills	Questions/Performance	Demonstrated
RF.K.3a		Yes/No
Produce most frequent sound for consonants	See performance on Letter Sounds (Appendix A)	
RF.K.3b		Yes/No
Produce short sounds for each vowel	See performance on Letter Sounds (Appendix A)	
Produce short vowel sounds for common spellings	See performance on Common Short Vowel Spellings (Appendix A)	
Produce long vowel sounds for common spellings	See performance on Common Long Vowel Spellings (Appendix A)	
RF.K.3c		Yes/No
Read common high-frequency words by sight	See performances on High Frequency Words (includes irregular words) (Appendix A)	
RF.K.3d		Yes/No
Distinguish between similarly spelled words	See performance on Similarly Spelled Words (Appendix A)	
Materials Needed: Test forms found in Appendix A		

First Grade

RF.1.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Skills	Questions/Performance	Demonstrated
Phonics and Word Recognition	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.1.3a Know the spelling-sound correspondences for common consonant digraphs, and initial and final consonant blends.

RF.1.3b Decode regularly spelled one-syllable words.

RF.1.3c Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3d Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.

RF.1.3e Decode two-syllable words following basic patterns by breaking the words into syllables.

RF.1.3f Read words with inflectional endings.

RF.1.3g Recognize and read grade-appropriate irregularly spelled words, including high frequency words.

Skills	Questions/Performance	Demonstrated
RF.1.3a		Yes/No
Produce sounds for common consonant digraphs	See performance on Consonant Digraphs (Appendix B)	
Read words with consonant digraphs and consonant blends	See performance on One-Syllable Words (Appendix B)	
RF.1.3b		Yes/No
Read regularly spelled one-syllable words	See performance on One-Syllable Words (Appendix B)	
RF.1.3c		Yes/No
Read words with long vowel sounds (common spellings)	See performance on Long Vowel Words (Appendix B)	
RF.1.3d		Yes/No
Determine number of syllables in a printed word	See performance on Counting Syllables (Appendix B)	
RF.1.3e		Yes/No
Decode two-syllable words (short vowels)	See performance on Decoding Two-Syllable Words (Appendix B)	
RF.1.3f		Yes/No
Read words with inflectional endings	See performance on Inflectional Endings (Appendix B)	
RF.1.3g		Yes/No
Read common high-frequency words by sight	See performances on High Frequency Words (includes irregular words) (Appendix B)	
Materials Needed: Test forms found in Appendix B		

Second Grade

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Skills	Questions/Performance	Demonstrated
Phonics and Word Recognition	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.2.3a Distinguish long and short vowels when reading regularly spelled one-syllable words.

RF.2.3b Know spelling-sound correspondences for additional common vowel teams.

RF.2.3c Decode regularly spelled two-syllable words with long vowels.

RF.2.3d Decode words with common prefixes and suffixes.

RF.2.3e Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3f Recognize and read grade-appropriate irregularly spelled words, **including high-frequency words.**

Skills	Questions/Performance	Demonstrated
RF.2.3a		Yes/No
Distinguish between long and short vowel spellings	See performance on Long and Short Vowel Spellings (Appendix C)	
RF.2.3b		Yes/No
Read words with common vowel teams (additional teams)	See performance on Common Vowel Teams (Appendix C)	
RF.2.3c		Yes/No
Decode two-syllable words (long vowels)	See performance on Decoding Two-Syllable Words (Appendix C)	
RF.2.3d		Yes/No
Decode words with prefixes and suffixes	See performance on Decoding Prefixes and Suffixes (Appendix C)	
RF.2.3e		Yes/No
Decode inconsistent spelling-sound correspondences	See performance on Inconsistent Spelling-Sound Correspondences (Appendix C)	
RF.2.3f		Yes/No
Read common high-frequency words by sight	See performances on High Frequency Words (includes irregular words) (Appendix C)	
Materials Needed: Test forms found in Appendix C		

Third Grade

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Skills	Questions/Performance	Demonstrated
Phonics and Word Recognition	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.3.3a Identify and know the meaning of the most common prefixes and derivational suffixes.

RF.3.3b Decode words with common Latin suffixes.

RF.3.3c Decode multisyllable words.

RF.3.3d Read grade-appropriate irregularly spelled words, **including high-frequency words**.

Skills	Questions/Performance	Demonstrated
RF.3.3a		Yes/No
Decode words with most common prefixes and suffixes	See performance on Words with Common Prefixes and Suffixes (Appendix D)	Part 1
		Part 2
Know meaning of the most common prefixes and suffixes	See performance on Prefix and Suffix Meaning (Appendix D)	
RF.3.3b		Yes/No
Decode words with common Latin suffixes	See performance on Words with Common Prefixes and Suffixes (Appendix D)	
RF.3.3c		Yes/No
Decode multisyllabic words	See performance on Decoding Multisyllabic Words (Appendix D)	
RF.3.3d		Yes/No
Read common high-frequency words by sight	See performances on High Frequency Words (includes irregular words) (Appendix D)	
Materials Needed: Test forms found in Appendix D		

Fourth Grade

RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Skills	Questions/Performance	Demonstrated
Phonics and Word Recognition	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.4.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Skills	Questions/Performance	Demonstrated
RF.4.3a		Yes/No
Use strategies to read multisyllabic words	See performance on Strategies to Read Multisyllabic Words (Appendix E)	
Know meaning of the most common roots and affixes	See performance on Root and Affix Meaning (Appendix E)	
Materials Needed: Test forms found in Appendix E		

Fifth Grade

RF.5.3 Know and apply grade-level phonics and word analysis skills in decoding words.

Skills	Questions/Performance	Demonstrated
Phonics and Word Recognition	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.5.3a Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Skills	Questions/Performance	Demonstrated
RF.5.3a		Yes/No
Use strategies to read multisyllabic words	See performance on Strategies to Read Multisyllabic Words (Appendix F)	
Know meaning of the most common roots and affixes	See performance on Root and Affix Meaning (Appendix F)	
Materials Needed: Test forms found in Appendix F		

Fluency

Kindergarten

RF.K.4 Read emergent-reader texts with purpose and understanding.

Skills	Questions/Performance	Demonstrated
RF.K.4		Yes/No
Listening	Student actively listens to text read aloud	
Reading	Student reads grade-level text	
Understanding	Student demonstrates understanding of text	
Material Needed: A grade-level text for the teacher to read, a grade-level text for the student to read, and text-dependent questions.		

First Grade

RF.1.4 Read with sufficient accuracy and fluency to support comprehension.

Skills	Questions/Performance	Demonstrated
Reading Fluency	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.1.4a Read grade-level text with purpose and understanding.

RF.1.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.1.4c Use context **and other cues (e.g., phonics, word recognition skills, prior knowledge)** to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills	Questions/Performance	Demonstrated
RF.1.4a		Yes/No
Reads grade-level text with purpose and understanding	1. Student identifies purpose for reading (i.e., learn, get information, entertainment)	
	2. Student can make and confirm predictions (text-dependent predictions)	
	3. Student can determine genre of text	
RF.1.4b		Yes/No
Reads grade-level text fluently	1. Minimum accuracy 98%	
	2. Minimum proficiency rate range 45-50 words correct per minute (WCPM)	
	3. Appropriate grade-level expression (i.e., pauses, stops, voices)	
RF.1.4c		Yes/No
Self-Monitoring	1. Student determines when word is misread	
	2. Student determines when meaning is not understood	
	3. Student uses grade-level strategies to decode or fix meaning (i.e., decoding strategies, rereading, context analysis)	

Materials Needed: A grade-level text (DIBELS, EasyCBM, AIMSweb, storybook, etc.), timer or stopwatch, and a writing utensil. It is best to use three texts and use the median scores for words read correct and errors. Sub-skills **a** and **c** can be assessed informally.

Additional Minimum Proficiency Rate Target: Winter 25 WCPM

Predictive Rate Range: Range is predictive of passing future state accountability measures. By May, read at or above minimum rate range 70-80 words correct per minute.

Second Grade

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

Skills	Questions/Performance	Demonstrated
Reading Fluency	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.2.4a Read grade-level text with purpose and understanding.

RF.2.4b Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

RF.2.4c Use context **and other cues (e.g., phonics, word recognition skills, prior knowledge)** to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills	Questions/Performance	Demonstrated
RF.2.4a		Yes/No
Reads grade-level text with purpose and understanding	1. Student identifies purpose for reading (i.e., learn, get information, entertainment)	
	2. Student can make and confirm predictions (text-dependent predictions)	
	3. Student can determine genre of text	
RF.2.4b		Yes/No
Reads grade-level text fluently	1. Minimum accuracy 98%	
	2. Minimum proficiency rate range 85-90 words correct per minute (WCPM)	
	3. Appropriate grade-level expression (i.e., pauses, stops, voices)	
RF.2.4c		Yes/No
Self-Monitoring	1. Student determines when word is misread	
	2. Student determines when meaning is not understood	
	3. Student uses grade-level strategies to decode or fix meaning (i.e., decoding strategies, rereading, context analysis)	
<p>Materials Needed: A grade-level text (DIBELS, EasyCBM, AIMSweb, storybook, etc.), timer or stopwatch, and a writing utensil. It is best to use three texts and use the median scores for words read correct and errors. Subs-skills a and c can be assessed informally.</p> <p>Additional Minimum Proficiency Rate Targets: Fall 50 WCPM and Winter 75 WCPM</p> <p>Predictive Rate Range: Range is predictive of passing future state accountability measures. By May, read at or above minimum rate range 110-120 words correct per minute.</p>		

Third Grade

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

Skills	Questions/Performance	Demonstrated
Reading Fluency	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.3.4a Read grade-level text with purpose and understanding.

RF.3.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.3.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills	Questions/Performance	Demonstrated
RF.3.4a		Yes/No
Reads grade-level text with purpose and understanding	1. Student identifies purpose for reading (i.e., learn, get information, entertainment)	
	2. Student can make and confirm predictions (text-dependent predictions)	
	3. Student can determine genre of text	
RF.3.4b		Yes/No
Reads grade-level text fluently	1. Minimum accuracy 98%	
	2. Minimum proficiency rate range 105-110 words correct per minute (WCPM)	
	3. Appropriate grade-level expression (i.e., pauses, stops, voices)	
	4. Proficiency with grade-level prose	
	5. Proficiency with grade-level poetry	
RF.3.4c		Yes/No
Self-Monitoring	1. Student determines when word is misread	
	2. Student determines when meaning is not understood	
	3. Student uses grade-level strategies to decode or fix meaning (i.e., decoding strategies, rereading, context analysis)	
<p>Materials Needed: Grade-level text (DIBELS, EasyCBM, AIMSweb, storybook, poetry, etc.), timer or stopwatch, and a writing utensil. It is best to use three texts and use the median scores for words read correct and errors. Sub-skills a and c can be assessed informally.</p> <p>Additional Minimum Proficiency Rate Targets: Fall 75 WCPM and Winter 90 WCPM</p> <p>Predictive Rate Range: Range is predictive of passing state accountability measures. By May, read at or above minimum rate range 130-140 words correct per minute.</p>		

Fourth Grade

RF.4.4 Read with sufficient accuracy and fluency to support comprehension.

Skills	Questions/Performance	Demonstrated
Reading Fluency	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.4.4a Read grade-level text with purpose and understanding.

RF.4.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.4.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills	Questions/Performance	Demonstrated
RF.4.4a		Yes/No
Reads grade-level text with purpose and understanding	1. Student identifies purpose for reading (i.e., learn, get information, entertainment)	
	2. Student can make and confirm predictions (text-dependent predictions)	
	3. Student can determine genre of text	
RF.4.4b		Yes/No
Reads grade-level text fluently	1. Minimum accuracy 98%	
	2. Minimum proficiency rate range 120-130 words correct per minute (WCPM)	
	3. Appropriate grade-level expression (i.e., pauses, stops, voices)	
	4. Proficiency with grade-level prose	
	5. Proficiency with grade-level poetry	
RF.4.4c		Yes/No
Self-Monitoring	1. Student determines when word is misread	
	2. Student determines when meaning is not understood	
	3. Student uses grade-level strategies to decode or fix meaning (i.e., decoding strategies, morphemic analysis, rereading, contextual analysis)	
<p>Materials Needed: Grade-level text (DIBELS, EasyCBM, AIMSweb, storybook, poetry, etc.), timer or stopwatch, and a writing utensil. It is best to use three texts and use the median scores for words read correct and errors. Subs-skills a and c can be assessed informally.</p> <p>Additional Minimum Proficiency Rate Targets: Fall 95 WCPM and Winter 110 WCPM</p> <p>Predictive Rate Range: Range is predictive of passing future state accountability measures. By May, read at or above minimum rate range 145-155 words correct per minute.</p>		

Fifth Grade

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

Skills	Questions/Performance	Demonstrated
Reading Fluency	Does student demonstrate proficiency with sub-skills (see below)?	[Yes] [No]

RF.5.4a Read grade-level text with purpose and understanding.

RF.5.4b Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4c Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Skills	Questions/Performance	Demonstrated
RF.5.4a		Yes/No
Reads grade-level text with purpose and understanding	1. Student identifies purpose for reading (i.e., learn, get information, entertainment)	
	2. Student can make and confirm predictions (text-dependent predictions)	
	3. Student can determine genre of text	
RF.5.4b		Yes/No
Reads grade-level text fluently	1. Minimum accuracy 98%	
	2. Minimum proficiency rate range 135-145 words correct per minute (WCPM)	
	3. Appropriate grade-level expression (i.e., pauses, stops, voices)	
	4. Proficiency with grade-level prose	
	5. Proficiency with grade-level poetry	
RF.5.4c		Yes/No
Self-Monitoring	1. Student determines when word is misread	
	2. Student determines when meaning is not understood	
	3. Student uses grade-level strategies to decode or fix meaning (i.e., decoding strategies, morphemic analysis, rereading, contextual analysis)	
<p>Materials Needed: Grade-level text (DIBELS, EasyCBM, AIMSweb, storybook, poetry, etc.), timer or stopwatch, and a writing utensil. It is best to use three texts and use the median scores for words read correct and errors. Subs-skills a and c can be assessed informally.</p> <p>Additional Minimum Proficiency Rate Targets: Fall 115 WCPM and Winter 130 WCPM</p> <p>Predictive Rate Range: Range is predictive of passing future state accountability measures. By May, read at or above minimum rate range 155-165 words correct per minute.</p>		

Appendix A

Upper- and Lowercase Letters- Student Copy

Lowercase

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

Uppercase

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

Recognizing Rhyming Words

Directions: “I am going to say some words to you. I want you to tell me if the words rhyme.”

Considerations: Provide practice items if needed.

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
ball/tall	Yes	
less/guess	Yes	
end/best	No	
mob/sob	Yes	
ten/ran	No	
cuff/puff	Yes	
tick/sick	Yes	

Test Form 2

Teacher	Student	Correct (X)
car/far	Yes	
sap/sat	No	
rock/mock	Yes	
must/gust	Yes	
fun/den	No	
kit/pit	Yes	
tell/fell	Yes	

Test Form 3

Teacher	Student	Correct (X)
tick/sick	Yes	
hen/pen	Yes	
dish/miss	No	
tall/mall	Yes	
chin/den	No	
fun/run	Yes	
not/got	Yes	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Mastery is 7 out of 7. This should be confirmed by consistent performance or classroom work.

Producing Rhyming Words

Directions: “I am going to say some words to you. I want you to tell a word that rhyme with that word.”

Considerations: Provide practice items if needed. Examples below are not a complete list.

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
ham	Ex. ram, dam, Sam	
fell	Ex. bell, well, swell	
mop	Ex. pop, stop, hop	
rug	Ex. chug, dug, mug	
trip	Ex. sip, dip, lip	

Test Form 2

Teacher	Student	Correct (X)
plum	Ex. sum, drum, gum	
fin	Ex. win, bin, tin	
pest	Ex. chest, rest, test	
cat	Ex. fat, bat, mat	
hop	Ex. pop, mop, stop	

Test Form 3

Teacher	Student	Correct (X)
can	Ex. ran, man, tan	
got	Ex. lot, dot, pot	
dip	Ex. tip, chip, lip	
red	Ex. bed, fed, Ted	
bug	Ex. rug, jug, dug	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Mastery is 5 out of 5. This should be confirmed by consistent performance or classroom work.

Blending Syllables

Directions: “I am going to say the parts of words to you. I want you to tell me the word.

Considerations: Provide practice items if needed.”

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
eye-ball	eyeball	
pup-py	puppy	
deep-er	deeper	
cop-y	copy	
o-pen	open	

Test Form 2

Teacher	Student	Correct (X)
lip-stick	lipstick	
be-side	beside	
cir-cle	circle	
hab-it	habit	
fo-cus	focus	

Test Form 3

Teacher	Student	Correct (X)
ball-park	ballpark	
luck-y	lucky	
pen-cil	pencil	
rob-in	robin	
to-tal	total	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Mastery is 5 out of 5. This should be confirmed by consistent performance or classroom work.

Segmenting Syllables

Directions: “I am going to say some words to you. I want you to clap for each syllable and tell me how many parts.”

Considerations: Provide practice items if needed.

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
bedroom	bed-room (2)	
home	home (1)	
cupcake	cup-cake (2)	
rocket	rock-et (2)	
zipper	zip-per (2)	

Test Form 2

Teacher	Student	Correct (X)
snowflake	snow-flake (2)	
jacket	jack-et (2)	
space	space (1)	
teacher	teach-er (2)	
pancake	pan-cake (2)	

Test Form 3

Teacher	Student	Correct (X)
popcorn	pop-corn (2)	
napkin	nap-kin (2)	
rim	rim (1)	
cowboy	cow-boy (2)	
pocket	pock-et (2)	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Mastery is 5 out of 5. This should be confirmed by consistent performance or classroom work.

Blending Onsets and Rimes

Directions: “I am going to say parts of words to you. I want you to say the word.”

Considerations: Provide practice items if needed.”

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
s-ad	sad	
ch-ip	chip	
f-og	fog	
d-uck	duck	
t-ell	tell	

Test Form 2

Teacher	Student	Correct (X)
m-ap	map	
b-ig	big	
r-ock	rock	
sh-op	shop	
p-eck	peck	

Test Form 3

Teacher	Student	Correct (X)
ch-at	chat	
l-ip	lip	
j-ob	job	
n-ut	nut	
f-ell	fell	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Mastery is 5 out of 5. This should be confirmed by consistent performance or classroom work.

Segmenting Onsets and Rimes

Directions: “I am going to say some words to you. I want you to tell me the first sound and then the rest of the word.”

Considerations: Provide practice items if needed.

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
mat	m-at	
shin	sh-in	
lock	l-ock	
bell	b-ell	
run	r-un	

Test Form 2

Teacher	Student	Correct (X)
van	v-an	
kit	k-it	
chop	ch-op	
deck	d-eck	
bug	b-ug	

Test Form 3

Teacher	Student	Correct (X)
cap	c-ap	
fit	f-it	
shop	sh-op	
fed	f-ed	
dock	d-ock	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Mastery is 5 out of 5. This should be confirmed by consistent performance or classroom work.

Segmenting Phonemes

Directions: “I am going to say some words to you. I want you to tell me the sounds in each word.

Considerations: Provide practice items if needed.”

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
cap	/c/ /a/ /p/	
ride	/r/ / <u>i</u> / /d/	
at	/a/ /t/	
wet	/w/ /e/ /t/	
chop	/ch/ /o/ /p/	
run	/r/ /u/ /n/	
big	/b/ /i/ /g/	
lane	/l/ / <u>a</u> / /n/	
hope	/h/ / <u>o</u> / /p/	
mud	/m/ /u/ /d/	

Test Form 2

Teacher	Student	Correct (X)
jam	/j/ /a/ /m/	
it	/i/ /t/	
shot	/sh/ /o/ /t/	
tip	/t/ /i/ /p/	
bead	/b/ / <u>e</u> / /d/	
cup	/c/ /u/ /p/	
late	/l/ / <u>a</u> / /t/	
cube	/c/ / <u>u</u> / /b/	
not	/n/ /o/ /t/	
hike	/h/ / <u>i</u> / /k/	

Test Form 3

Teacher	Student	Correct (X)
boat	/b/ / <u>o</u> / /t/	
mad	/m/ /a/ /d/	
chip	/ch/ /i/ /p/	
up	/u/ /p/	
fun	/f/ /u/ /n/	
less	/l/ /e/ /s/	
rake	/r/ / <u>a</u> / /k/	
jog	/j/ /o/ /g/	
cute	/c/ / <u>u</u> / /t/	
life	/l/ / <u>i</u> / /f/	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Long vowels are easily identified with a line over them.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.
- RF.1.2d can be directly assessed by asking for initial, medial vowel, and final sounds.

Phoneme Addition

Directions: “I am going to say some words to you. You repeat the word. Then, I will tell you a new sound to add to the **beginning** of that word. I want you to tell me the new word.”

Ex. “Say pot.” (student repeats the word) “Now say pot with /s/ at the beginning.” (student says spot)

Considerations: Provide practice items if needed.

Materials: No student copy needed.

Test Form (only 1 form)

Teacher	Student	Teacher	Student	Correct (X)
it	it	/s/	sit	
at	at	/m/	mat	
an	an	/r/	ran	
up	up	/k/	cup	
us	us	/b/	bus	
lap	lap	/s/	slap	
lip	lip	/k/	clip	
ant	ant	/p/	pant	
pot	pot	/s/	spot	
eat	eat	/n/	neat	

- Form may be reused, but consider practice effects.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.

Phoneme Substitution

Directions: “I am going to say some words to you. You repeat the word. Then, I will tell you a new sound to change a sound. I want you to tell me the new word.”

Ex. “Say pot.” (student repeats the word) “Now what word do you have if you change /p/ to /d/? (student says dot)

Considerations: Provide practice items if needed.

Materials: No student copy needed.

Test Form (only 1 form)

Teacher	Student	Teacher	Student	Correct (X)
cap	cap	/p/ to /n/	can	
log	log	/g/ to /t/	lot	
dip	dip	/p/ to /d/	did	
pet	pet	/t/ to /n/	pen	
sun	sun	/n/ to /m/	sum	
hat	hat	/h/ to /f/	fat	
sip	sip	/s/ to /d/	dip	
job	job	/j/ to /r/	rob	
pet	pet	/p/ to /s/	set	
rub	rub	/r/ to /t/	tub	

- Form may be reused, but consider practice effect.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.

Letter Sounds- Teacher Copy

Prompt: Teacher points to the first letter on *Student Copy*. “Begin here and tell me the sound of each letter. Ready, begin.”

Corrects: Most common consonant sound or short vowel sound.

Scoring: Mark errors with a slash (/). If student takes longer than 3 seconds, provide the correct answer and mark it as an error. Prompt the student to for the next letter, “What sound?”

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

____/25

*RF.K.3a Common consonants are in black

*RF.K.3b Vowels are in red

*List does not include consonant q or qu (/kw/) or consonant digraphs

*List does include consonant x (/ks/)

Letter Sounds- Student Copy

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

Common Short Vowel Spellings- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”

Materials: Common Short Vowel Spelling lists

Test Form 1		Test Form 2		Test Form 3	
Word	Correct (X)	Word	Correct (X)	Word	Correct (X)
in		ox		at	
cat		bat		dog	
big		pig		kit	
hop		cop		lap	
bed		if		mom	
bug		hug		up	
an		man		let	
sit		fit		bin	
pop		bun		run	
run		cut		it	
us		wet		fox	
dip		sip		hem	
net		am		get	
fix		got		cap	
web		led		dip	
log		fog		win	
kit		bit		sum	
get		jet		vet	
van		ran		job	
lap		hid		rap	

- These are VC and CVC words with common consonants.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Independent Level = 18 out of 20.
- Do not teach the list.

Common Short Vowel Spellings- Student Copy

Test Form 1

Test Form 2

Test Form 3

in	ox	at
cat	bat	dog
big	pig	kit
hop	cop	lap
bed	if	mom
bug	hug	up
an	man	let
sit	fit	bin
pop	bun	run
run	cut	it
us	wet	fox
dip	sip	hem
net	am	get
fix	got	cap
web	led	dip
log	fog	win
kit	bit	sum
get	jet	vet
van	ran	job
lap	hid	rap

Common Long Vowel Spellings- Teacher Copy

Directions: “Here is a list of vowels. I would like you to tell me the long vowel sound for each letter.” (student says long vowel sounds) “Here is a list of words. I would like you to read them the best you can.” (Student reads the word list)

Materials: Common Long Vowel Spelling lists

Test Form 1		Test Form 2		Test Form 3	
Word	Correct (X)	Word	Correct (X)	Word	Correct (X)
a		a		a	
e		e		e	
i		i		i	
o		o		o	
u		u		u	
eve		owe		ape	
ape		side		use	
side		ape		eve	
owe		use		side	
use		eve		owe	

- The vowel letters are a quick check for long vowel sounds (side is used to check long-i)
- The common vowel spellings are to assess basic understanding.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Mastery of long vowel sounds and common spellings is 10 out of 10.

Common Long Vowel Spellings- Student Copy

Long Vowel Sounds

a e i o u

Test Form 1

Test Form 2

Test Form 3

eve

ape

side

owe

use

owe

side

ape

use

eve

ape

use

eve

side

owe

High Frequency Words (includes irregular words)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”								
Materials: High Frequency Word list								
Kindergarten High-Frequency Words (read by sight)								
Words 1-25			Words 25-50					
Word	Correct	Sight	Word	Correct	Sight			
and			all					
a			are					
to			they					
in			have					
is			had					
it			said					
for			an					
I			what					
can			do					
on			one					
that			as					
with			by					
at			when					
be			does					
this			his					
she			from					
not			go					
the			there					
you			my					
of			your					
was			their					
but			how					
word			or					
we			if					
he			use					
<ul style="list-style-type: none"> • Independent Level = 23 out of 25 (not practicing exact list) or 25 out of 25 (teaching the list). • Demonstrate Independent Level on all lists (words 1-50). • Correct = the student read the word within 3 seconds, but did not read it automatically. • Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation 								

High Frequency Words (includes irregular words)- Student Copy

Words 1-25	Words 25-50
and	all
a	are
to	they
in	have
is	had
it	said
for	an
I	what
can	do
on	one
that	as
with	by
at	when
be	does
this	his
she	from
not	go
the	there
you	my
of	your
was	their
but	how
word	or
we	if
he	use

Similarly Spelled Words- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”

Scoring: Score each pair of similar words as read correct with an X.

Materials: Similarly Spelled Words list

Test Form 1		Test Form 2		Test Form 3	
Similar Words	Correct	Similar Words	Correct	Similar Words	Correct
can man		he be		me he	
up us		him his		hat had	
did hid		dad pad		dip hip	
cob mob		pop mop		dog log	
yet bet		but cut		rub tub	
run fun		bud mud		ham ram	
rod sod		big pig		tan fan	
bat fat		led fed		pot dot	
led lid		nit not		red rod	
fox pox		cap lap		hut nut	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.
- Do not teach the list.

Similarly Spelled Words- Student Copy

Test Form 1

Test Form 2

Test Form 3

can	he	me
man	be	he
up	him	hat
us	his	had
did	dad	dip
hid	pad	hip
cob	pop	dog
mob	mop	log
yet	but	rub
bet	cut	tub
run	bud	ham
fun	mud	ram
rod	big	tan
sod	pig	fan
bat	led	pot
fat	fed	dot
led	nit	red
lid	not	rod
fox	cap	hut
pox	lap	nut

Appendix B

Distinguishing Long from Short Vowel Sounds

Directions: “I am going to say a word to you. I want you to tell me if it has a long or short vowel sound.”

Considerations: Provide practice items if needed.”

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
bed	short	
plane	long	
must	short	
champ	short	
blue	long	

Test Form 2

Teacher	Student	Correct (X)
robe	long	
vet	short	
float	long	
shine	long	
dust	short	

Test Form 3

Teacher	Student	Correct (X)
swim	short	
hike	long	
band	short	
peel	long	
dune	long	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Mastery is 5 out of 5. This should be confirmed by consistent performance or classroom work.

Blending Phonemes

Directions: “I am going to say parts of words to you. I want you to say the word.”

Considerations: Provide practice items if needed.”

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
/r/ /u/ /n/	run	
/b/ /l/ /i/ /m/ /p/	blimp	
/th/ /a/ /t/	that	
/i/ /f/	if	
/sh/ /ā / /l/	shale	
/d/ /r/ /ē / /m/	dream	
/c/ /ō/ /v/	cove	
/w/ /e/ /s/ /t/	west	
/e/ /n/ /d/	end	
/p/ /o/ /t/	pot	

Test Form 2

Teacher	Student	Correct (X)
/b/ /ō/ /t/	boat	
/f/ /l/ /ā/ /k/	flake	
/i/ /t/	it	
/s/ /a/ /n/ /d/	sand	
/g/ /u/ /m/	gum	
/p/ /r/ /i/ /n/ /t/	print	
/s/ /ā/ /l/	sail	
/s/ /w/ /i/ /sh/	swish	
/b/ /u/ /m/ /p/	bump	
/a/ /n/ /t/	ant	

Test Form 3

Teacher	Student	Correct (X)
/j/ /e/ /t/	jet	
/a/ /n/	an	
/r/ /u/ /s/ /t/	rust	
/ch/ /ō/ /k/	choke	
/f/ /ē/ /t/	feet	
/d/ /r/ /u/ /m/	drum	
/l/ /ā/ /t/ /e/	late	
/e/ /l/ /m/	elm	
/p/ /u/ /m/ /p/	pump	
/s/ /l/ /a/ /n/ /t/	slant	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Long vowel sounds are easily identified with a line over them.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.

Segmenting Phonemes

Directions: “I am going to say some words to you. I want you to tell me the sounds in each word.”

Considerations: Provide practice items if needed.”

Materials: Three alternative tests are provided. No student copy needed.

Test Form 1

Teacher	Student	Correct (X)
coat	/k/ /ō/ /t/	
tile	/t/ / ī/ /l/	
drift	/d/ /r/ /i/ /f/ /t/	
zap	/z/ /a/ /p/	
swim	/s/ /w/ /i/ /m/	
in	/i/ /n/	
bend	/b/ /e/ /n/ /d/	
fun	/f/ /u/ /n/	
champ	/ch/ /a/ /m/ /p/	
slate	/s/ /l/ /ā/ /t/	

Test Form 2

Teacher	Student	Correct (X)
them	/th/ /e/ /m/	
slip	/s/ /l/ /i/ /p/	
dune	/d/ /ū/ /n/	
scope	/s/ /k/ /ō/ /p/	
crest	/k/ /r/ /e/ /s/ /t/	
am	/a/ /m/	
beat	/b/ /ē/ /t/	
shame	/sh/ /ā/ /m/	
elf	/e/ /l/ /f/	
mud	/m/ /u/ /d/	

Test Form 3

Teacher	Student	Correct (X)
met	/m/ /e/ /t/	
and	/a/ /n/ /d/	
dust	/d/ /u/ /s/ /t/	
shape	/sh/ /ā/ /p/	
bump	/b/ /u/ /m/ /p/	
plant	/p/ /l/ /a/ /n/ /t/	
cheat	/ch/ /ē/ /t/	
on	/o/ /n/	
prune	/p/ /r/ /ū/ /n/	
fate	/f/ /ā/ /t/	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Long vowels sounds are easily identified with a line over them.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.
- RF.1.2c can be directly assessed by asking for initial, medial vowel, and final sounds.

Consonant Digraphs- Teacher Copy

Prompt: Teacher points to the first letter on *Student Copy*. “Begin here and tell me the sound of each letter combination. Ready, begin.”

Corrects: Most common sound for letter combination.

Scoring: Mark errors with a slash (/). If student takes longer than 3 seconds, provide the correct answer and mark it as an error. Prompt the student to for the next letter, “What sound?”

th	sh	qu	ch	wr	
wh	mb	ph	ck	kn	ng

_____/7 (digraphs)
_____/11 (total sounds)

*RF.1.3a Common consonant digraphs are in black.

*digraph gh is not include until Grade 2.

* The digraph wh /hw/ is separate from the silent letter combination wh /h/.

*Consider checking for /th/ and /~~th~~/ separately.

*Additional grade-level combinations are in red (common silent letter combinations and qu [/k/ /w/]).

Consonant Digraphs- Student Copy

th

sh

qu

ch

wr

wh

mb

ph

ck

kn

ng

One-Syllable Words- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”

Materials: One-Syllable Words list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
bun			rat			mat		
film			milk			hilt		
ram			turn			fern		
at			up			ox		
got			jet			gut		
act			and			end		
mist			list			last		
wrap			belt			yelp		
risk			vent			desk		
help			bunk			held		
bent			disk			sent		
camp			stump			bump		
block			smelt			plan		
snap			flock			twin		
champ			trim			grin		
thirst			shelf			child		
skin			when			knot		
bring			lamb			sting		
flash			swing			quick		
spunk			flash			crumb		

- These are VC, CVC, VCC, CVCC, and CCVC words (includes beginning and ending blends [two letter], digraphs, silent letter combinations [kn-, wr-, -mb,], and r-controlled vowels [ar,er,or,ir,ur]).
- **RF.1.3a** skills (consonant digraphs and blends) are also included in these word lists.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

One-Syllable Words- Student Copy

Test Form 1

Test Form 2

Test Form 3

bun	rat	mat
film	milk	hilt
ram	turn	fern
at	up	ox
got	jet	gut
act	and	end
mist	list	last
wrap	belt	yelp
risk	vent	desk
help	bunk	held
bent	disk	sent
camp	stump	bump
block	smelt	plan
snap	flock	twin
champ	trim	grin
thirst	shelf	child
skin	when	knot
bring	lamb	sting
flash	swing	quick
spun	flash	crumb

Long Vowel Words- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”

Materials: Long Vowel Words list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
take			ape			bake		
use			lake			eve		
me			so			be		
go			by			my		
same			tame			came		
pay			hike			say		
bike			ray			like		
peel			boat			feel		
road			tie			load		
lie			reel			pie		
mail			mean			sail		
team			pail			bean		
clue			glue			true		
stove			drove			dove		
grow			slow			flow		
wheel			cheat			why		
phone			shade			choke		
chase			fruit			sheet		
know			white			suit		
sway			speech			beat		

- These are common long vowel patterns (ai, ay, ea, ee, oa, ow, ie, ue, ui, e, o, y, VCe). Long u pattern is followed by / \overline{o} /.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Long Vowel Words- Student Copy

Test Form 1

Test Form 2

Test Form 3

take	ape	bake
use	lake	eve
me	so	be
go	by	my
same	tame	came
pay	hike	say
bike	ray	like
peel	boat	feel
road	tie	load
lie	reel	pie
mail	mean	sail
team	pail	bean
clue	glue	true
stove	drove	dove
grow	slow	flow
wheel	cheat	why
phone	shade	choke
chase	fruit	sheet
know	white	suit
sway	speech	beat

Counting Syllables (short vowels)- Teacher Copy

Directions: “Here is a list of words. I would like you to circle and count the number of syllables in each word.”

Materials: Counting Syllables list

Test Form 1		Test Form 2		Test Form 3	
Word	Correct (X)	Word	Correct (X)	Word	Correct (X)
sam-ple (2)		got (1)		up-set(2)	
read (1)		ap-ple (2)		seed (1)	
burn (1)		feel (1)		stork (1)	
sun-tan (2)		go (1)		gen-tle (2)	
he (1)		plant-ed (2)		hi (1)	
chop-ping (2)		cat-nap (2)		ship-ping (2)	
in-sist (2)		un-til (2)		in-sect (2)	
nev-er (2)		bite (1)		note (1)	
take (1)		cov-er (2)		lev-er (2)	
car-pet (2)		gar-den (2)		mar-ket (2)	

- Common syllable patterns (closed, open, VCe, C-le, r-controlled [ar, er, ir, or, ur], common vowel teams, affixes, and compounds).
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student correctly identifies the syllables.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.
- Do not teach lists. Confirm student performance on additional classroom work.

Counting Syllables (short vowels)- Student Copy

Test Form 1	# of Syllables
sample	
read	
burn	
suntan	
he	
chopping	
insist	
never	
take	
carpet	

Test Form 2	# of Syllables
got	
apple	
feel	
go	
planted	
catnap	
until	
bite	
cover	
garden	

Test Form 3	# of Syllables
upset	
seed	
stork	
gentle	
hi	
shipping	
insect	
note	
lever	
market	

Decoding Two-Syllable Words- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can. If you do not know a word, you will have 3 seconds to decode it.”

Materials: Decoding Two-Syllable Words list

Test Form 1		Test Form 2		Test Form 3	
Word	Correct (X)	Word	Correct (X)	Word	Correct (X)
target		zipper		pepper	
backup		puddle		wrestle	
wetland		cannot		snapshot	
barber		farmer		charmer	
goggle		robber		rabbit	
father		shopper		person	
kickoff		written		hundred	
rattle		knuckle		partner	
upwind		lipstick		corndog	
folder		twinkle		snuggle	
catnap		herself		itself	
winter		forward		upon	
bedrock		cockpit		desktop	
cattle		sister		mother	
fishnet		uphill		suntan	

- These are two-syllable words with short vowel spellings (includes consonant doubling).
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Independent Level = 14 out of 15.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Decoding Two-Syllable Words- Student Copy

Test Form 1

Test Form 2

Test Form 3

target	zipper	pepper
backup	puddle	wrestle
wetland	cannot	snapshot
barber	farmer	charmer
goggle	robber	rabbit
father	shopper	person
kickoff	written	hundred
rattle	knuckle	partner
upwind	lipstick	corndog
folder	twinkle	snuggle
catnap	herself	itself
winter	forward	upon
bedrock	cockpit	desktop
cattle	sister	mother
fishnet	uphill	suntan

Inflectional Endings- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can. If you do not know a word, you will have 3 seconds to decode it.”

Materials: Inflectional Endings list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct		Word	Correct		Word	Correct	
rats			pets			kids		
gets			sits			lets		
waiting			sailing			mailing		
eaten			taken			given		
bricks			melted			dusted		
Tom’s			Sam’s			Bob’s		
fattest			smartest			biggest		
smarter			bigger			warmer		
dishes			wishes			fishes		
kisses			foxes			brushes		
raking			dating			making		
played			ended			lasted		
traps			ships			chips		
waited			baked			named		
needs			trips			fans		
babies			cries			smiled		
jumped			loved			walked		
picking			running			resting		
Ben’s			Rob’s			Jen’s		
sitting			jumping			padding		

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Inflectional Endings- Student Copy

Test Form 1

Test Form 2

Test Form 3

rats	pets	kids
gets	sits	lets
waiting	sailing	mailing
eaten	taken	given
bricks	melted	dusted
Tom's	Sam's	Bob's
fattest	smartest	biggest
smarter	bigger	warmer
dishes	wishes	fishes
kisses	foxes	brushes
raking	dating	making
played	ended	lasted
traps	ships	chips
waited	baked	named
needs	trips	fans
babies	cries	smiled
jumped	loved	walked
picking	running	resting
Ben's	Rob's	Jen's
sitting	jumping	padding

High Frequency Words (includes irregular words)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”											
Materials: High Frequency Word list											
Grade 1 High-Frequency Words (read by sight)											
Words 51-75			Words 76-100			Words 101-125			Words 126-150		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
up			now			me			oh		
look			other			am			happy		
were			find			can't			beside		
see			time			went			going		
like			has			yes			I've		
get			more			little			jump		
make			number			here			they're		
out			way			why			we're		
did			than			want			good		
each			water			live			over		
will			which			where			boy		
no			may			love			stop		
into			part			three			new		
who			these			blue			our		
come			many			yellow			saw		
then			been			play			put		
them			would			white			house		
her			call			black			gave		
him			people			brown			give		
day			first			came			too		
two			about			under			mother		
down			long			eat			off		
some			write			home			fast		
could			its			animal			four		
so			made			girl			don't		
<ul style="list-style-type: none"> • Independent Level = 23 out of 25 (not practicing exact list) or 25 out of 25 (teaching the list). List includes some skills from previous level. • Demonstrate Independent Level on all lists (words 51-250). • Correct = the student read the word within 3 seconds, but did not read it automatically. • Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation 											

High Frequency Words (includes irregular words)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”											
Materials: High Frequency Word list											
Grade 1 High-Frequency Words (read by sight)											
Words 151-175			Words 176-200			Words 201-225			Words 226-250		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
father			I'd			party			birthday		
family			pull			right			sentence		
hot			there's			another			large		
six			after			count			page		
let's			just			found			story		
tell			ask			school			while		
seven			spring			only			open		
eight			please			always			until		
I'll			read			both			later		
won't			those			something			really		
I'm			know			today			being		
must			winter			surprise			body		
help			old			buy			fly		
away			any			beautiful			behind		
pretty			think			color			ready		
begin			wall			become			caught		
night			walk			didn't			quite		
tall			work			summer			tiny		
fight			very			winter			quiet		
full			again			fall			build		
catch			much			you're			wish		
whose			own			wasn't			might		
well			never			wouldn't			child		
friend			light			doesn't			bought		
funny			lost			say			goes		
<ul style="list-style-type: none"> • Independent Level = 23 out of 25 (not practicing exact list) or 25 out of 25 (teaching the list). List includes some skills from previous level. • Demonstrate Independent Level on all lists (words 51-250). • Correct = the student read the word within 3 seconds, but did not read it automatically. • Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation 											

Words 51-75	Words 76-100	Words 101-125
<p>up look were see like get make out did each will no into who come then them her him day two down some could so</p>	<p>now other find time has more number way than water which may part these many been would call people first about long write its made</p>	<p>me am can't went yes little here why want live where love three blue yellow play white black brown came under eat home animal girl</p>

Words 126-150	Words 151-175	Words 176-200
<p>oh happy beside going I've jump they're we're good over boy stop new our saw put house gave give too mother off fast four don't</p>	<p>father family hot six let's tell seven eight I'll won't I'm must help away pretty begin night tall fight full catch whose well friend funny</p>	<p>I'd pull there's after just ask spring please read those know winter old any think wall walk work very again much own never light lost</p>

Words 201-225	Words 226-250
party right another count found school only always both something today surprise buy beautiful color become didn't summer winter fall you're wasn't wouldn't doesn't say	birthday green large page story while open until later really being body fly behind ready caught quite tiny quiet build wish might child bought goes

Appendix C

Long and Short Vowel Spellings- Teacher Copy

Directions: “Here is a list of words. I identify if the word has a short vowel or long vowel sound.”

Materials: Long and Short Vowel Spelling list

Test Form 1			Test Form 2			Test Form 3		
Word	Student	Correct	Word	Student	Correct	Word	Student	Correct
mask	short		damp	short		blow	long	
cheat	long		sleep	long		scratch	short	
first	short		desk	short		day	long	
clock	short		trade	long		stream	long	
pump	short		shred	short		quit	short	
chase	long		throw	long		wheel	long	
stripe	long		black	short		pride	long	
knit	short		scrape	long		wrap	short	
plain	long		boat	long		trail	long	
phone	long		splash	short		grow	long	

- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student correctly identifies that the word has a short or long vowel sound.
- Mastery is 10 out of 10. This should be confirmed by consistent performance or classroom work.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Long and Short Vowel Spellings- Student Copy

Test Form 1 Circle Vowel Type

mask	Short - Long
cheat	Short - Long
first	Short - Long
clock	Short - Long
pump	Short - Long
chase	Short - Long
stripe	Short - Long
knit	Short - Long
plain	Short - Long
phone	Short - Long

Test Form 2 Circle Vowel Type

damp	Short - Long
sleep	Short - Long
desk	Short - Long
trade	Short - Long
shred	Short - Long
throw	Short - Long
black	Short - Long
scram	Short - Long
boat	Short - Long
splash	Short - Long

Test Form 3 Circle Vowel Type

blow	Short - Long
scratch	Short - Long
day	Short - Long
stream	Short - Long
quit	Short - Long
wheel	Short - Long
pride	Short - Long
wrap	Short - Long
trail	Short - Long
grow	Short - Long

Common Vowel Teams (additional teams)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”

Materials: Common Vowel Teams list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
walnut			launch			awful		
frost			walk			onward		
flower			employ			decoy		
point			vowel			about		
crook			hood			stood		
zoo			troop			food		
threw			soup			through		
group			drew			chew		
toe			doe			foe		
open			odor			over		
chief			key			curve		
dear			brief			either		
eight			great			vein		
they			rag			tag		
sigh			shroud			right		
bread			palm			tough		
squirt			flood			cover		
ruin			bread			steal		
stretch			scratch			bridge		
bare			stair			pure		

- These are common vowel teams and vowel sound combinations (additional long vowel spellings, additional r-controlled vowels, broad O, diphthongs, consonant clusters, consonant digraphs with r-blends, double O variants, other vowel spellings, trigraphs, and triple r-blends).
- There are no schwa sounds included in this test.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Common Vowel Teams (additional teams)- Student Copy

Test Form 1

Test Form 2

Test Form 3

walnut	launch	awful
frost	walk	onward
flower	employ	decoy
point	vowel	about
crook	hood	stood
zoo	troop	food
threw	soup	through
group	drew	chew
toe	doe	foe
open	odor	over
chief	key	curve
dear	brief	either
eight	great	vein
they	rag	tag
sigh	shroud	right
bread	palm	tough
squirt	flood	cover
ruin	bread	steal
stretch	scratch	bridge
bare	stair	pure

Decoding Two-Syllable Words (long vowels)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can. If you do not know a word, you will have 3 seconds to decode it.”

Materials: Decoding Two-Syllable Words list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct		Word	Correct		Word	Correct	
maple			cable			stable		
trainer			painter			teacher		
complete			despite			compete		
replant			recent			resend		
table			beagle			stable		
meatball			nosedive			rainfall		
overact			overflow			overrun		
lighthouse			sightsee			skylight		
needed			beaded			seeded		
eating			playing			raining		
hoping			riding			moping		
angel			anger			ranger		
reptile			monkey			paper		
chewy			crispy			shiny		
smiling			driving			writing		
enjoy			royal			toilet		
maintain			sustain			contain		
simply			crabby			manly		
neatest			boldest			greatest		
funniest			birdies			candies		

- These are two-syllable words with long vowel patterns.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Decoding Two-Syllable Words (long vowels)- Student Copy

Test Form 1

maple
trainer
complete
replant
table
meatball
overact
lighthouse
needed
eating
hoping
angel
reptile
chewy
smiling
enjoy
maintain
simply
neatest
funniest

Test Form 2

cable
painter
despite
recent
beagle
nosedive
overflow
sightsee
beaded
playing
riding
anger
monkey
crispy
driving
royal
sustain
crabby
boldest
birdies

Test Form 3

stable
teacher
compete
resend
stable
rainfall
overrun
skylight
seeded
raining
moping
ranger
paper
shiny
writing
toilet
contain
manly
greatest
candies

Decoding Prefixes and Suffixes- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”

Materials: Inflectional Endings list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct		Word	Correct		Word	Correct	
untied			restful			unreal		
refill			dislike			rerun		
misspell			robber			mistreat		
distrust			retell			disarm		
helpful			unfair			hopeful		
catcher			misuse			pitcher		
painter			speaker			teacher		
rainy			funny			sunny		
eating			dressing			singing		
cried			tried			walked		
walks			cooks			runs		
benches			dresses			glasses		
toys			boys			lamps		
fastest			quickest			tallest		
louder			softer			slower		
happier			sunnier			funnier		
sunniest			funniest			happiest		
stolen			chosen			written		
ticklish			childish			selfish		
cooked			added			hired		

- These words with prefixes (un-, mis-, re-, dis-), inflectional suffixes (-er, -es, -est, -ier, -iest, -ed, -ing, -s), and derivational suffixes (-er, -ful, -ish, -y). *note that some inflectional and derivational suffixes share similar spellings.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Decoding Prefixes and Suffixes- Student Copy

Test Form 1

Test Form 2

Test Form 3

untied	restful	unreal
refill	dislike	rerun
misspell	robber	mistreat
distrust	retell	disarm
helpful	unfair	hopeful
catcher	misuse	pitcher
painter	speaker	teacher
rainy	funny	sunny
eating	dressing	singing
cried	tried	walked
walks	cooks	runs
benches	dresses	glasses
toys	boys	lamps
fastest	quickest	tallest
louder	softer	slower
happier	sunnier	funnier
sunniest	funniest	happiest
stolen	chosen	written
ticklish	childish	selfish
cooked	added	hired

Inconsistent Spelling-Sound Correspondences- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can. If you do not know a word, you will have 3 seconds to decode it.”

Materials: Common Vowel Teams list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
jazz			fluff			spill		
offer			supper			rabbit		
usual			sugar			sure		
picture			venture			mixture		
center			face			decide		
echo			ache			chorus		
conclusion			division			explosion		
special			musician			delicious		
mention			nation			direction		
nose			hose			debt		
laugh			tough			rough		
folk			hymn			psychic		
bomb			calf			gnarl		
gnat			whole			listen		
fasten			gnarl			talk		
trophy			radio			pretty		
remind			crystal			curious		
warrior			emptiness			deny		
snowy			windy			rewind		
education			certain			treasure		

- These are inconsistent spelling-sound correspondences (including additional sounds, consonant doublets, digraph gh, additional silent letters).
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Inconsistent Spelling-Sound Correspondences- Student Copy

Test Form 1

Test Form 2

Test Form 3

jazz	fluff	spill
offer	supper	rabbit
usual	sugar	sure
picture	venture	mixture
center	face	decide
echo	ache	chorus
conclusion	division	explosion
special	musician	delicious
mention	nation	direction
nose	hose	rose
laugh	tough	rough
folk	hymn	psychic
rhythm	calf	gnarl
gnat	scent	listen
fasten	gnarl	talk
trophy	radio	pretty
remind	crystal	curious
warrior	emptiness	deny
snowy	windy	rewind
education	certain	treasure

High Frequency Words (includes irregular words)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”											
Materials: High Frequency Word list											
Grade 2 High-Frequency Words (read by sight)											
Words 251-275			Words 276-300			Words 301-325			Words 326-350		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
oil			carry			listen			present		
maybe			mountain			gone			wild		
before			young			bear			bottom		
because			leave			woman			key		
million			upon			fire			engine		
trouble			store			brother			straight		
cent			teacher			son			board		
laugh			sleep			care			weight		
Mr.			guess			cried			wife		
Mrs.			once			bye			bread		
myself			enough			thumb			climb		
sentence			watch			city			feather		
fair			small			second			o'clock		
picture			hear			idea			sorry		
answer			sure			Indian			move		
learn			nothing			question			change		
baby			money			early			tomorrow		
year			try			wind			wash		
also			letter			front			kind		
world			near			building			country		
earth			close			machine			often		
eye			grow			stood			knew		
hurt			far			heavy			shall		
group			talk			moon			show		
children			heard			believe			piece		
<ul style="list-style-type: none"> • Independent Level = 23 out of 25 (not practicing exact list) or 25 out of 25 (teaching the list). List includes some skills from previous levels. • Demonstrate Independent Level on all lists (words 251-400). • Correct = the student read the word within 3 seconds, but did not read it automatically. • Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation 											

High Frequency Words (includes irregular words)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”											
Materials: High Frequency Word list											
Grade 2 High-Frequency Words (read by sight)											
Words 351-375			Words 376-400								
Word	Correct	Sight	Word	Correct	Sight						
field			square								
done			captain								
brought			through								
warm			gold								
sign			ocean								
clothes			bring								
floor			better								
poor			sing								
mind			round								
frighten			either								
choose			door								
study			most								
famous			practice								
cold			blood								
breakfast			together								
draw			every								
cost			should								
air			English								
hold			train								
great			whole								
soon			copy								
during			sugar								
among			start								
certain			except								
told			neighbor								
<ul style="list-style-type: none"> • Independent Level = 23 out of 25 (not practicing exact list) or 25 out of 25 (teaching the list). List includes some skills from previous levels. • Demonstrate Independent Level on all lists (words 251-400). • Correct = the student read the word within 3 seconds, but did not read it automatically. • Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation 											

Words 251-275	Words 276-300	Words 301-325
<p>oil maybe before because million trouble cent laugh Mr. Mrs. myself sentence fair picture answer learn baby year also world earth eye hurt group children</p>	<p>carry mountain young leave upon store teacher sleep guess once enough watch small hear sure nothing money try letter near close grow far talk heard</p>	<p>listen gone bear woman fire brother son care cried bye thumb city second idea Indian question early wind front building machine stood heavy moon believe</p>

Words 326-350	Words 351-375	Words 376-400
<p> present wild bottom key engine straight board weight wife bread climb feather o'clock sorry move change tomorrow wash kind country often knew shall show piece </p>	<p> field done brought warm sign clothes floor poor mind frighten choose study famous cold breakfast draw cost air hold great soon during among certain told </p>	<p> square captain through gold ocean bring better sing round either door most practice blood together every should English train whole copy sugar start except neighbor </p>

Appendix D

Words with Common Prefixes and Suffixes- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can. If you do not know a word, you will have 3 seconds to decode it. Then, I want to go back through the list and separate the prefix or suffix.”

Options: Students can orally tell you the separation or use a writing utensil to mark the separation

Materials: Words with Common Prefixes and Suffixes list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct Reading	Correct Separation	Word	Correct Reading	Correct Separation	Word	Correct Reading	Correct Separation
unfair			inside			unfelt		
mistreat			reread			disloyal		
happiness			imbalance			shyness		
loyalty			clarity			similarity		
illegal			homeless			helpless		
collection			tension			creation		
lifelike			contact			ladylike		
development			settlement			experiment		
tenant			student			combine		
flexible			breakable			perishable		
earthen			nonfat			wooden		
nonfiction			chewy			rainy		
attention			tension			caution		
cheerful			helpful			thankful		
student			assistant			servant		
fatherly			prepay			motherly		
liar			actor			sailor		
bicycle			tricycle			underwater		
telephone			television			overrun		
undercover			overgrown			prevent		

- These are words with common prefixes (con [com], dis, in [im], in [im, il, ir], mis, non, over, pre, re, tele, un, under and derivational suffixes (able [ible], en, ent [ant], ful, ity [ty], less, like, ly, ment, ness, or [er, ar], sion [tion], tion [ation, ition, ion], y).
- **Part 1** is Correct Reading (Independent Level = 18 out of 20). Correct = the student read the word within 3 seconds. **RF.3.3b** only Latin Suffixes are in red (consider only for Part 1).
- **Part 2** is Correct Separation (Independent Level = 16 out of 20). Correct = student separates correct affix.
- Teacher judgment may be used for additional correct separations, but the separations identified above were selected to be consistent with the affix list for the grad-level.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.
- The word *student* is repeated on Test Form 1 and 2

Words with Common Prefixes and Suffixes- Student Copy

Example Separation: un|happy teach|er

Test Form 1

Test Form 2

Test Form 3

unfair	inside	unfelt
mistreat	reread	disloyal
happiness	imbalance	shyness
loyalty	clarity	similarity
illegal	homeless	helpless
collection	tension	creation
lifelike	contact	ladylike
development	settlement	experiment
tenant	student	combine
flexible	breakable	perishable
earthen	nonfat	wooden
nonfiction	chewy	rainy
attention	tension	caution
cheerful	helpful	thankful
student	assistant	servant
fatherly	prepay	motherly
liar	actor	sailor
bicycle	tricycle	underwater
telephone	television	overrun
undercover	overgrown	prevent

Prefix and Suffix Meaning- Teacher Copy

Directions: *Option 1-* “I’m going to tell you a word and the prefix or suffix in the word. I want you to tell me the meaning of the prefix or suffix. *Option 2-* “Here is a list of words with a prefix or suffix. I want you to write the meaning of the prefix or suffix on a separate sheet of paper.”

Materials: Prefix and Suffix Meaning Teacher Copy (a Student Copy may be needed and extra sheet of paper may be needed.)

Test Form 1			Test Form 2			Test Form 3		
Words	Meaning	Correct	Words	Meaning	Correct	Words	Meaning	Correct
movement-- <u>ment</u>	act, process		tension-- <u>sion</u>	state, quality		happiness-- <u>ness</u>	state of, condition of	
overgrown-- <u>over</u>	too much, above		underneath-- <u>under</u>	too little, below		telescope-- <u>tele</u>	distant	
captivity-- <u>ity</u>	state of, quality		climbable-- <u>able</u>	can be done		collection-- <u>tion</u>	act, process	
invisible-- <u>in</u>	not, opposite of		triangle-- <u>tri</u>	three		bicycle-- <u>bi</u>	two	
fearless-- <u>less</u>	without, inability		childlike-- <u>like</u>	similar characteristics		servant-- <u>ant</u>	one who performs an action	
implant-- <u>im</u>	in, into		impossible-- <u>im</u>	not, opposite of		connect-- <u>con</u>	with, together	
wooden-- <u>en</u>	made of, relating to		teacher-- <u>er</u>	one who, person connected with		cheerful--ful	full of	
disagree-- <u>dis</u>	not, opposite		inside-- <u>in</u>	in, into		illegal-- <u>il</u>	not, opposite of	
combine-- <u>com</u>	with, together		nonfiction-- <u>non</u>	not		prepare-- <u>pre</u>	before	
fruity-- <u>y</u>	state or quality		friendly-- <u>ly</u>	characteristics of, resembling		sailor-- <u>or</u>	one who, person connected with	
liar-- <u>ar</u>	one who, connected with		student-- <u>ent</u>	one who performs an action		caution-- <u>tion</u>	state or quality	
flexible-- <u>ible</u>	can be done		poverty-- <u>ty</u>	state of, quality		irresponsible -- <u>ir</u>	not	
unafraid-- <u>un</u>	not, opposite of		misplace-- <u>mis</u>	wrongly		refill-- <u>re</u>	again	
underground-- <u>under</u>	too little, below		contact-- <u>con</u>	with, together		golden-- <u>en</u>	made of, relating to	
bifocal-- <u>bi</u>	two		movement-- <u>ment</u>	action, process		learnable-- <u>able</u>	can be done	

- Independent Level = 12 out of 15.
- Correct = the student provides the correct meaning for prefix or suffix.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Do not teach lists. Confirm student performance on additional classroom work or test forms.

Prefix and Suffix Meaning- Student Copy

Test Form 1

Test Form 2

Test Form 3

1. movement-- <input type="text" value="ment"/>	1. tension-- <input type="text" value="sion"/>	1. happiness-- <input type="text" value="ness"/>
2. overgrown-- <input type="text" value="over"/>	2. underneath-- <input type="text" value="under"/>	2. telescope-- <input type="text" value="tele"/>
3. captivity-- <input type="text" value="ity"/>	3. climbable-- <input type="text" value="able"/>	3. collection-- <input type="text" value="tion"/>
4. invisible-- <input type="text" value="in"/>	4. triangle-- <input type="text" value="tri"/>	4. bicycle-- <input type="text" value="bi"/>
5. fearless-- <input type="text" value="less"/>	5. childlike-- <input type="text" value="like"/>	5. servant-- <input type="text" value="ant"/>
6. implant-- <input type="text" value="im"/>	6. impossible-- <input type="text" value="im"/>	6. connect-- <input type="text" value="con"/>
7. wooden-- <input type="text" value="en"/>	7. teacher-- <input type="text" value="er"/>	7. cheerful-- <input type="text" value="ful"/>
8. disagree-- <input type="text" value="dis"/>	8. inside-- <input type="text" value="in"/>	8. illegal-- <input type="text" value="il"/>
9. combine-- <input type="text" value="com"/>	9. nonfiction-- <input type="text" value="non"/>	9. prepare-- <input type="text" value="pre"/>
10. fruity-- <input type="text" value="y"/>	10. friendly-- <input type="text" value="ly"/>	10. sailor-- <input type="text" value="or"/>
11. liar-- <input type="text" value="ar"/>	11. student-- <input type="text" value="ent"/>	11. caution-- <input type="text" value="tion"/>
12. flexible-- <input type="text" value="ible"/>	12. poverty-- <input type="text" value="ty"/>	12. irresponsible-- <input type="text" value="ir"/>
13. unafraid-- <input type="text" value="un"/>	13. misplace-- <input type="text" value="mis"/>	13. refill-- <input type="text" value="re"/>
14. underground-- <input type="text" value="under"/>	14. contact-- <input type="text" value="con"/>	14. golden-- <input type="text" value="en"/>
15. bifocal-- <input type="text" value="bi"/>	15. movement-- <input type="text" value="ment"/>	15. learnable-- <input type="text" value="able"/>

Decoding Multisyllabic Words- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can. If you do not know a word, you will have 3 seconds to decode it.”

Materials: Decoding Two-Syllable Words list

Test Form 1			Test Form 2			Test Form 3		
Word	Correct		Word	Correct		Word	Correct	
favorite			divided			vacation		
interrupted			responsibility			refrigerator		
multiply			underline			property		
customer			holiday			container		
history			battery			factory		
gravity			injury			majesty		
temperature			combination			understanding		
employer			benefit			humanity		
envelope			element			exploring		
location			remember			continent		
invisible			traditional			renewable		
attractive			important			inventor		
computer			medicine			elephant		
related			balance			reflect		
watermelon			helicopter			alligator		
informative			identify			intensify		
imagine			manager			musical		
distribute			adjusted			internal		
material			development			unexpected		
particular			academic			indirectly		

- These are multisyllabic words.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Correct = the student read the word within 3 seconds.
- Independent Level = 18 out of 20.
- Do not teach lists. Confirm student performance on additional classroom work including spelling tests.

Decoding Multisyllabic Words- Student Copy

Test Form 1

favorite
interrupted
multiply
customer
history
gravity
temperature
employer
envelope
location
invisible
attractive
computer
related
watermelon
informative
imagine
distribute
material
particular

Test Form 2

divided
responsibility
underline
holiday
battery
injury
combination
benefit
element
remember
traditional
important
medicine
balance
helicopter
identify
manager
adjusted
development
academic

Test Form 3

vacation
refrigerator
property
container
factory
majesty
understanding
humanity
exploring
continent
renewable
inventor
elephant
reflect
alligator
intensify
musical
internal
unexpected
indirectly

High Frequency Words (includes irregular words)- Teacher Copy

Directions: “Here is a list of words. I would like you to read them the best you can.”											
Materials: High Frequency Word list											
Grade 3 High-Frequency Words (read by sight)											
Words 401-425			Words 426-450			Words 451-475			Words 476-500		
Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight	Word	Correct	Sight
police			bicycle			climbed			knowledge		
around			mischief			everyone			whisper		
thought			danger			numeral			pleasant		
along			meadow			certainly			guard		
sometimes			watching			turkey			business		
toward			America			myth			different		
morning			area			century			honesty		
example			rhythm			double			drawer		
weather			debt			dessert			coyote		
chief			astonish			death			between		
island			laughed			natural			adjective		
garage			actually			accident			value		
rolled			soldier			library			character		
shoes			avenue			college			forward		
women			whistle			measure			crooked		
wanted			usually			science			doubt		
babies			course			system			wizard		
answered			anything			cardboard			oxygen		
wonderful			poem			fought			common		
castle			although			desert			courage		
canoe			language			magic			design		
organ			everything			friends			already		
elephant			order			someone			mystery		
giant			though			president			covered		
telephone			across			coming			especially		
<ul style="list-style-type: none"> • Independent Level = 23 out of 25 (not practicing exact list) or 25 out of 25 (teaching the list). List includes some skills from previous levels. • Demonstrate Independent Level on all lists (words 401-500). • Correct = the student read the word within 3 seconds, but did not read it automatically. • Sight = the student read the word automatically (approx. 1 sec.). *Grade-level expectation 											

Words 401-425	Words 426-450
<p> police around thought along sometimes toward morning example weather chief island garage rolled shoes women wanted babies answered wonderful castle canoe organ elephant giant telephone </p>	<p> bicycle mischief danger meadow watching America area rhythm debt astonish laughed actually soldier avenue whistle usually course anything poem although language everything order though across </p>

Words 451-475	Words 476-500
<p> climbed everyone numeral certainly turkey myth century double dessert death natural accident library college measure science system cardboard fought desert magic friends someone president coming </p>	<p> knowledge whisper pleasant guard business different honesty drawer coyote between adjective value character forward crooked doubt wizard oxygen common courage design already mystery covered especially </p>

Appendix E

Strategies to Read Multisyllabic Words- Teacher Copy

Directions: “Here is a list of words. I would like you to go through the list and demonstrate the strategy you would use to read the word. If you would use a letter-sound correspondence, underline the vowel pattern. If you would use syllabication rules, separate the syllables with a line. If you would use morphology elements, draw a box around the affix or root. Some words may have multiple elements. Choose the affix or root that provides the most detail or you can separate multiple elements.”

Considerations: Provide additional directions as needed. You may also decide to have the student orally describe the process instead of marking the separations.

Materials: Strategies to Read Multisyllabic Words list

Test Form 1		Test Form 2		Test Form 3	
Word	Correct Separation(s)	Word	Correct Separation(s)	Word	Correct Separation(s)
centi meter		deca gon		semi circle	
sail		speech		boat	
mono rail		octo pus		pen ta gon	
cap tain		chro nic le		ac tor	
chief		eight		threw	
de cent		ex hale		vide o	
human oid		vis ion		bio logy	
beagle		stable		ta ble	
pay phone		bank rupt		speedo meter	
curve		starve		key	
ter rain		trac tor		astro nom y	
quad plex		multi color		poly gon	
sight see		meat ball		nose dive	
an imal		aqua tic		phono scope	
el e phant		hol i day		in ven tor	
mo tion		man ual		mech an ic	
bal ance		roy al		con tain	
vo cal		mega phone		den tist	
spec tator		aud ience		sig nature	
crisp i er		chew i er		shin i er	

- Correct Separation (Independent Level = 16 out of 20). Correct = student separates word correctly.
- Student may identify additional derivational elements or multiple ways of decoding a word (Ex. both ‘bio’ and ‘ology’ in *biology* could be identified).
- Teacher judgment may be used for additional correct separations. The separations identified above were selected to be consistent with the grade-level morphology elements. More may be identified by the student.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Do not teach lists. Confirm student performance on additional classroom work or test forms.

Strategies to Read Multisyllabic Words- Student Copy

Letter-Sound Ex.: beast

Syllabication Ex.: com|put|er

Morphology Ex.: tele|graph

Test Form 1

Test Form 2

Test Form 3

centimeter	decagon	semicircle
sail	speech	boat
monorail	octopus	pentagon
captain	chronicle	actor
chief	eight	threw
decent	exhale	video
humanoid	vision	biology
beagle	stable	table
payphone	bankrupt	speedometer
curve	starve	key
terrain	tractor	astronomy
quadplex	multicolor	polygon
sightsee	meatball	nosedive
animal	aquatic	phonoscope
elephant	holiday	inventor
motion	manual	mechanic
balance	royal	contain
vocal	megaphone	dentist
spectator	audience	signature
crispier	chewier	shinier

Roots and Affix Meaning- Teacher Copy

Directions: *Option 1-* “I’m going to tell you a word and the root or affix in the word. I want you to tell me the meaning of the root or affix. *Option 2-* “Here is a list of words with an affix or root. I want you to write the meaning of the root or affix on a separate sheet of paper.”

Materials: Roots and Affix Meaning Teacher Copy (a student copy may be needed and extra sheet of paper may be needed.)

Test Form 1			Test Form 2			Test Form 3		
Words	Meaning	Correct	Words	Meaning	Correct	Words	Meaning	Correct
question--ques	ask, seek		grammar--gram	letter, writing		vocal--voc	voice	
transport--port	to carry		audience--aud	hear, listen		telephone--tele	far, end, distant	
microscope--scope	look at, observe		photograph--photo	light		attention--ten	hold	
sympathy--path	feel, suffer		voluntary--vol	wish, will		synonym--syn	with	
container--tain	hold		sympathy--sym	with		respiration--spir	breathe	
sanitary--san	health		bicycle--cycle	circle, ring		autograph--graph	draw, write	
bibliography--biblio	book		acquiring--quir	ask, seek		acquisition--quis	ask, seek	
military--ary	relating to		category--ory	relating to		absence--ence	state or quality	
resistance--ance	state or quality		decline--de	down, away		extract--ex	out	
multiply--multi	many, much		triangle--tri	three		polygon--poly	many, much	
eruption--rupt	break		enact--act	do		video--vid	see	
megaphone--mega	large, great		metronome--metron	measure		dictation--dict	say, speak	
diction--dict	say, speak		manufacture--man	hand		mechanical--mechan	machine	
hydrate--hydr	water		dental--dent	tooth		tricycle--cycle	circle, ring	
asteroid--aster	star		chronology--chron	time		animated--anim	life, spirit	

- Independent Level = 12 out of 15.
- Correct = the student provides the correct meaning for root or affix.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Do not teach lists. Confirm student performance on additional classroom work or test forms.

Root and Affix Meaning- Student Copy

Test Form 1

Test Form 2

Test Form 3

1. question-- ques	1. grammar-- gram	1. vocal-- voc
2. transport-- port	2. audience-- aud	2. telephone-- tele
3. microscope-- scope	3. photograph-- photo	3. attention-- ten
4. sympathy-- path	4. voluntary-- vol	4. synonym-- syn
5. container-- tain	5. sympathy-- sym	5. respiration-- spir
6. sanitary-- san	6. bicycle-- cycle	6. autograph-- graph
7. bibliography-- biblio	7. acquiring-- quir	7. acquisition-- quis
8. military-- ary	8. category-- ory	8. absence-- ence
9. resistance-- ance	9. decline-- de	9. extract-- ex
10. multiply-- multi	10. triangle-- tri	10. polygon-- poly
11. eruption-- rupt	11. enact-- act	11. video-- vid
12. megaphone-- mega	12. metronome-- metron	12. dictation-- dict
13. diction-- dict	13. manufacture-- man	13. mechanical-- mechan
14. hydrate-- hydr	14. dental-- dent	14. tricycle-- cycle
15. asteroid-- aster	15. chronological-- chron	15. animated-- anim

Appendix F

Strategies to Read Multisyllabic Words - Teacher Copy

Directions: “Here is a list of words. I would like you to go through the list and demonstrate the strategy you would use to read the word. If you would use a letter-sound correspondence, underline the vowel pattern. If you would use syllabication rules, separate the syllables with a line. If you would use morphology elements, draw a box around the affix or root. Some words may have multiple elements. Choose the affix or root that provides the most detail or you can separate multiple elements.”

Considerations: Provide additional directions as needed. You may also decide to have the student orally describe the process instead of marking the separations.

Materials: Strategies to Read Multisyllabic Words list

Test Form 1		Test Form 2		Test Form 3	
Word	Correct Separation(s)	Word	Correct Separation(s)	Word	Correct Separation(s)
an gel		rang er		ta ble	
eco system		sub plot		super star	
inter ject		micro film		ther mal	
en joy		em power		tran sit	
ve in		sigh		foe	
mid day		fore tell		anti freeze	
ma te ri al		al li ga tor		el e ment	
con struct		scri bble		manu script	
frag ile		inter state		fi nale	
fort ress		frac tion		frag ment	
sci ence		psy che		sche matic	
threw		crook		food	
com ponent		com position		phys ical	
geo graphy		gen etics		opt ical	
bead		they		rag	
hol li day		in ven tor		el e phant	
sche me		sci entist		equi lateral	
nerd		barn		burn	
phys ician		opt ic		struc ture	
sub freezing		pro logue		eject	

- Correct Separation (Independent Level = 16 out of 20). Correct = student separates word correctly.
- Student may identify additional derivational elements or multiple ways of decoding a word (Ex. ‘com’, ‘posit’, and ‘ion’ in *composition* could be identified).
- Teacher judgment may be used for additional correct separations, but the separations identified above were selected to be consistent with the grade-level morphology elements. More may be identified by the student.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Do not teach lists. Confirm student performance on additional classroom work or test forms.

Strategies to Read Multisyllabic Words- Student Copy

Letter-Sound Ex.: beast

Syllabication Ex.: com|put|er

Morphology Ex.: tele|graph

Test Form 1

Test Form 2

Test Form 3

angel	ranger	table
ecosystem	subplot	superstar
interject	microfilm	thermal
enjoy	empower	transit
vein	sigh	foe
midday	foretell	antifreeze
material	alligator	element
construct	scribble	manuscript
fragile	interstate	finale
fortress	fraction	fragment
science	psyche	schematic
threw	crook	food
component	composition	physical
geography	genetics	optical
bead	they	rag
holiday	inventor	elephant
scheme	scientist	equilateral
nerd	barn	burn
physician	optic	structure
subfreezing	prologue	eject

Root and Affix Meaning- Teacher Copy

Directions: *Option 1-* “I’m going to tell you words that share the same root or affix. I want you to tell me the meaning of that root or affix.” *Option 2-* “Here is a list with groups of words that share the same root or affix on it. I want you to write the meaning of the shared root or affix on a separate sheet of paper.”

Materials: Prefix and Suffix Meaning Teacher Copy (a student copy may be needed and extra sheet of paper may be needed.)

Test Form 1			Test Form 2			Test Form 3		
Words	Meaning	Correct	Words	Meaning	Correct	Words	Meaning	Correct
judgment-- jud	judge		progress-- pro	forward		logical-- log	word, thought	
language-- langu	tongue		juror-- jur	judge, oath, law		macroscopic-- macro	large	
claustrophobia-- phobia	fear		equality-- equa	equal		biology-- ology	study of, science of	
pedestrian-- ped	foot		comic-- ic	characteristics of, relating to		pedestal-- pede	foot	
finale-- fin	end		interstate-- inter	between, among		fragile-- frag	break	
fragment-- frag	break		fraction-- fract	break		fortress-- fort	strong	
schematic-- schem	plan		psyche-- psych	mind		science-- sci	know, study	
serious-- ious	possessing the qualities		joyous-- ous	possessing the qualities, full of		final-- al	having characteristics of, related to	
remedial-- ial	having characteristics of, related to		attentive-- ive	inclined to		talkative-- ative	inclined to	
superstar-- super	above, beyond		subplot-- sub	under, below		ecosystem-- eco	habitat, nature	
thermal-- therm	heat		microfilm-- micro	small		interject-- ject	throw	
transit-- trans	across		empower-- em	cause to		enjoy-- en	cause to	
structure-- struct	build		optic-- opt	eye		physician-- phys	nature, the body	
eject-- ject	throw		prologue-- log	word, thought		subfreezing-- sub	under, below	
midday-- mid	middle		antifreeze-- anti	opposite		foretell-- fore	before	

- Independent Level = 12 out of 15.
- Correct = the student provides the correct meaning for prefix or suffix.
- Forms can be used (a) fall, winter, spring, or (b) to assess mastery after lessons or units.
- Do not teach lists. Confirm student performance on additional classroom work or test forms.

Root and Affix Meaning- Student Copy

Test Form 1

Test Form 2

Test Form 3

1. judgment-- jud	1. progress-- pro	1. logical-- log
2. language-- langu	2. juror-- jur	2. macroscopic-- macro
3. claustrophobia-- phobia	3. equality-- equa	3. biology-- ology
4. pedestrian-- ped	4. comic-- ic	4. pedestal-- pede
5. finale-- fin	5. interstate-- inter	5. fragile-- frag
6. fragment-- frag	6. fraction-- fract	6. fortress-- fort
7. schematic-- schem	7. psyche-- psych	7. science-- sci
8. serious-- ious	8. joyous-- ous	8. final-- al
9. remedial-- ial	9. attentive-- ive	9. talkative-- ative
10. superstar-- super	10. subplot-- sub	10. ecosystem-- eco
11. thermal-- therm	11. microfilm-- micro	11. interject-- ject
12. transit-- trans	12. empower-- em	12. enjoy-- en
13. structure-- struct	13. optic-- opt	13. physician-- phys
14. eject-- ject	14. prologue-- log	14. subfreezing-- sub
15. midday-- mid	15. antifreeze-- anti	15. foretell-- fore

Standards and skills were identified from the following references:

Kosanovich, M. and Verhagen, C. (2012). *Building the foundation: A suggested progression of sub-skills to achieve the reading standards: Foundational skills in the Common Core State Standards*. Portsmouth, NH: RMC Research Corporation, Center on Instruction.

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