

## OPTIONAL SUPPLEMENTAL ASSESSMENT 1 (administer after Lesson 30)

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

Conduct this additional assessment, if desired, as a supplement to observing students during small group instruction and partner practice. Follow the directions from Routines 1, 2, 7, 13, and 15, respectively; however, do *not* provide scaffolding or feedback. Keep in mind that objective 4 is assessed through Routine 7, and objectives 10, and 11 can be assessed during Routines 13 and 15 by analyzing the types of errors.

For Routines 7, 13, and 15, have students read from their own copy of this page. You may prefer to cut or fold their copies so that students see only what they will read. Mark student responses by drawing a line through an item to indicate an error. Make additional notes as needed.

### 1—Blending Phonemes: What Word?

Directions: *Listen.* (One sound at a time, say the sounds.) *What word?*

/s→/ /o→/ /k/ /s→/ (socks)

/u→/ /p/ (up)

/g/ /ā/ /m→/ (game)

/k/ /l→/ /o→/ /k/ (clock)

### 2—Segmenting Words Into Phonemes: Say It Slowly

*Listen.* [word] *Say it slowly.*

plāne (/p/ /l→/ /ā→/ /n→/)

tie (/t/ /ī→)

cup (/k/ /u→/ /p/)

gift (/g/ /i→/ /f→/ /t/)

### 7—Word Analysis: Sound and Say Words

Directions: *Say the words.*

lift

dust

hop

slid

hats

hot

dig

best

### 13—Cumulative Review: Read Carefully

Directions: *Say the words.*

band

want

there

list

who

bad

lost

went

### 15—Application: Read the Sentences

Directions: *Read the sentences.*

1. There is a big ram on the hill.
2. The hats have a lot of dots.
3. Does Pam have any little dolls?