

OPTIONAL SUPPLEMENTAL ASSESSMENT 2 (administer after Lesson 60)

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 6, 7, 9, 13, 15, 18, and 20 respectively; however, do *not* provide scaffolding or feedback.

Words for Routines 6 and 7 are taken from the Beach Poster Scene, which may be used as support if needed. For Routines 9, 13, 15, 18, and 20, have students read from their own copy of this page. You may prefer to cut or fold their copy so that only the print students will read is showing. Mark student responses by drawing a line through an item to indicate an error. Make additional notes as needed.

6—Blending Phonemes: What Word? (B)

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

/n→/ /e→/ /t/ (net)

/k/ /i→/ /t/ (kite)

/s→/ /ē→/ (sea)

/s→/ /a→/ /n→/ /d/ (sand)

7—Segmenting Words Into Phonemes: Say It Slowly

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

sun (/s→/ /u→/ /n→/)

kite (/k/ /i→/ /t/)

cold (/k/ /ō→/ /l→/ /d/)

up (/u→/ /p/)

15—Word Analysis: Sound and Say Words

Directions: *Sound it . . . Say the words.*

if	map	fan	tip
ant	sit	fast	nap

18—High-Frequency Words: Look and Say Words

Directions: *Say the words.*

happy	very	this	little
look	very	is	my

Directions: *Read the sentences.*

1. Sam sat on the little mat.
2. Sam and Pat look happy.