

OPTIONAL SUPPLEMENTAL ASSESSMENT 3 (administer after Lesson 95)

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

Words for Routines 6 and 7 are taken from the Park Poster Scene, which may be used as support if needed. For Routines 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?*

/k/ /l/ /i/ /m/ (climb)

/d/ /o/ /g/ (dog)

/j/ /u/ /m/ /p/ (jump)

/p/ /l/ /ā/ (play)

7—Segmenting Words Into Phonemes: Say It Slowly

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

help (/h/ /e/ /l/ /p/)

grass (/g/ /r/ /ā/ /s/)

laugh (/l/ /ā/ /f/)

slide (/s/ /l/ /ī/ /d/)

15—Word Analysis: Sound and Say Words

Directions: *Say the words.*

bug

pond

help

last

lift

big

sock

left

18—High-Frequency Words: Look and Say Words

Directions: *Say the words.*

you

they

any

come

were

from

want

does

20—Application: Read the Sentences

Directions: *Read the sentences.*

1. They like to play in the mud.
2. Ted must sit and rest.
3. I am at the top of the hill.