

## OPTIONAL SUPPLEMENTAL ASSESSMENT 4 (administer after Lesson 120)

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 City 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?*

/g/ /l/ /u/ /v/ (glove)

/s/ /t/ /a/ /n/ /d/ (stand)

/f/ /r/ /ū/ /t/ (fruit)

/s/ /n/ /ō/ (snow)

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

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

sled (/s/ /l/ /e/ /d/)

lamp (/l/ /a/ /m/ /p/)

fresh (/f/ /r/ /e/ /sh/)

grapes (/g/ /r/ /ā/ /p/ /s/)

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

Directions: *Say the words.*

step

slid

quick

shop

next

ship

sled

quack

### 18—High-Frequency Words: Look and Say Words

Directions: *Say the words.*

saw

her

many

here

who

there

here

was

### 20—Application: Read the Sentences

Directions: *Read the sentences.*

1. Tom wants to find a fish with big, red fins.
2. A little bug jumps on the desk.
3. Matt and Jack find a stick in the sand.