

OPTIONAL SUPPLEMENTAL ASSESSMENT 5 (administer after Lesson 160)

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 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?*

/s→/ /k/ /u→/ /n→// k/ (skunk)

/k/ /w→/ /a→/ /k/ (quack)

/s→/ /t/ /r→/ /ī→/ /p/ (stripe)

/p/ /ā→/ /n→/ /t/ (paint)

7—Segmenting Words Into Phonemes: Say It Slowly

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

cluck (/k/ /l→/ /u→/ /k/)

stump (/s→/ /t/ /u→/ /m→/ /p/)

milk (/m→/ /i/→/ /l→/ /k/)

smile (/s→/ /m→// ī→/ /l→/)

15—Word Analysis: Sound and Say Words

Directions: *Say the words.*

track

slide

boat

smart

bone

short

sweet

slid

18—High-Frequency Words: Look and Say Words

Directions: *Say the words.*

give

about

away

would

yellow

what

other

who

20—Application: Read the Sentences

Directions: *Read the sentences.*

1. My goat likes to eat my socks.
2. June and Pete swim back to the boat.
3. The leaves on the roses are lush and green.