Unit 1
Replacement Packet
Assessment and Placement (Teacher Guide)

Use pages 44-75b of this packet to replace pages 44-75 of the Unit 1 Skills Teacher Guide.

Assessment Worksheets (Workbook)

Make sufficient copies of Worksheet 7.5 (Word Reading Test Record Sheet) in this packet to replace Worksheet 7.5 from the Student Workbook for use in recording student responses to the individually administered Word Reading Tests. The other assessment worksheets in this packet (6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 9.1, 9.2) are exactly the same as the pages in each student’s Workbook and are included here only for quick and easy teacher reference.

Skills Strand
GRADE 2

Core Knowledge Language Arts®
New York Edition
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The focus of Lessons 6–10 is to gauge students’ reading knowledge through the Story Reading and Word Reading Assessments. Taking this time to assess students is crucial to ensure their success as readers. The assessments will help you determine which students have the knowledge and skills they need to profit from Grade 2 Skills instruction and which students need to be regrouped to an earlier point in the Skills program. Warm-Ups are omitted this week in order to maximize the amount of time needed to assess students. Details about interpretation of students’ scores for placement are provided in the Placement section of this Teacher Guide.

Independent Work

We have created worksheets for students to complete independently while others are being assessed. They have been designed for students to work on without direct teacher guidance. You may also incorporate an independent activities routine in your classroom, such as looking at trade books, working at a listening station, or writing in journals.

It is important for students to be engaged in activities allowing you to maintain a calm atmosphere conducive to assessment. Decide on the procedure you will implement for preparing students to work independently so things run smoothly during this time.

Core Knowledge Language Arts K–1 Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the program from Grades K–1. The following chart provides a broad overview of what is taught in Grades K and 1. Students who did well in CKLA in Grade 1 should be ready for the Grade 2 sequence. In general, students who mastered CKLA Grade 1 material from:

- Units 1–6 should have adequate preparation for the Grade 2 sequence.
- Unit 7 should have good to outstanding preparation.
### Kindergarten

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<th>Purely Oral Phonemic Awareness</th>
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<tr>
<td>Units 3–5</td>
<td>One-to-one letter-sound correspondences, CVC words with “short” vowel sounds like <em>cat, dog, bed</em></td>
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<tr>
<td><strong>Unit 6</strong></td>
<td>Consonant Clusters, CCVC words like <em>flag</em>, CVCC words like <em>dust</em>, CCVCC words like <em>blast</em></td>
</tr>
<tr>
<td><strong>Unit 7</strong></td>
<td>Consonant sounds written with digraph spellings, e.g., ‘sh’, ‘ch’, ‘th’, ‘ng’</td>
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### Grade 1

| **Unit 1** | Review of CVC, CCVC, CVCC, CCVCC words; Tricky Words |
| **Unit 2** | Basic code spellings for /ee/ spelled ‘ee’, /ae/ spelled ‘a_e’, /oe/ spelled ‘o_e’, /ie/ spelled ‘i_e’, and /ue/ spelled ‘u_e’; Tricky Words |
| **Unit 3** | Basic code spellings for vowel sounds /oo/, /oo/, /oo/, /oo/, and /aw/; Tricky Words |
| **Unit 4** | Basic code spellings for r-controlled vowel sounds (/er/, /ar/, /or/), past-tense endings, two-syllable words; Tricky Words |

### Grade 2

| **Unit 1** | Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /l/, /w/, /r/, /n/; tricky spellings for ‘c’, ‘g’, ‘n’ |
| **Unit 2** | Review of basic code spellings for /ae/, /ee/, /i_e/, /oe/, /oo/, /oo/, /oo/, /o_e/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/ |
| **Unit 3** | Spelling alternatives for long vowel sounds, e.g., ‘ai’ and ‘ay’ for /ae/, ‘oa’ for /oe/ |
| **Unit 4** | Spelling alternatives for /er/, /ar/, /or/, /ae/, /ee/, and /aw/; tricky spellings for ‘a’, ‘o’, ‘i’ |
| **Unit 5** | Spelling alternatives for /er/, /ar/, /or/, /ae/, /ee/, and /aw/; tricky spellings for ‘e’, ‘ow’ |
| **Unit 6** | Spelling alternatives for /u/ and /a/, tricky spellings for ‘a’, ‘e’, ‘o’, ‘o_e’, and ‘ou’ |
| **Unit 7** | Spelling alternatives for /er/, /i/, /ai/, /ki/, /l/ |
Scoring and Placement

At the end of each lesson, there is information in the Scoring section about evaluating students’ scores. The Scoring section also tells you which students will take the next Story Reading and Word Reading tests. After Lesson 10, information is provided guiding the placement of students in appropriate reading groups in the Placement section.

If the placement tests indicate a student is not ready for Grade 2, it is imperative the student be regrouped to get Skills instruction matching his or her reading ability. There is an appropriate placement in the K–1–2 CKLA materials for every reader (and for nonreaders, as well), but the beginning of Grade 2 is not the best place for students with limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.
Lesson 6

☐ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

☐ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)

☐ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

☐ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

☐ Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark) (L.2.4d)

At a Glance

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<tr>
<td>Scoring</td>
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</tbody>
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Advance Preparation

Copy the Placement Planning Sheet in the Placement section located after Lesson 10 of this Teacher Guide.
Student Performance Task Assessment

The primary purpose of this week will be to assess all students to determine placement and instruction in the appropriate level of CKLA materials. Starting today, students will read a story silently and then answer comprehension questions. The stories and questions are located in students’ Workbooks. Depending on the student, each assessment can take from 20 to 30 minutes to complete. We have provided additional worksheets that can be completed independently each day after students have finished their assessment.

Students will turn in their completed Story Reading Assessment to you. They should be scored as soon as possible to determine which students will continue with the next assessment. You will follow the same procedure each day this week, i.e., students who successfully complete the daily Story Reading Assessment will continue to read a new story and questions the next day.

If/when students do not successfully complete a Story Reading Assessment, you will give those students an individually administered Word Reading Assessment in order to more accurately determine individual reading strengths and weaknesses for placement consideration. You will begin administering the Word Reading Assessment to any students who do not successfully complete the Story Reading Assessment, “Snacks,” today.

As noted above, throughout all lessons this week, we have provided worksheets with instructional activities students should be able to complete independently to ensure adequate time to assess students individually.

Feel free to provide additional or alternate independent activities for students, including looking at trade books, writing in journals, or other activities that can be completed with little or no teacher assistance.

Story Reading Assessment “Snacks”

The Story Reading Assessment tests the student’s ability to read connected prose and answer simple multiple-choice questions. Each assessment consists of a story and eight multiple-choice questions. The questions are meant to be relatively easy. “Snacks” is 51 words long. It uses only one-syllable words and only a few of the most basic spellings, all of which are taught in Kindergarten.

- Have all students tear out “Snacks” on Worksheet 6.1 and the story comprehension page on Worksheet 6.2.
- Have students read the story to themselves and answer the multiple-choice questions on the accompanying page. Tell them they can and should look back at the story and use it to help them answer the questions.
- This is not a timed assessment (the times provided in the At a Glance section are estimates). Allow enough time for students to answer the questions.
**Independent Work**

Some students will complete the assessment more rapidly than others. We have included other work that can be completed independently. Students may complete Worksheets 6.3 and 6.4 when they finish “Snacks.” In addition, they can be engaged in the independent activities you have planned for them, such as quietly looking at trade books, working at listening centers, or writing in journals. Remember, it is important your classroom maintain a calm environment conducive to student assessment.

**Scoring**

**Scoring “Snacks”**

We recommend you score the “Snacks” Assessment during this class period as soon as students complete the assessment. Enter students’ scores on the Placement Planning Sheet found in the Placement Section following Lesson 10 of this Teacher Guide. Those students who were able to answer five or more of the questions correctly will take the “Prince Vincent” Assessment tomorrow. Students who answered fewer than five correct will take the Word Reading Placement Assessment tomorrow, which will help you determine placement for those students.

1. C  
2. A  
3. A  
4. A  
5. B  
6. C  
7. B  
8. C
Flow Chart for Order of Student Performance Task Assessment

Administer “Snacks” Story Reading Assessment to entire class.

If

Student scores 0–4 on “Snacks” Story Reading Assessment

Administer Word Reading Assessment

Student scores 5–8 on “Snacks” Story Reading Assessment

Administer “Prince Vincent” Story Reading Assessment

Student scores 0–4 on “Prince Vincent” Story Reading Assessment

Administer Word Reading Assessment

Student scores 5–8 on “Prince Vincent” Story Reading Assessment

Administer “The Beach” Story Reading Assessment

Student scores 0–4 on “The Beach” Story Reading Assessment

Administer Word Reading Assessment if time permits

Student scores 5–8 on “The Beach” Story Reading Assessment

Administer “Sink or Float” Story Reading Assessment

STOP

Please Note: Cutoff scores on this page are used only to determine which tests to administer when. These scores are not used in interpreting Assessment Scores.
Lesson 7

✅ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- ✓ Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)

- ✓ Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

- ✓ Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

- ✓ Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification (SL.2.6)

At a Glance

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<th>Minutes</th>
</tr>
</thead>
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<tr>
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<td>Story Reading Assessment “Prince Vincent”; Word Reading Assessment</td>
<td>Worksheets 7.1, 7.2; Word Reading Assessment; Worksheet 7.9</td>
</tr>
<tr>
<td><strong>Independent Work</strong></td>
<td>Worksheets</td>
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</tr>
<tr>
<td><strong>Scoring</strong></td>
<td>Scoring “Prince Vincent”</td>
<td>Placement Planning Sheet</td>
</tr>
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</table>

Student Performance Task Assessment

10 Story Reading Assessment “Prince Vincent”

This assessment will be given to students who scored five or more correct on “Snacks.” The story, “Prince Vincent,” is Worksheet 7.1 and the story comprehension sheet is Worksheet 7.2.

Please follow the instructions previously provided for administration of the Story Reading Assessment.
Word Reading Assessment

You will begin the Word Reading Assessment with students who scored fewer than five correct on “Snacks.” This assessment will provide further information about where to place students. It will also help you pinpoint specific letter-sound correspondences the student does not know.

This is a single-word reading assessment that needs to be administered individually. It consists of 120 words that contain particular spellings. The words have been sequenced to reflect the order of instruction in the CKLA program: the first 15 words are CVC words students read in Units 3–5 of Kindergarten; the next 15 words contain consonant clusters and are similar to the words taught in Unit 6 of Kindergarten, and so on.

Assess one student at a time, asking him or her to bring the Word Reading Record Sheet (Worksheet 7.5) to the assessment area. You will use this sheet to record the student’s answers while the student reads the words located at the end of this lesson.

You may place a marker under each row of words in order to eliminate student confusion when reading.

Ask the student to read the words aloud to you.

Place an ‘X’ on the record sheet next to any word the student gets wrong or fails to read. If you have time, write the word the student says instead so you can further analyze errors.

Do not coach or correct the student.

Have the student move to the next word if he/she cannot read it quickly.

If the student fails to read six words in a row and becomes frustrated, you may discontinue the assessment. Exception: If the student misses a run of six Tricky Words in lines 9–12, jump to line 13 to see if the student can read regular words.

Independent Work

Worksheets

Students may work on Worksheets 7.3 and 7.4, as well as the additional independent activities you have planned.
Scoring

Scoring “Prince Vincent”

Use the key below to score “Prince Vincent.”


Enter students’ scores on the same Placement Planning Sheet used yesterday. Those students who were able to answer five or more of the questions correctly will complete “The Beach” assessment tomorrow. Students who answered fewer than five correct will take the Word Reading Assessment starting tomorrow to help you determine placement for those students.
WORD READING ASSESSMENT

1. cat  hot  run  jet  wax

2. zip  kid  bad  fog  hum

3. man  vet  fig  yes  lip

4. brag  grab  stop  spit  flap

5. drip  clip  dust  send  left

6. taps  dogs  crust  print  crabs
7. that song thin fill shed
8. chop sack mess stuff quiz
9. the to a of was
10. you said they would are
11. have who one from there
12. were two your their any
13. name  fine  cheek  home  cute

14. loud  book  oil  soon  law

15. her  fork  card  filled  helped

16. whip  cent  honk  germ  dance

17. large  knot  rinse  serve  itch

18. sold  we  snow  aim  fight
19. funny    reach    fry    may    ski

20. bunnies    making    blind    Pete    road

21. along    work    mother    more    done

22. apple    action    hurt    animal    bird

23. wall    now    push    head    fault

24. new    unit    boy    early    student
Lesson 8

✅ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)
- Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)
- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)
- Read and understand decodable text of appropriate complexity for Grades 2–3 that incorporates the specific code knowledge taught (RL.2.10)
- Read independently and demonstrate understanding of nonfiction/informational text in the Grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range (RL.2.10)
- Use knowledge of the letter-sound correspondences that have been taught to distinguish and correctly read long and short vowels in one-syllable words: ‘a’ > /a/; ‘e’ > /e/; ‘i’ > /i/; ‘o’ > /o/; ‘u’ > /u/ (RF.2.3a)
- Read and write words with the following letter-sound correspondences: ‘a’ as /a/ (hat), /ae/ (paper), /e/ (about), or /aw/ (wall); ‘i’ as /i/ (hit), /ie/ (item), or /ee/ (ski); ‘o’ as /o/ (hop), /oe/ (open), or /u/ (son); ‘e’ as /e/ (pet), /ee/ (me), or /a/ (debate); ‘u’ as /ue/ (unit) or /u/ (but); ‘ph’ > /f/ (phone), /ie/ (try), /i/ (myth), or /ee/ (funny); ‘ir’ (bird), ‘ur’ (hurt), or ‘er’ as /er/ (her); ‘ar’ > /ar/ (car) or /or/ (war); ‘al’ > /a/ + /l/ (animal); ‘il’ > /a/ + /l/ (pencil); ‘ul’ > /a/ + /l/ (awful); ‘el’ > /a/ + /l/ (travel), ‘le’ > /a/ + /l/ (apple); ‘tion’ > /sh/ + /l/ (school); ‘a’ > /o/ (water) (RF.2.3e)

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<tr>
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Student Performance Task Assessment

Story Reading Assessment “The Beach”

- This assessment will be given to students who scored five or more correct on “Prince Vincent.” The story, “The Beach,” is Worksheet 8.1 and the story comprehension sheet is Worksheet 8.2.

Word Reading Assessment

- Continue assessing any students who scored less than five correct on “Snacks” and “Prince Vincent.” Please follow the instructions provided in lesson 7 for administering the Word Reading Assessment.

Independent Work

Worksheets

- Students may work on Worksheets 8.3, 8.4, and 8.5, as well as the additional independent activities you have planned.

Scoring

Scoring “The Beach”

- Use the following key to score “The Beach.”
  
  1. A  5. C  
  3. B  7. A  
  4. B  8. A

- Enter students’ scores on the Placement Planning Sheet. Those students who were able to answer five or more of the questions correctly will take the “Sink or Float” assessment tomorrow. Students who answered fewer than five correct will take the Word Reading Assessment starting tomorrow to help you determine placement for those students.
Lesson 9

Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

- Read decodable text that incorporates the letter-sound correspondences taught with sufficient accuracy and fluency to support comprehension (RF.2.4)

- Read and understand decodable text that incorporates letter-sound correspondences taught, with purpose and understanding (RF.2.4a)

- Use phonics skills in conjunction with context to confirm or self-correct word recognition and understanding, rereading as necessary (RF.2.4c)

- Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*) (L.2.4d)

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Student Performance Task Assessment

Story Reading Assessment “Sink or Float”

This assessment will be given to students who scored five or more correct on “The Beach.” The story “Sink or Float” is Worksheet 9.1 and the story comprehension sheet is Worksheet 9.2. This is the last Story Reading Assessment.

Word Reading Assessment

- Continue assessing students who scored less than five correctly on “Snacks,” “Prince Vincent,” and/or “The Beach.”
Independent Work

Worksheets

- Students can work on Worksheets 9.3 and 9.4, as well as the additional independent activities you have planned.

Scoring

Scoring “Sink or Float”

- If you have finished administering all individual Word Reading Placement Assessments today, use the following key to score “Sink or Float.”

1. B  5. B
2. A  6. C
3. A  7. A

- Enter students’ scores on the Placement Planning Sheet to help you determine placement for students. There is not another reading test after “Sink or Float.” Tomorrow will be spent assessing any remaining students to whom you still need to administer the Word Reading Placement Assessment. Priority should be given to assessing the lowest-performing students.
Lesson 10

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

✓ Spell and write one-syllable words using the letter-sound correspondences taught in Grade 2, using the Individual Code Chart as needed (L.2.2d)

✓ Use and expand complete simple and compound sentences orally and in own writing (L.2.1f)

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<td>Worksheets 10.1, 10.2</td>
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Student Performance Task Assessment

10 Word Reading Placement Assessment

- Continue assessing students who scored less than five correct on “Snacks,” “Prince Vincent,” and/or “The Beach.” Priority should be placed on assessing the lowest-performing students, if there is not sufficient time to individually assess all students.

- When you have finished assessing students, you can begin the process of placing students into appropriate reading groups. Guidance on how to go about determining these groups for students is provided in the next section, Placement.

Independent Work

Worksheets

- Students may complete Worksheets 10.1 and 10.2, as well as the additional independent activities you have planned.
Moving Forward with Unit 1 Lessons

We recognize that it will likely take some time for teachers to fully score, record, and analyze assessment data for all students. We have deliberately planned Unit 1 as a review of Grade 1 skills with no new Grade 2 skills introduced.

We provide guidance below for a thorough analysis of the assessment data; you should complete this analysis for each student well before the end of Unit 1 instruction. This analysis will inform decisions as to whether students are ready to continue with Grade 2, Unit 2 instruction or whether other instruction is needed to ensure mastery of skills taught in CKLA at the Grade 1 level. Students may lack these skills for a variety of reasons, including being new to CKLA, perhaps having used different approaches and/or instructional materials in previous grades, difficulty in thoroughly mastering these skills in spite of having participated in CKLA instruction, and so on. Whatever the reason, it is important to identify code knowledge gaps now and address them rather than simply push students ahead through the CKLA Grade 2 materials.

Multi-Level Analysis of Assessments

You will want to conduct an analysis of each student’s performance on the various assessments using different “filters” or “lenses.” We recommend you first look at each student’s overall performance on these assessments for guidance as to whether a given student has the prerequisite skills needed to profit from Grade 2 instruction with standard pacing. As noted above, Unit 1 of Grade 2 CKLA provides a review of all of the short vowel letter-sound correspondences as well the various consonant letter-sound correspondences taught in First Grade. All students, including those who performed well, will benefit from this review. However, the review is fast-paced. Students with low overall scores and performance on the assessments will profit from additional teaching of Grade 1 skills.

Interpreting Student Scores for Placement

Once you have administered and scored all assessments, enter students’ scores on the Placement Planning Sheet located at the end of this section. Consideration of these scores is critical in determining what Skills instruction students need and how to group students to facilitate the best delivery of this instruction. We recommend that you use the Interpreting Assessment Scores chart on the next page to make a first attempt to assign students in your class to a particular group. You may find, however, that you have students whose scores do not fall neatly into one of the categories on this chart. In these cases, you will need to take a much closer look at each student’s performance on the assessments, using the specific analysis charts for Word Reading Analysis and Story Reading Analysis.
## INTERPRETING ASSESSMENT SCORES

**Note:** The scores on this page should not be confused with the scores provided for the administration of assessments on page 50. Each of the scores in this chart represents a degree of mastery on the combined assessments administered.

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<th>If student scores:</th>
<th>After Grade 2 Unit 1, instruction should start with:</th>
<th>Group</th>
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</table>
| 7 or more correct on “Sink or Float” and 105 or more correct on Word Reading Assessment | Grade 2 Unit 2  
This student has OUTSTANDING preparation for Grade 2 Skills.                                                                 | 1     |
| 0–4 correct on “Sink or Float;” 6 or more correct on “The Beach,” and 100 or more correct on Word Reading Assessment | Grade 2 Unit 2  
This student has STRONG preparation for Grade 2 Skills.                                                                  | 1     |
| 6 or more correct on “The Beach,” 6 or more correct on “Prince Vincent,” and 80–100 correct on Word Reading Assessment | This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.  
Provide targeted small group remediation for the specific sounds missed, using selected materials from the Grade 2 or Grade 1 Assessment and Remediation Guide. | 2     |
| 0–4 correct on “The Beach” and 6 or more correct on “Prince Vincent,” and 60–80 correct on Word Reading Assessment | This student has ADEQUATE and possibly STRONG preparation for Grade 2 Skills, with good comprehension and decoding of individual words.  
Provide targeted small group remediation for the specific sounds missed, using selected materials from the Grade 2 or Grade 1 Assessment and Remediation Guide. | 1 or 2 |
| 5 or more correct on “Prince Vincent” and 5 or more correct on “Snacks,” and 60 or more correct on Word Reading Assessment | This student has somewhat ADEQUATE preparation for Grade 2 Skills.  
Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 Assessment and Remediation Guide. | 2 or 3 |
| 0–4 correct on “Prince Vincent” and 5 or more correct on “Snacks,” and 60 or more correct on Word Reading Assessment | This student has somewhat ADEQUATE preparation for Grade 2 Skills.  
Provide targeted small group remediation for the specific letter-sound correspondences misread on the Reading Words in Isolation Assessment, as well as materials from Grade 2 or Grade 1 Assessment and Remediation Guide. | 2 or 3 |
| 5 or more correct on “Snacks” and 30 or less correct on Word Reading Assessment | This student has QUESTIONABLE preparation for Grade 2 Skills.  
S/he first needs a comprehensive review of all material from the Grade 2 Unit 1 Assessment and Remediation Guide, before starting CKLA Grade 2 Unit 2. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2. | 3     |
| 0–4 Correct on “Snacks” and 30 or less correct on Word Reading Assessment | This student has INADEQUATE preparation for Grade 2 Skills.  
S/he first needs a comprehensive review of all material from the Grade 1 Assessment and Remediation Guide. If CKLA Kindergarten and Grade 1 materials are available, another option may be to use those materials before starting CKLA Grade 2 Unit 2. | 3     |

**Intensive Remediation**
Taking a Closer Look at Assessment Performance

Word Reading in Isolation Assessment Scores

The more words a student is able to read and the farther the student is able to progress in the assessment are indicators of preparation for Grade 2.

There are a total of 120 words included in Lines 1–24 of the Word Reading in Isolation Assessment. As a general rule of thumb, students who show good performance on the first 17 lines of the test, i.e., 65 words, have adequate preparation for Grade 2. Students who struggle with many of the words on these early lines may need to be regrouped to an earlier point in the CKLA grade-level materials.

Lines 9–12 consist of 20 Tricky Words taught in prior grades. Tricky Words are words that contain a sound-spelling that doesn’t follow the basic code or is unusual enough to have not yet been taught. Students who struggle with these words will need remediation on any words read incorrectly. (See the Grade 2 Assessment and Remediation Guide for practice worksheets.)

Students who are also able to read words on lines 18–24, an additional 35 words, may have strong or outstanding preparation for Grade 2. They may also be ready to read trade books independently.

The Word Reading lines consist of the following:

- Lines 1–3: CVC words with short vowel spellings.
- Lines 4–6: words made up of short vowel spellings containing common consonant clusters
- Lines 7–8: words made up of short vowel spellings containing common consonant digraphs
- Lines 9–12: Tricky Words
- Lines 13–15: words with vowel digraphs, diphthongs and r-controlled vowels
- Lines 16–17: words with spelling alternatives for consonant sounds
- Lines 18–20: words with common vowel spelling alternatives for long vowel sounds
- Lines 21–22: words that include /ə/
- Lines 23–24: words with more spelling alternatives for vowel sounds

Story Reading Assessment Scores

Students who answered 0–4 questions correctly on “Snacks” have inadequate preparation for the Grade 2 sequence of Skills instruction. These students likely have fairly significant skills deficits and will need to be regrouped to an earlier point of instruction in the CKLA grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.
Students who can answer five or more of the questions on “Snacks” and “Prince Vincent” have **adequate preparation** for the Grade 2 sequence. Students who cannot do this need remediation and/or to be regrouped to an earlier point in the CKLA grade-level materials. Additional information from the Word Reading Assessment should be used to guide placement.

Students who can answer five or more of the questions on “The Beach” have **strong preparation** for Grade 2 and may be ready to read trade books.

Students who can answer five or more of the questions on “Sink or Float” have **outstanding preparation** for Grade 2 and are almost certainly ready to read trade books independently. If there are enough students performing at this level, they may be grouped together for Skills so they can move at a faster pace.

**Note:** Grade 1 teachers were asked to pass forward a summary of CKLA results for each student to Grade 2 teachers. A strong performance on the end-of-year Grade 1 assessment is an indication that the student should be ready for Grade 2 instruction, even if his or her performance on this placement assessment is now slightly below his performance at the end of the Grade 1 school year. Some learning loss is expected during the summer months if students have not been encouraged to continue reading. These students may also benefit from targeted practice using selected pages from either the Grade 1 or Grade 2 Assessment and Remediation Guide.

### Analyzing Borderline Scores

Students with borderline scores are the most challenging to place. In particular, you may have some students who are right on the border between being strong enough readers to benefit from the Grade 2 instruction and not having adequate preparation. These might include students who read the first story on the Story Reading Assessment and answered most of the questions correctly but struggled with the second story, or they might include students whose performance was inconsistent on lines 9–17 of the Word Reading Assessment.

We strongly recommend that you take a closer look at these students’ assessment performance using the *Word Reading Analysis and Story Reading Analysis Charts* that follow, keeping the following points in mind:

- In assessing the *Word Reading Assessment*, remember not all poor scores are the same. Five correct out of 15 on a section of this assessment probably indicates a major problem reading the words or spellings in question. Ten correct out of 15, however, might result from the student not knowing a small set of letter-sound correspondences. This sort of problem can often be remediated in supplemental small group sessions, and may not require placing the student at an earlier point in the sequence of instruction.
• In assessing the **Story Reading Assessment**, be aware that some students may have little previous experience with multiple-choice tests. They may struggle to answer the questions even if they read the story and understood it. You may wish to have borderline students read the story aloud to you and then discuss it with you.

• Remember one possibility is to place the student back at an earlier point in the CKLA grade-level materials, but a second possibility is to place them in the Grade 2 material and then provide remediation to correct specific problems. For example, if you can identify the specific letter-sound correspondences causing difficulty, or the specific Tricky Words he or she has not learned, you may be able to provide extra practice sessions while the student participates in Grade 2 instruction.

• If you are considering grouping less-prepared students with stronger students and teaching both groups the Grade 2 sequence, be sure to individualize instruction during small group time to meet all students’ needs.

• If you feel you will be unable to provide such additional support sessions, this may be a reason to regroup less-prepared students to an earlier point in the CKLA grade-level materials.
### WORD READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

<table>
<thead>
<tr>
<th>Lines</th>
<th>Code Knowledge Assessed</th>
<th>Correct</th>
<th>Placement Guidelines</th>
</tr>
</thead>
</table>
| 1–3   | • CVC words with single-letter spellings, e.g., *cat*, *dog*, *pig*  
• Taught in Units 2–5 of Kindergarten                                                                                                                                         | 11 or fewer out of 15 | • NOT READY for Grade 2 Skills  
• Needs Intensive Remediation (*Grade 2 Assessment and Remediation Guide*, Unit 1, or Kindergarten CKLA Unit 3)                                                                                                                                                                                                 |
| 4–6   | • Initial and final consonant clusters (CCVC, CVCC, CCVCC)  
• Taught in Unit 6 of Kindergarten                                                                                                                                                                                                   | 11 or fewer out of 15 | • NOT READY for Grade 2 Skills  
• Needs Intensive Remediation (*Grade 2 Assessment and Remediation Guide*, Unit 1, or Kindergarten CKLA Unit 6)                                                                                                                                                                                                 |
| 7–8   | • Consonant digraphs, e.g., *thin*, *song*  
• Double-letter spellings for consonant sounds, e.g., *stuff*, *rock*  
• Taught in Units 7 and 8 of Kindergarten                                                                                                                                       | 6 or fewer out of 10 | • NOT READY for Grade 2 Skills  
• Needs Intensive Remediation (*Grade 2 Assessment and Remediation Guide*, Unit 1, or Kindergarten CKLA Unit 6)                                                                                                                                                                                                 |
| 9–12  | • 20 high-frequency Tricky Words  
• Most are introduced in Units 8 and 9 of Kindergarten and again in Units 1–4 of Grade 1                                                                                                                                   | 12 or fewer out of 20 | • If other word reading is adequate, provide targeted remediation from *Grade 2 Assessment and Remediation Guide*                                                                                                                                                                                                 |
| 13–15 | • Basic code spellings for “long” vowel sounds (like /ae/, /ee/), diphthongs (like /oi/, /ou/), and r-controlled vowels (/er/, /ar/, and /or/), including conventional digraph spellings (*sweet*, *shout*) and split digraphs (*hope*, *bike*)  
• Taught in Units 2–4 of Grade 1                                                                                                                                            | 10 or fewer out of 15 | • Preparation for Grade 2 is QUESTIONABLE  
• Provide targeted remediation from *Grade 2 Assessment and Remediation Guide* or Grade 1 CKLA Units 2–4  
• Closely monitor student progress                                                                                                                                                                                                 |
| 16–17 | • Spelling alternatives for consonant sounds, including ‘tch’ for /ch/, ‘c’ for /s/, ‘g’ for /j/  
• Taught in Units 5 and 6 of Grade 1                                                                                                                                             | 7 or fewer out of 10 | • Preparation for Grade 2 is QUESTIONABLE  
• Provide targeted remediation from *Grade 2 Assessment and Remediation Guide* or Grade 1 CKLA Units 5–6  
• Closely monitor student progress during Units 1–3 of Grade 2                                                                                                                                                                                                 |
| 18–20 | • Spelling alternatives for the “long” vowel sounds /ae/, /oe/, /ie/, and /ee/  
• Taught in Unit 7 of Grade 1 | 10 or fewer out of 15 | • Preparation for Grade 2 is **ADEQUATE** |
|       |                                            | 11 or more out of 15 | • Preparation for Grade 2 is **STRONG** |
| 21–22 | • More spelling alternatives for vowel sounds, including /u/, schwa, /er/, /or/ | 6 or fewer out of 10 | • Preparation for Grade 2 is **STRONG** |
|       |                                            | 7 or more out of 10  | • Preparation for Grade 2 is **OUTSTANDING** |
| 23–24 | • More spelling alternatives for vowel sounds, including alternatives not taught in Grade 1 | 6 or fewer out of 10 | • Preparation for Grade 2 is **STRONG** |
|       |                                            | 7 or more out of 10  | • Preparation for Grade 2 is **OUTSTANDING** |
### STORY READING ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

<table>
<thead>
<tr>
<th>Story</th>
<th>Length &amp; Difficulty</th>
<th>Code Knowledge Assumed</th>
<th>Correct Answers</th>
<th>Next Steps and Placement Indicated by Assessment Score</th>
</tr>
</thead>
</table>
| 1. “Snacks” | About 50 words     | • Single-letter spellings for “short” vowel sounds, including ‘a’ > /a/ (sat), ‘e’ > /e/ (egg), ‘o’ > /o/ (hot), ‘u’ > /u/ (Bud), and ‘i’ > /i/ (fish)  
• Single-letter spellings for 20 consonant sounds, including ‘b’ > /b/ (Beth), ‘d’ > /d/ (dog), and ‘f’ > /f/ (figs)  
• Double-letter spellings for consonant sounds, including ‘ss’ > /s/ (glass), ‘gg’ > /g/ (eggs), ‘ll’ > /l/ (Jill) and ‘ck’ > /k/ (snack)  
• Digraph spellings for consonant sounds including ‘ch’ > /ch/ (chips), ‘sh’ > /sh/ (fish), and ‘th’ > /th/ (the)  
• Some Tricky Words first taught in Units 8 and 9 of Kindergarten, e.g., a, of, and the  
• Story is made up entirely of one-syllable words | 5 < 5 Poor | Student was unable to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten.  
Student is NOT READY for the Grade 2 Skills.  
Student should ideally be regrouped and start at some point in the first 8 units of Kindergarten.  
Use Word Reading scores to guide placement. |
| 5 Borderline | Student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.  
Give “Prince Vincent” test and use results for placement. |
| 6–8 Adequate–Strong | Student was able to make sense of a story comparable to the ones in the Reader for Unit 9 of Kindergarten.  
Give “Prince Vincent” test and use these results for placement. |
| 2. “Prince Vincent” | About 150 words | • All of the above plus the following:  
• Basic-code spellings for “long” vowel sounds including ‘ee’ > /ee/ (bee), ‘a_e’ > /ae/ (came), ‘o_e’ > /oe/ (rode), and ‘i_e’ > /ie/ (ride)  
• Basic-code spellings for other vowel sounds, including ‘oo’ > /oo/ (foolish), ‘oo’ > /oo/ (look), ‘ou’ > /ou/ (loud), ‘oi’ > /oi/ (voice)  
• Basic-code spellings for /er/ (after), /ar/ (far), /or/ (north)  
• Spelling alternatives for consonant sounds, including ‘c’ > /s/ (Vincent) and ‘ce’ > /s/ (prince)  
• Tricky Words taught in Units 1–6 of Grade 1, e.g., once, was, there, from, he, a, said, would, are, and I  
• Past-tense endings with –ed as in looked  
• Two-syllable words | < 5  
Poor  

Student was not able to make sense of a story comparable to the ones in the Reader for Unit 6 of Grade 1.  
Student is **PROBABLY NOT READY** for the Grade 2 sequence.  
Use Word Reading scores for placement. | 5  
Borderline  

The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing.  
If the student also received a borderline score on “Snacks,” administer the Word Reading Assessment.  
If the student had a good score on “Snacks” but borderline on “Prince Vincent,” give “The Beach” test. | 6–8  
Adequate–Strong  

Student was able to make sense of a story comparable to the ones included in the Reader for Unit 6 of Grade 1.  
Student has **ADEQUATE** preparation for the Grade 2 Skills.  
You may still want to administer the Word Reading Assessment, if you have time, to pinpoint specific letter-sound correspondences that need to be reinforced. |
3. “The Beach”  
About 225 words  
- All of the above, plus common spelling alternatives for /æ/ (Sunday, David, pain), /oe/ (okay, elbows, toes, boat), /ie/ (diving, brightly), /ee/ (Eve, sunny, beach)  
- Two-syllable words

<table>
<thead>
<tr>
<th>&lt; 5 Adequate</th>
<th>Student was not able to make sense of a story comparable to the ones in the Reader for Unit 8 of Grade 1. However, student has <strong>Adequate</strong> preparation for Grade 2 Skills. Start in Grade 2 Skills, but closely monitor progress for the first three units.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>5 Adequate</strong></td>
<td>The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. Give the “Sink or Float” test.</td>
</tr>
<tr>
<td>6–8 Strong</td>
<td>Student was able to make sense of a story comparable to the ones in the Reader for Unit 8 of Grade 1. Student has <strong>Strong</strong> preparation for Grade 2 and may also be ready to read trade books independently.</td>
</tr>
</tbody>
</table>

4. “Sink or Float”  
About 350 words  
- All of the above plus additional spellings taught in Units 9–10 of Grade 1, e.g., Thursday, first, vacation, ankles, plus some words with unusual spellings, e.g., decision, tough, again, garage, heavy.  
- Two- and three-syllable words

| < 5 | Student was not able to make sense of this story, which contains some unusual and rare spellings. However, if the student made it this far, he or she has **Strong** preparation for Grade 2 and may also be ready to read trade books independently. |
| **5** | The student most likely understood the story, but there is about a 10% chance of getting a 5 by lucky guessing. However, as noted above, this student has **Strong** preparation for Grade 2. |
| 6–8 | Student was able to make sense of a story that contains some unusual and rare spellings not taught in the Grade 1 curriculum. Student has **Outstanding** preparation for Grade 2 and is almost certainly ready to read trade books independently. The Grade 2 curriculum will help the student systematize the code knowledge he or she has learned and build fluency, while also improving writing and spelling ability. |
Placement and Grouping Guidelines

We highly recommend that all Grade 2 teachers meet as a grade-level team to examine students’ scores across the entire grade level, rather than having each teacher examine only the scores of students in his or her own classroom. Homogeneous grouping for Skills instruction is the most efficient and effective way to differentiate instruction and meet students’ needs when teaching phonics skills. Once the grade-level team has examined the scores of all students on these assessments, you may find that it makes sense to regroup some students on the basis of their specific decoding skills for purposes of Skills instruction only.

The student scores you have been recording for both assessments will be useful in deciding where students should be placed for Skills instruction. Once students have been placed and grouped, these scores can be shared with other teachers who may be working with students for Skills.

(CKLA Skills instruction also includes spelling, grammar, and writing. However, decisions about placement in the CKLA materials are based on evaluating students’ reading (decoding) and basic comprehension skills.)

Grade 2 teachers should meet as a team after they have completed the Placement Planning Chart (having assigned a group number to each student in their class). Teachers may wish to write each student’s name and group number on an index card for ease in grouping students. Using the group numbers, begin sorting students from all classrooms on the basis of their group number, using the following guidelines.
| If there is only one classroom teacher per grade level . . . | ...the teacher should start all students in Groups 1 and 2 with CKLA Grade 2, Unit 2, providing individualized remediation in small groups using Pausing Point activities and/or the *Assessment and Remediation Guide* as needed. Group 3 needs intensive intervention outside the regular classroom and should not start with CKLA Grade 2, Unit 2. |
| If there are two classroom teachers per grade level . . . | ...one teacher provides Skills instruction to all Group 1 and 2 students, starting with CKLA Grade 2, Unit 2, while the other teacher provides Skills instruction to all Group 3 students, starting with Grade 2, Unit 1 of the *Assessment and Remediation Guide*. OR . . . one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; the other teacher should provide Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and all Group 3 students, who need intensive intervention outside the regular classroom, would not start with CKLA Grade 2, Unit 2 but rather be provided the needed intervention. |
| If there are three classroom teachers per grade level . . . | ...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to all Group 2 students, starting with CKLA Grade 2, Unit 2; and the third teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with Grade 2, Unit 1 of the *Assessment and Remediation Guide*. |
| If there are four classroom teachers per grade level... | ...one teacher provides Skills instruction to all Group 1 students, starting with CKLA Grade 2, Unit 2; another teacher provides Skills instruction to the higher-level Group 2 students, starting with CKLA Grade 2, Unit 2; a third teacher provides Skills instruction to the lower-level Group 2 students, starting with CKLA Grade 2, Unit 2; and the fourth teacher provides Skills instruction to all Group 3 students, who need intensive intervention, starting with the Grade 2, Unit 1 of the *Assessment and Remediation Guide*. |

*Note to Teacher*

If you have access to Grade 1 and/or Kindergarten materials, you may consider using those materials in addition to or in lieu of the Grade 2 *Assessment and Remediation Guide*. 

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Placement for Listening & Learning

The Skills placement tests do not provide a basis for regrouping students during the Listening & Learning period. In fact, all students should participate in the Listening & Learning sessions on grade level, regardless of their decoding skills. Limited decoding skills will not prevent the student from learning from the read-alouds, discussions, and activities in Listening & Learning. In fact, the focus on oral language in the Listening & Learning periods may provide struggling decoders with an opportunity to shine.
<table>
<thead>
<tr>
<th>Group</th>
<th>Word Recognition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“Sink or Float”</td>
</tr>
<tr>
<td></td>
<td>“The Beach”</td>
</tr>
<tr>
<td></td>
<td>“Prince Vincent”</td>
</tr>
<tr>
<td></td>
<td>“Snacks”</td>
</tr>
</tbody>
</table>

Teacher Name _________________________________________ Date_____________________

“Sink or Float” Word Recognition Group
Snacks

Six kids sat and had a snack.
Rob had six fish sticks.
Bud had ham.
Beth had a bag of chips and a glass of milk.
Rich had fish sticks and figs.
Jill had a hot dog.
Sam had six eggs.
Sam got sick.
The rest of the kids did not.
Snacks

1. What was Bud’s snack?
   A. fish sticks
   B. chips and milk
   C. ham

2. What was Sam’s snack?
   A. eggs
   B. fish sticks
   C. ham

3. What was Beth’s snack?
   A. chips and milk
   B. fish sticks and figs
   C. a hot dog

4. Which kid had chips?
   A. Beth
   B. Rob
   C. Bud
5. Which kid had milk?
   A. Sam
   B. Beth
   C. Jill

6. Which kid had figs?
   A. Beth
   B. Jill
   C. Rich

7. Which kids had fish sticks?
   A. Rich and Beth
   B. Rob and Rich
   C. Rob and Bud

8. Which kid got sick?
   A. Rich
   B. Beth
   C. Sam
Prince Vincent

Once there was a prince named Vincent. Vincent came from France. He was a proud man with a loud voice.

Once, a bee stung Vincent on his cheek.

“Ouch!” said Vincent, grabbing his cheek. “What bee has stung me? What bee would dare to sting me?”

The bee buzzed.

“Look at me!” Vincent shouted at the bee. “I am the prince of France! You are a foolish bee if you think you can sting a prince like me!”

The bee buzzed off.

Vincent ran after the bee. He shouted in his loudest voice, “You will not escape from me, bee! I will ride after you on my horse!”

Vincent got his helmet and his lance. He got up on his horse. Then he rode off on his quest for the bee.

Vincent rode north and south. He rode past rivers and lakes. He looked for the bee in houses. He looked for the bee on farms. He looked for the bee up in trees and down in holes.

But he never found the bee.
Prince Vincent

1. What was Vincent?
   A. a prince
   B. a king
   C. a princess

2. Where was Vincent from?
   A. Rome
   B. Greece
   C. France

3. What sort of voice did Vincent have?
   A. a loud voice
   B. a soft voice
   C. a bee-like voice

4. Which part of Vincent did the bee sting?
   A. his leg
   B. his nose
   C. his cheek
5. What sound did the bee make?
   A. whoosh
   B. hum
   C. buzz

6. What did Vincent tell the bee?
   A. Sting me again!
   B. Buzz off!
   C. Look at me!

7. Where did Vincent look for the bee?
   A. in houses and on farms
   B. under a rock
   C. in an insect shop

8. What happened in the end?
   A. Vincent killed the bee.
   B. The bee killed Vincent.
   C. Vincent never found the bee.
# Word Reading Test Record Sheet

<table>
<thead>
<tr>
<th>CVC words w/ single-letter</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. cat, hot, run, jet, wax</td>
<td>/15</td>
<td>/15</td>
</tr>
<tr>
<td>2. zip, kid, bad, fog, hum</td>
<td>/15</td>
<td>/15</td>
</tr>
<tr>
<td>3. man, vet, fig, yes, lip</td>
<td>/15</td>
<td>/15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CCVC, CVCC, CCVCC consonant clusters</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. brag, grab, stop, spit, flap</td>
<td>/15</td>
<td>/30</td>
</tr>
<tr>
<td>5. drip, clip, dust, send, left</td>
<td>/15</td>
<td>/30</td>
</tr>
<tr>
<td>6. taps, dogs, crust, print, crabs</td>
<td>/15</td>
<td>/30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Consonant digraphs</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>7. that, song, thin, fill, shed</td>
<td>/10</td>
<td>/40</td>
</tr>
<tr>
<td>8. chop, sack, mess, stuff, quiz</td>
<td>/10</td>
<td>/40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tricky Words</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>9. the, to, a, of, was</td>
<td>/20</td>
<td>/60</td>
</tr>
<tr>
<td>10. you, said, they, would, are</td>
<td>/20</td>
<td>/60</td>
</tr>
<tr>
<td>11. have, who, one, from, there</td>
<td>/20</td>
<td>/60</td>
</tr>
<tr>
<td>12. were, two, your, their, any</td>
<td>/20</td>
<td>/60</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vowel digraphs, diphthongs, and r-controlled</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>13. name, fine, cheek, home, cute</td>
<td>/15</td>
<td>/75</td>
</tr>
<tr>
<td>14. loud, book, oil, soon, law</td>
<td>/15</td>
<td>/75</td>
</tr>
<tr>
<td>15. her, fork, card, filled, helped</td>
<td>/15</td>
<td>/75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spelling alt. for consonant sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>16. whip, cent, honk, germ, dance</td>
<td>/10</td>
<td>/85</td>
</tr>
<tr>
<td>17. large, knot, rinse, serve, itch</td>
<td>/10</td>
<td>/85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More spelling alt. for long vowel sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. sold, we, snow, aim, fight</td>
<td>/15</td>
<td>/100</td>
</tr>
<tr>
<td>19. funny, reach, fry, may, ski</td>
<td>/15</td>
<td>/100</td>
</tr>
<tr>
<td>20. bunnies, making, blind, Pete, road</td>
<td>/15</td>
<td>/100</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More spelling alt. for schwa vowel sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>21. along, work, mother, more, done</td>
<td>/10</td>
<td>/110</td>
</tr>
<tr>
<td>22. apple, action, hurt, animal, bird</td>
<td>/10</td>
<td>/110</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>More spelling alt. for vowel sounds</th>
<th>Words Correct</th>
<th>Cumulative Words Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. wall, now, push, head, fault</td>
<td>/10</td>
<td>/120</td>
</tr>
<tr>
<td>24. new, unit, boy, early, student</td>
<td>/10</td>
<td>/120</td>
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</tbody>
</table>
The Beach

Last Sunday David and Eve went to the beach.

It was a sunny day. It got hotter and hotter. At last it was ninety-five degrees.

Eve laid out a blanket. Then she got out her sunscreen. She rubbed the white cream on her back. She rubbed it on her arms and her legs. She rubbed it on her nose and her cheeks. She even rubbed it on her elbows and her toes.

“David,” she said, “would you like some sunscreen?”

“No, thanks,” said David. “I’ll be okay without it.” Then he ran off to play soccer.

David played soccer. He tossed a Frisbee. He ran a relay race. He rowed a boat. He swam. He splashed in the waves. He went diving for shells. He made a scarf out of seaweed. Then he lay down and took a nap.

All this time the sun was shining brightly. Rays of sunlight were landing on David’s arms and legs.

At last the daylight faded. David was set to go home. But when he got up, he felt some pain on his legs. He looked down. His body was as red as a lobster. His thighs looked like two roasted hams. His toes looked like ten bright red pigs running on the sand.

“EEK!” cried David. “I’m fried! I should have used Eve’s sunscreen!”
The Beach

1. Where did this story take place?
   A. at the beach
   B. at the pool
   C. at the lake

2. What sort of day was it?
   A. hot and sunny
   B. cool and cloudy
   C. windy and wet

3. Who ended up red as a lobster?
   A. Eve
   B. David
   C. The nice ladies

4. Who used sunscreen?
   A. David
   B. Eve
   C. Eve and David
5. What did David use to make a scarf?
   A. sand
   B. sunscreen
   C. seaweed

6. What did David’s toes look like at the end of the day?
   A. ten green frogs
   B. ten red pigs
   C. ten sandy logs

7. Which game did David play?
   A. Frisbee
   B. sand hockey
   C. lawn darts

8. What made David’s skin red?
   A. the sun
   B. the sand
   C. the waves
Sink or Float

It was the first Thursday of summer vacation. It was hot. Joey Jenkins and his younger brother Pete were sitting by the pool trying to stay cool. Pete had his ankles and toes in the water.

“Hey Pete,” Joey shouted at his little brother, “let’s play sink or float.”

“How do you play?” asked Pete.

“First I go and find something,” explained Joey. “Then I ask you if you think it will sink or float. Then I throw it in the pool and we find out if you were right or wrong.”

“Okay,” replied Pete.

Joey ran to the garage and got a brass key.

“That must be pretty heavy,” said Pete. “I say it’s going to sink for sure!”

Joey tossed the key in the pool. It sank below the surface in an instant.

“Okay, little brother,” said Joey, “you won that one. Do you want to play again?”

Pete nodded his head.

Joey sprinted up to the house and got an apple from the boys’ mom.

“I predict that will float,” said Pete.

Joey tossed the apple in the pool and, sure enough, it bobbed and floated on top of the water.

Joey ran over to the woods and picked up an acorn that was lying beneath a towering old oak tree.

“Gee,” said Pete. “That’s a tough one. An acorn might sink, but then again, it might float.”
“Sink or float?” said Joey. “I need a decision now!”

“Um, I guess it will sink,” Pete said.

Joey tossed the acorn in the pool. It bobbed and floated on top of the water right next to the apple.

“Ha, ha! You lose!” Joey cried.

Joey ran into the house and got a plastic model airplane he had built.

“Sink or float?” he asked.

“Sink!” said Pete.

Joey set the airplane ever so gently on the surface of the water. At first it looked like the airplane was floating.

“Ha, ha!” said Joey. “It floats! You lose again!”

“Not so fast!” said Pete. He thumped the water with both of his feet and made a gigantic wave. The wave went crashing over the airplane. The airplane filled with water and began sinking.

“It sinks!” said Pete, smiling. “So I win!”

“No fair!” said Joey. “That’s cheating!”
Sink or Float

1. When does the story take place?
   A. winter
   B. summer
   C. fall

2. Which boy is older?
   A. Joey
   B. Pete
   C. They are the same age.

3. Which game do the boys play?
   A. Sink or Float
   B. Splash Bomb
   C. Water Polo

4. Which boy sets things on top of the water?
   A. Joey
   B. Pete
   C. They take turns
5. Which boy guesses whether the things will sink or float?
   A. Joey
   B. Pete
   C. They take turns

6. Which of the things listed below sinks?
   A. apple
   B. acorn
   C. key

7. Who sets the airplane on the water?
   A. Joey
   B. Pete
   C. the boys’ mom

8. Who makes the wave that makes the airplane sink?
   A. Joey
   B. Pete
   C. the boys’ mom