

THEME 2:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.*

<u>CVC Words:</u>					
cut	jig	rat	let	got	
van	get	kit	bug	jog	/10
<u>High Frequency Words:</u>					
what	for	live	pull	does	
is	my	said	away	where	/10

If students miss more than 2 words on regular word reading, assess letter sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the sound for each letter.*

<u>Sounds:</u>												
m	s	c	t	n	f	p	b	r	h	g	d	w
l	x	y	k	v	q	j	z	o	u	a	i	e
												/26

THEME 3:

Assess sounds. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some letters. Put your finger under the first letter in the box. Point to each letter, and tell me the sound of the letter.*

<u>Short Vowel Sounds:</u>					
/u/	/i/	/e/	/a/	/o/	/5

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.*

<u>CVC Words:</u>					
hen	fox	rug	six	zag	/5
<u>Consonant Clusters with r:</u>					
drip	step	prop	brag	trust	/5
<u>High Frequency Words:</u>					
bird	funny	look	of	many	
every	never	they	two	what	/10

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.*

Tim's Cat		
Tim's cat is Miss Hiss. Why is his cat called Miss Hiss? Look at Miss Hiss hissing at the paper! But, Miss Hiss has never hissed at Tim!		
Accuracy	/28	_____ %

THEME 5:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page. * If students miss more than 2 words on regular word reading, assess sound spellings. See below connected text.***

CVCe Words:

cake mine hike same time /5

Words with Digraphs:

chick whip shop thin hatch /5

Contractions:

she'll they've we'd it's she's /5

High Frequency Words:

other could house how over
own so world give little /10

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.***

Stuck in the House

Plink, plink, plop, plop! Jane and Mom can not make it to the game. Jane is sad.

“What a shame. I can not swing and hit.”

Mom tells Jane, “We can still have a game. We can swing and hit over this net.”

Jane stands up and hits. Ping! Mom hits it back. Pong!

“This game is fun!” yells Jane.

Time _____ Accuracy /60 _____ %

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.***

Sound spellings:

ch ge a_e th wh i_e tch sh ng ce /10

THEME 6:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page. * If students miss more than 2 words on regular word reading, assess sound spellings. See below connected text.***

<u>CVCe Words:</u>					
snake	Pete	line	bone	mule	/5
<u>Words with new Sound Spellings:</u>					
tree	seal	braid	stay	each	/5
<u>Words with endings:</u>					
biggest	sitting	batter	missed	sadly	/5
<u>High Frequency Words:</u>					
shout	cow	door	there	through	
horse	out	now	wall	climb	/10

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.***

Gram's Huge Meal			
Gram made a huge meal. She set it on a long table. Then she went to get Pops.			
A big black horse stuck his neck in.			
"Pops will not eat these green grapes," he said. He ate the beans.			
Pops and Gram came in.			
"I wish we had beans," Pop said.			
Time _____	Accuracy	/51	____ %

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.***

<u>Sound spellings:</u>							
ai	ea	e_e	ay	ee	o_e	u_e	/7

THEME 7:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page.*** * If students miss more than 2 words on regular word reading, assess sound spellings. See below connected text.

<u>Words with new Sound Spellings:</u>				
moan	bowl	food	clue	high
tight	spoon	road	slow	glue
<u>Words with endings:</u>				
looks	picked	yelled	fishing	heated
<u>High Frequency Words:</u>				
again	gone	want	any	follow
most	tall	water	both	piece

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.***

Rick and Dad Go Camping				
Rick and Dad packed the truck. Dad packed the tent and sleeping bags. Rick took fishhooks and fishing poles.				
"Catch lots of fish," yelled Mom.				
Rick and Dad fished in a wide stream. No fish came.				
"Where are the fish, Dad?" asked Rick.				
"They're not in this stream," said Dad.				
Time _____	Accuracy	/50	_____ %	

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.*** *The sound for the sound spelling ow as in grow. The student should also know 2 sounds for the sound spelling oo as in cook and moon.

<u>Sound spellings:</u>							
oa	ow	oo*	ew	ue	ie	igh	/8

THEME 8:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to read some words. Put your finger under the first word and go across the page.*** * If students miss more than 2 words on regular word reading, assess sound spellings. See below connected text.

Words with new Sound Spellings:

out	plow	scoop	grew	blue	
chills	saved	hiding	traded	chopped	/10

High Frequency Words:

draw	always	warm	put	fall	
into	who	their	have	find	/10

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.***

Scout the Grouch

Scout was seven, and a big, big grouch.

"Let's bounce on this couch, Scout!" said Ken, but Scout just frowned.

"Let's pick flowers!" said Pam, but Scout just pouted.

Scout's Mom and Dad took her to a show, but Scout still looked sad.

Then one day Scout found a big, sad yellow dog.

Time _____

Accuracy /53 _____ %

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, ***You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.*** * The sound for the sound spelling ou as in shout. The sound for the sound spelling ow as in cow. The three sounds for the sound spelling ed as in saved, traded and chopped.

Sound spelling:

ou	ow	ed	ed	ed	/5
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THEME 9:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.* * If students miss more than 2 words on regular word reading, assess sound spellings. See below connected text.

<u>Words with new Sound Spellings:</u>					
sky	point	joy	claw	haul	
funny	launch	shawl	boy	moist	/10
<u>High Frequency Words:</u>					
talk	ever	though	after	before	
buy	pretty	school	done	wash	/10

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.*

Peaches, Screeches			
Fred Fox teaches cooking classes.			
“Wash up before cooking,” Fred tells his class.			
Fred unwraps some berries. He mashes them up to make milkshakes.			
“Rewrap berries to keep them fresh,” Fred tells his class.			
Next, Fred mixes up a cookie mix and spoons it on a buttered pan.			
“Cookies will stick to an ungreased pan,” Fred tells his class.			
Time _____	Accuracy	/59	_____ %

Assess sound spelling. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.* * The students should know both sounds for the sound spelling y as in sky and baby.

<u>Sound spelling:</u>					
y	y	oi	oy	aw	au
					/6

THEME 10:

Assess reading words. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to read some words. Put your finger under the first word and go across the page.* * If students miss more than 2 words on regular word reading, assess sound spellings. See below connected text.

Words with new Sound Spellings:

store	her	shirt	blurt	spark	
perk	chirp	curl	scarf	torn	/10

High Frequency Words:

laugh	sure	caught	break	above	
against	head	already	able	minute	/10

Assess Reading Connected Text Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *Please read this out loud. If you get stuck on a word, I will tell you the word so you can keep reading.*

Mark's Part

"Mom, Mom!" shouted Mark. "I got a part in the class play!"

Mark showed Mom his dark cape. He would wear it when he marched on stage.

"Mom, how will you know me?" he asked. "Five other kids have dark capes, too."

Mom said, "I am smart enough to spot my own boy."

Time _____ Accuracy /53 _____ %

Assess sound spellings. Place the student probe in front of the student making sure to cover tasks for other themes. Say to student, *You're going to say the sounds for some sound spellings. Put your finger under the first sound spelling in the box. Point to each sound spelling, and tell me the sound.*

Sound Spelling:

or	er	ore	ir	ar	ur	/6
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