All Units
Assessment and Remediation Guide

All Units
Assessment and Remediation Guide

Skills Strand

GRADE 2

Core Knowledge Language Arts®
New York Edition

Core Knowledge®

INTRODUCTION

SECTION I (UNIT 1)

One-Syllable Short Vowel Words and Past Tense with –*ed*
Basic High-Frequency Words

Section II (Unit 1)

Two-Syllable Short Vowel Words: Closed Syllables

II-E: Consonant Spelling Alternatives

'g' > /j/, 'c' > /s/, 'ce' > /s/, 'se' > /s/, 's' > /z/, 'kn'> /n/, 'tch' > /ch/, 've' > /v/, 'wh' > /w/, 'wr' > /r/

Section III (Unit 2)

*See Section I-H (Unit 1) for Tricky Words

Vowel Digraphs

III-A: One-Syllable Words with Separated Digraphs (Magic E)

III-B: More One-Syllable Vowel Digraphs and R-Controlled Vowels

'ee' and 'ea' > /ee/, 'oo' > /oo/ or /oo/, 'oi' and 'oy' > /oi/, 'ou' and 'ow' > /ou/, 'er' > /er/, 'ar' > /ar/, 'or' > /or/

III-D: Two-Syllable Words with Vowel Digraphs and R-Controlled Vowels

Section IV (Unit 3)

Vowel Spelling Alternatives and Tricky Spellings

Section V (Unit 4)

Spelling Alternatives and Tricky Spellings

Section VI (Unit 5)

Spelling Alternatives and Tricky Spellings Associated with /u/ and /ə/

Section VII (Unit 6)

Assorted Spelling Alternatives and Tricky Spellings

Introduction

Welcome!

Dear Teacher,

Welcome to the Grade 2 *Assessment and Remediation Guide*. While there are many competencies required to be a successful reader able to comprehend, analyze, and synthesize what one reads, one of the key prerequisite components is the ability to automatically apply knowledge of the English letter-sound correspondences when reading unfamiliar text. You will find resources in this Guide to help you provide additional instruction and remediation to students who enter Grade 2 with gaps in their code knowledge and fluency.

This Guide is not intended for use with students who are significantly below grade level. Students in this category will need intensive individualized instruction during their entire language arts period to bring them up to grade level. The Guide is intended for use with students who have mastered some or most of the letter-sound correspondences in the English language, but who are not yet fluent readers because they lack specific decoding skills and/or have not had sufficient practice in reading decodable text.

Assessment is a prerequisite first step to helping struggling readers. It is particularly important that you have a broad overview of each student's strengths and weaknesses at the very beginning of the year—or whenever a new student enters your classroom—so that you can make the best use of instructional time. Placement Assessments and guidelines are included in the Grade 2, Unit 1 teacher and student materials for this purpose. For your convenience, they are also reproduced in this Guide.

In addition, assessments are provided at the end of each section of this Guide. You may use these assessments as both pretests and post-tests for each section. While you may sometimes choose not to administer a pretest, for example, if you have already identified a specific code knowledge gap through use of the Placement Assessments at the beginning of the year, it is strongly recommended that you always administer a post-test following any remedial instruction to document student progress—or lack thereof.

While poor code knowledge is often at the root of many reading problems, it is important to note that some students may experience reading difficulty for other reasons. For example, students for whom English is a second language may have mastered the requisite decoding skills, but may not have a sufficient understanding of the meaning of English words to make sense of what they read. Problems of this nature will need to be addressed by means other than this *Assessment and Remediation Guide*.

Overview

How to Use this Guide

At the beginning of the school year

It is highly recommended that teachers administer the Grade 2 Placement Assessments to all students during the first weeks of school. Detailed explanations as to administration and analysis of these Assessment results are provided in the Unit 1 Teacher Guide.

> *Pay particular attention to students who may be new to your school this year and/or students whom the Grade 1 teachers may have indicated struggled in Grade 1.*

Once all students have been assessed, you may want to identify groups of students within your class who have similar code knowledge gaps. After you have identified these groups and their respective needs, refer to the Table of Contents of this Guide to identify those specific sections of the Guide that target the same letter-sounds correspondences for which your students need additional instruction and practice.

The remedial materials in this Guide will be most effective when used either one-on-one or in small group settings with explicit instruction provided by the teacher or an assistant teacher. During any remediation activity, it is important that students have many opportunities to practice reading words with the targeted skill correctly. Practice reading should be done orally so that the teacher can immediately correct any and all errors.

The lessons in this Guide build incrementally, meaning that mastery of the skills taught in earlier lessons is assumed and therefore a prerequisite for success in future lessons. Said another way, while it is possible to isolate and target a specific skill, such as the decoding of words with r-controlled vowels, and provide instruction using only those specific pages from this Guide, you will find other words included on these pages that were presented and reviewed in earlier pages of this Guide.

Therefore, use the sequence of skill instruction as presented in the Table of Contents as the order in which specific gaps should be addressed for students who have multiple gaps.

The materials in this Guide also address a separate category of words designated here as High-Frequency Words. In CKLA Grades K–2, these words were called Tricky Words. Tricky Word instruction is integrated into skills instruction across all three of these early grade levels as needed in order for students to read stories independently in their student Readers.

These words were designated as Tricky Words relative to the specific code knowledge that had been explicitly taught to students at that time. For example, the words *me*, *he*, and *she* were initially taught as Tricky Words in Kindergarten because students had not yet studied the spelling of the /ee/ sound with the letter 'e'; at that time, students had learned only to associate the /e/ sound with the letter 'e'. The words were taught by pointing out that students could sound out the initial consonants of each of these words because they had learned those letter-sound spellings, but that the 'e' was "tricky." When students moved into later grades and explicitly learned that the 'e' could represent the /ee/ sound in certain circumstances, the words were no long treated as Tricky Words.

During the school year if new students enter your classroom

It is highly recommended that you administer the Grade 2 Placement Assessments any time during the year that a new student enters your class, in addition to asking the student to read orally from the present Reader you are using with your class. This is the most efficient way to get a quick overview of the new student's word attack skills. This Guide may then be used if needed to bring new students up to speed with the rest of the class.

Throughout the school year with any student in your classroom

It is possible that a student who appears to perform satisfactorily on the Unit 1 Placement Assessments may begin to exhibit reading difficulties later in the year after being placed in the Grade 2 materials. The Unit 1 materials were deliberately created to provide a gentle reintroduction to reading at the beginning of the school year. You may find that some students who read the Unit 1 *The Cat Bandit* Reader with no or minimal difficulty experience some problems when presented with the subsequent Grade 2 Readers, which are more challenging in terms of content, vocabulary, and the frequency of multi-syllable words.

Careful observation of each student's daily classroom performance in reading orally, responding to comprehension questions, and/or completing worksheets may suggest general weaknesses. The additional assessment material in this Guide should then be used to identify specific weaknesses, as well as provide specific remediation.

Students who have not mastered earlier skills will face increasing challenges with each new lesson if extra help is not provided immediately. Teachers should take advantage of the day-to-day opportunities to monitor individual student progress and should offer targeted remediation as quickly as possible.

Guide Organization

Immediately following this overview, there are additional resources that will enable teachers to use the remedial materials in this Guide more effectively. A description of the Basic and Advanced Code taught to students using CKLA materials in grades K–1 will provide insight and context for the Grade 2 teacher as to how phonics skills were taught in the K–1 CKLA materials. We have also included a copy of the student Individual Code Chart that summarizes all the letter-sound correspondences taught in CKLA. We strongly recommend that you review this chart carefully to get a sense of the letter-sound correspondences taught in CKLA.

This is followed by an explanation of types of syllables with guidance on how to chunk multi-syllable words into smaller parts in order to assist students in decoding longer words.

Next is a section on assessment. It includes copies of the Grade 2 Placement Assessments with direction for administration and analysis. Guidelines for assessing reading fluency are also included.

(Keep in mind that every section of remedial materials within the Guide also includes specific assessments of the targeted letter-sound correspondences in that section.)

Finally we have included a number of game board templates and directions that can be used to provide additional practice in reading words with any letter-sound correspondences.

The remaining materials in the Guide are organized by skill and letter-sound correspondence. Within each section, you will find the following:

Lesson Templates: Each lesson template models the sequence of instructional steps to be followed when reteaching the particular skill(s) included in that section.

Word Lists: Lists of individual words with the specific letter-sound correspondences are provided. These words may be used in teaching a lesson as described in the template. Students may also be asked to simply read the word list aloud for practice and to orally use each word in a sentence. You may also use the list for dictation. Finally, the list can serve as a teacher resource when you are creating word cards for students to use with the various game templates.

Worksheets: Students may be asked to complete these worksheets with guided instruction for practice or they may be asked to complete the worksheets independently as an informal assessment.

Practice Sentences and Stories for Oral Reading: These short sentences and stories offer students practice at the next level of difficulty beyond simply reading lists of individual words and completing worksheets.

Games: In some sections, additional game boards for practicing specific skills are included.

Assessment: An assessment of each skill taught in the section is also included for use following instructional remediation to determine whether students have, in fact, now mastered the skill that was taught. Two versions of each section assessment are included—one evaluates students' ability to read words with the target letter-sound correspondences and must be administered individually. The other assessment is a spelling assessment of the same letter-sound correspondences. Keep in mind that ability to spell words correctly usually lags behind the ability to read the words accurately.

Students who perform well on both versions of the Assessment have clearly learned the targeted letter-sound correspondences and are ready to move on. Students who perform poorly on both clearly need additional intervention. Students who perform adequately on the reading version, but not as well on the spelling version are ready to move on in reading, but will benefit from additional writing and spelling opportunities. These students should especially be encouraged to use the Individual Code Chart when writing.

The materials and pages for teaching the specific letter-sound correspondences in each section are generally, but not completely, arranged in the sequence in which they should be used. Here is a typical instructional sequence for remediating any letter-sound correspondence:

Pre-test using section Assessment (optional)   ⤷

Teach lesson(s) using Word Lists; have students read Word List pages   ⤷

Provide practice with worksheets. Some worksheets may be done with teacher guidance; others, particularly towards the end of the worksheets, should be completed independently by students   ⤷

Ask students to read aloud the Practice Sentences and Stories   ⤷

Provide additional practice with Games   ⤷

Post-test using section Assessment of targeted letter-sound correspondences   ⤷

Give section Fluency Assessment (starting with Section III)   ⤷

.

The Basic and Advanced Code
Understanding How Phonics is Taught in CKLA

The Core Knowledge Language Arts (CKLA) program teaches the highly complex letter-sound correspondences of the English language in an explicit and systematic manner in Kindergarten–Grade 2. Students are taught how the 26 letters (or graphemes) of the alphabet are used in various combinations to represent 44 sounds (or phonemes). There are approximately 150 different spellings for these sounds.

Students are first taught the **Basic Code** for each of the 44 phonemes. The Basic Code spelling for a sound is usually the most common, or the least ambiguous, spelling for a sound. By learning these letter-sound correspondences first, students experience a high degree of predictability, and therefore success, in decoding words with these spellings.

Basic Code spellings may be single letters, such as these spellings and sounds: 'a' > /a/, 'e' > /e/, 'b' > /b/, 'm' > /m/. Basic Code spellings may also include digraphs or two letters to represent a sound, such as 'ee' > /ee/, 'oy' > /oi/, 'ou' > /ow/, 'sh' > /sh/, 'th' > /th/. Other Basic Code spellings include separated digraphs, such as 'a_e' > /ae/, 'o_e' > /oe/. The chart on the next page lists the Basic Code as taught in CKLA.

In a **Basic Code Lesson**, students first learn to listen for and isolate a single sound and are then taught the spelling for that sound. Typically in this type of lesson, the teacher introduces the sound and conducts various oral language activities with students to be certain that they can identify the sound orally. The teacher then presents the spelling for that sound and models writing the spelling, as well as sounding out simple one-syllable words that use the spelling. Additional reading and writing practice opportunities for students then follow.

Section 1 of this Guide includes a template for a Basic Code Lesson, as well as needed Word Lists and practice materials. In addition, Basic Code Lesson templates are also found on the following pages of this Guide: 155, 205, 211, 301, 475, and 509.

Basic Code Spellings

Vowel Sounds and Spellings

/a/ as in h*at*

/o/ as in h*o*t

/i/ as in s*i*t

/e/ as in b*e*d

/u/ as in b*u*t

/ee/ as in gr*ee*n

/ae/ as in b*ake*

/ie/ as in b*ike*

/oe/ as in br*oke*

/ue/ as in c*ute*

/*oo*/ as in s*oo*n

/oo/ as in l*oo*k

/ou/ as in *ou*ch

/oi/ as in b*oi*l

/aw/ as in l*aw*

/er/ as in h*er*

/ar/ as in c*ar*

/or/ as in f*or*

Consonant Sounds and Spellings

/p/ as in *p*ot

/t/ as in *t*op

/d/ as in *d*og

/k/ as in *c*at, *k*id

/g/ as in *g*et

/n/ as in *n*ot

/h/ as in *h*ot

/s/ as in *s*it

/f/ as in *f*at

/v/ as in *v*et

/z/ as in *z*ip

/m/ as in *m*an

/b/ as in *b*at

/l/ as in *l*ip

/r/ as in *r*ed

/w/ as in *w*et

/j/ as in *j*et

/y/ as in *y*es

/x/ as in ta*x*

/ch/ as in *ch*op

/sh/ as in *sh*ip

/th/ as in *th*in

/*th*/ as in *th*em

/qu/ as in *qu*it

/ng/ as in so*ng*

The **Advanced Code** consists of all other spelling alternatives (over 100) that may be used to spell the 44 phonemes in English. Examples of alternative spellings include 'mm' > /m/, 'ss'> /s/, 'c' > /s/, 'g' > /j/, 'ay' > /ae/, 'ey' > /ee/. Some of these spelling alternatives occur relatively frequently in the English language, while others are quite rare.

As each spelling alternative is taught in CKLA, the frequency with which students may expect the spelling to occur is communicated in several ways. A "power bar" on cards used to teach the spellings indicates how frequent or infrequent a spelling is. A long power bar indicates the spelling occurs frequently, while a short bar designates a rarer spelling.

The long power bar on the card below indicates that the 'a' spelling is used frequently to spell /a/, the short vowel sound:

The short power bar on this card signals that the 'eigh' spelling is used infrequently to spell /ae/.

The relative frequency of spellings for any given sound is also communicated in the student Individual Code Chart, a copy of which is included at the end of this section. In this chart, the spellings for a sound are arranged in order from most to least frequent.

Students are introduced to and practice the **Advanced Code** in two types of lessons, **Spelling Alternative Lessons** and **Tricky Spelling Lessons**. In a **Spelling Alternative Lesson**, the teacher first reviews the Basic Code spelling that students have already learned for a particular

sound. New words with different spellings for the same sound are then introduced. Students are then often asked to conduct word sorts as a way to reinforce the fact that the same sound may be spelled multiple ways. In Grades 1 and 2, teachers are also encouraged to display Spelling Trees in the classroom as yet another way to reinforce spelling alternatives. A given sound is listed on the tree trunk, with various branches standing for different spellings. Leaves with words exemplifying a spelling are placed on the appropriate branches.

The fact that there are so many spelling alternatives in the English language presents a challenge for students when they are asked to write (and spell) a word.
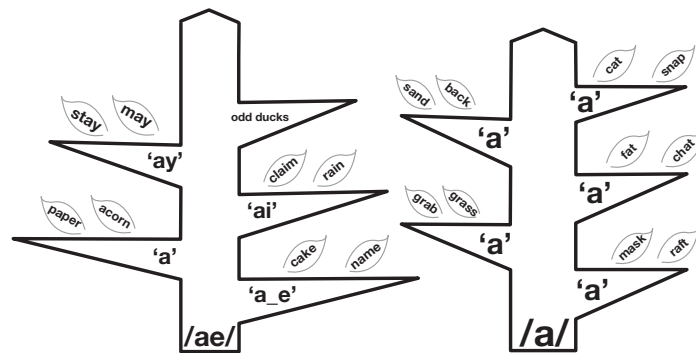
Spelling Alternative Lesson templates are included on the following pages of this Guide: 427, 627, 817, 993, and 1101.

Tricky Spelling Lessons are used to explicitly call students' attention to a spelling that can be pronounced and read more than one way. For example, 'a' can be pronounced as /a/ (*cat*), /ae/ (*paper*), /o/ (*father*) or /ə/ (*about*). It may be helpful to think of a tricky spelling as an instance in which several sounds "vie" for the student to pronounce and read the spelling a different way:
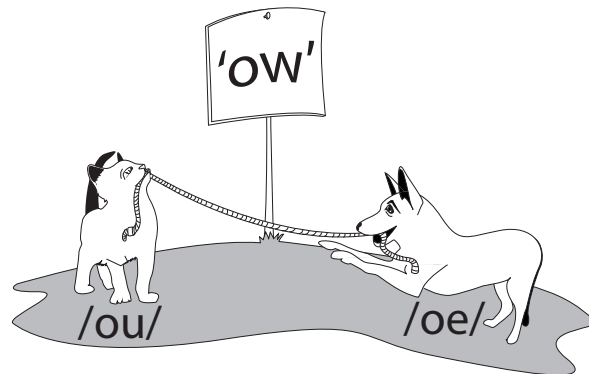
Tricky spellings present a challenge when students are asked to read unfamiliar words since it is possible to sound out and pronounce a tricky spelling multiple ways.

In a **Tricky Spelling Lesson**, the teacher calls explicit attention to many examples of words in which the same spelling is pronounced different ways. Students are taught to try each pronunciation that they have learned for a spelling until they recognize a particular pronunciation as a familiar word that makes sense in the context.

Tricky Spelling Lesson templates are included on the following pages of this Guide: 627, 817, 993, and 1101.

Individual Code Chart

Skills Strand

GRADE 2

Core Knowledge Language Arts®
New York Edition

Core Knowledge®

1

| /p/ | p | pp | | |
| | pot | napping | | |

| /b/ | b | bb | | |
| | bat | rubbing | | |

| /t/ | t | tt | | ed |
| | top | sitting | | asked |

| /d/ | d | dd | | ed |
| | dot | add | | filled |

Name _____

/k/
c (cat) | k (kid) | ck (black) | ch (school) | cc (hiccup)

/g/
g (gift) | gg (egg) | gu (guess) | gh (ghost)

/ch/
ch (chin) | tch (itch)

/j/
j (jump) | g (gem) | ge (fringe) | dge (judge) | dg (judging)

Name _____

3

/f/ — f (fit), ff (stuff), ph (phone), gh (tough)

/v/ — v (vet), ve (twelve)

/s/ — s (sun), c (cent), ss (dress), ce (prince), se (rinse), st (whistle), sc (scent)

/z/ — z (zip), s (dogs), se (pause), zz (buzz), ze (bronze)

Name _____

4
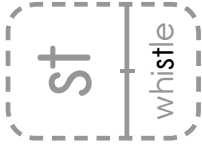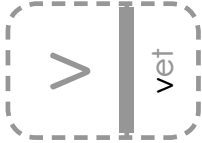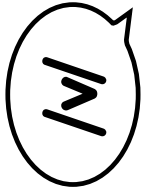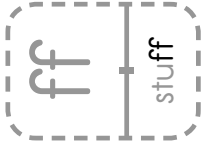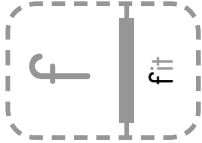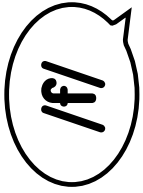
/th/   th (thin)

/th/   th (them)

/m/   m (mad)   mm (swimming)   mb (thumb)

/n/   n (nut)   nn (running)   kn (knock)   gn (sign)

/ng/   ng (sing)   n (pink)

Name _____

/r/   r — red   rr — ferret   wr — wrist

/l/   l — lip   ll — bell

/h/   h — hot

/w/   w — wet   wh — when

Name

y
yes

/y/

x
tax

/x/

sh
shop

/sh/

ch
chef

qu
quit

/qu/
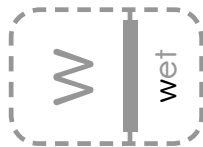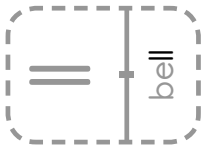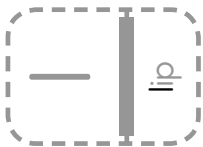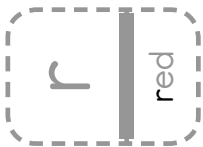
Name _____

/a/   a | hat

/i/   i | it

/e/   e | pet   y | myth

/u/   u | but   ea | head

/o/   o | hop   o | son   ou | touch

/e/   a | about   e | debate   o_e | come

/ae/
- a_e — cake
- a — paper
- ai — wait
- ay — day
- ey — hey
- eigh — weight
- ea — great

/ee/
- ee — bee
- e — me
- y — funny
- i — ski
- ea — beach
- ie — cookie
- ey — key
- e_e — Pete

/ie/
- i_e — bite
- i — biting
- y — try
- ie — tie
- igh — night

/oe/
- o_e — home
- o — open
- ow — snow
- oa — boat
- oe — toe

/ue/
- u_e — cute
- u — unit
- ue — cue

Name _____

9

/oo/

o_e	o	ui	ou	ue	ew	u_e
move	do	fruit	soup	blue	new	tune

/oo/

u	oo
student	soon

/oo/

u	oo
push	look

/ou/

ow	ou
now	shout

/oi/

oy	oi
toy	oil

/aw/

augh	ough	al	au	aw
caught	bought	wall	Paul	paw

Name _____

/ar/

ar	ear	ir	ar	ur	or
car	earth	bird	dollar	hurt	work

/er/

er	oor	oar	our	ar	ore
her	door	roar	four	war	more

/or/

or
for

Using Chunking to Decode Multi-Syllable Words

Mastering the various letter-sound correspondences taught in CKLA will enable students to read one-syllable words with ease. However, knowing these individual letter-sound correspondences is no guarantee that students will be able to apply this knowledge in reading multi-syllable words. To this end, most students will benefit from additional instruction in learning to recognize, chunk, and read parts of words—syllables—as a way to decode longer words.

When students first encounter two-syllable words in Grade 1 materials, we insert a small dot as a visual prompt or cue between the syllables (e.g., *sun·set*). This is done in both the Workbooks and Readers. The dot is intended to visually break the word into two chunks, each of which can then be sounded out separately. As Grade 1 progresses, the dot is eliminated and students are expected to begin visually chunking parts of longer words on their own.

Starting in Grade 1, CKLA introduces the decoding of two-syllable words by having students work first with two-syllable compound words (e.g., *cat·fish*, *cup·cake*, *pea·nut*, *drive·way*). For compound words, we place the dot between the two component words. These are among the easiest two-syllable words to chunk and decode because each syllable of a compound word is already a familiar spelling pattern students have encountered in reading one-syllable words. In addition, each syllable or chunk is also frequently recognizable as a word part that has semantic familiarity.

In addition to learning to decode two-syllable compound words, Grade 1 students also tackle two-syllable words that consist of a root word with a simple suffix (e.g., *yawn·ing*, *hunt·er*, *punt·ed*). We typically place the dot immediately before the suffix. However, for words that contain double-letter spellings for consonants, in CKLA, we typically place the divider after the double-letter spelling rather than between the two consonants (e.g. *batt·ed*, *bigg·er*, *bunn·y*). Teachers familiar with other ways to chunk or divide syllables may initially find this odd. We do this, however, because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.) and we wish to be consistent in representing these spellings in the way that students have been taught to process them, i.e., as whole entities for a sound. (Ultimately as students become more proficient at decoding and chunking syllables through subsequent grade levels, it really does not matter whether they visually chunk and decode these words as *batt·ed* or *bat·ted*.) Most students find chunking and decoding these two-syllable words consisting of root words and suffixes relatively easy.

A greater challenge is encountered when chunking and decoding other types of multi-syllable words. To be successful in decoding these longer words, it is helpful if teachers and students recognize certain syllable types. Most reading specialists identify six different syllable types:

> **Note**: Syllables exemplifying each type are underlined.

- ***Closed Syllables (CVC, VC, CCVCC, etc.)—always associated with a "short" vowel sound, e.g., /a/, /e/, /i/, /o/, /u/***: <u>let</u>, <u>pad</u>, <u>rod</u>, <u>tin</u>, <u>fun</u>, pic·<u>nic</u>, un·<u>til</u>

- ***Magic 'E' Syllables (V-C –E)—always associated with a "long" vowel sound, e.g., /ae/, /ee/, /ie/, /oe/, /ue/***: <u>cake</u>, <u>home</u>, <u>like</u>, <u>mule</u>, <u>Pete</u>, mis·<u>take</u>, stam·<u>pede</u>

- ***Vowel Digraph Syllables***: <u>joint</u>, <u>speak</u>, <u>proud</u>, <u>play</u>, dis·<u>may</u>, be·<u>low</u>, <u>coun</u>·sel

- ***R-Controlled Syllables***: <u>art</u>, <u>curb</u>, <u>girl</u>, <u>fort</u>, <u>clerk</u>, <u>tur</u>·nip, <u>ar</u>·tist, fe·<u>ver</u>

- ***Open Syllables (V or CV)—always associated with a "long" vowel sound, e.g., /ae/, /ee/, /ie/, /oe/, /ue/***: <u>go</u>, <u>me</u>, <u>hi</u>, <u>a</u>·pron, <u>fi</u>·nal, com·<u>pre</u>·hend

- ***Consonant –LE Syllables (C –LE)***: sim·<u>ple</u>, puz·<u>zle</u>, raf·<u>fle</u>, ca·<u>ble</u>, ri·<u>fle</u>

In addition, in CKLA, we think it is also helpful to designate one additional syllable type:

- ***Schwa Syllables***: ben·<u>e</u>·fit, app·<u>e</u>·tite, <u>a</u>·bout, hos·pit·<u>al</u>, e·mo·<u>tion</u>

> **Note**: The consonant –LE syllable is also a schwa syllable, but we distinguish it separately because of the way this spelling is chunked when dividing words into syllables.

To be clear, in order to decode words, students do not need to identify syllables by these names. The names of the syllable types are provided here only to establish a common vocabulary for teachers as they use the CKLA materials. What is necessary, however, for students to become fluent readers of longer words in increasingly complex text is that they be able to visually parse certain spelling patterns as syllable chunks so they can quickly and easily decode each syllable.

The first type of two-syllable word pattern to which students are introduced is the closed syllable pattern in two-syllable words. These two-syllable words are also relatively easy for students to chunk and recognize as an example of the familiar CVC, VC, CCVCC, etc., spelling pattern they encountered in one-syllable words in Kindergarten.

We divide two closed syllables in a word as follows:

- When two different consonants stand between two vowels, we divide the syllables between the consonants, creating one or more closed syllables.

  ad · mit   *nap · kin*   *trum · pet*

- For words that contain double-letter spellings for consonants, we typically place the divider after the double-letter spelling rather than between the consonants. As noted earlier, we do this because the double-letter spellings have been taught as single-spelling units in CKLA since Kindergarten ('nn' > /n/, 'mm' > /m/, 'tt' > /t/, etc.).

  traff · ic   *muff · in*   *happ · en*

- When there are three consonants between two vowels, in general, we divide so the first consonant goes with the first vowel and the other two consonants with the second vowel.

  mon · ster   *con · tract*   *pil · grim*

When students have difficulty reading a two-syllable word, you may find it useful to use your finger to cover the second syllable, revealing only the first syllable for them to read. Once students read the first syllable, the second syllable can be uncovered and read. If necessary, you can then model for students how to blend the two syllables aloud:

magnet

mag

net

magnet

In Grade 1, students encountered other two-syllable words with various combinations of the magic 'E' syllable, the vowel digraph syllable, the r-controlled vowel syllable, and the closed syllable.

• Chunking these syllable types follows the same patterns for division as noted above for closed syllables:

  tar · get   for · get   es · cape   ig · loo   scoun · drel   char · coal

In Grade 2, students are introduced to more challenging multi-syllable words.

Two-syllable words with only one consonant between the vowels are especially difficult to chunk because they may be divided either before or after the single consonant. Students are taught to use a flexible approach in chunking syllables with a single consonant between the vowels, trying each possibility when they encounter an unfamiliar word.

• When only one consonant stands between two vowels, we suggest first dividing the word in front of the consonant and sounding it out as an open syllable:

  pu · pil   *vi · rus*   *mo · ment*

  unit

  u

    nit

However, sometimes the word may divide after the consonant, creating a closed syllable. There is no definitive rule for when to divide before or after the consonant. Students will need to be flexible and try dividing and sounding the word each way—before and/or after the consonant— to determine whether they recognize a familiar word as they sound out each possibility. In order to recognize whether a word is familiar when sounded either way, the word must be one that the student has heard before, i.e., the word must be in the student's oral vocabulary. Obviously, this will represent an additional challenge for students who have a limited vocabulary and/or for whom English is a second language.

- If the word divides after the consonant, a closed syllable is created:

cam · el   *mel · on*   *pun · ish*

lemon

lem ☞

☞ *on*

In Grade 2, students are also introduced to consonant –LE syllables. Chunking these words into syllables is fairly straightforward.

- When a word ends in consonant –LE, we divide in front of the consonant, creating a first syllable that may be open, closed, or even r-controlled, depending on the other spellings in the words:

ban · gle   *twin · kle*   *sta · ble*   *cra · dle*   *tur · tle*

simple

sim ☞

☞ *ple*

In the later part of Grade 2, students are introduced to syllables in which various spellings represent the schwa sound. English words with more than one syllable usually include a combination of stressed and unstressed syllables. When a syllable in a spoken word is unstressed or weakly stressed, its vowel sound is often reduced to a flat, rather nondescript vowel sound that linguists call a schwa. This happens in many English words. Spellings for the schwa sound include 'a', 'e', 'al', 'il', 'el' and 'tion'. Chunking and decoding words that include the schwa sound can be quite challenging for many students.

- We divide syllables with a schwa sound in different ways, recognizing that the syllable with the schwa sound has a particular spelling:

  a · bout   de · pos · it   med · al   e · vil   nick · el   lo · tion

As noted earlier, the consonant –LE syllable is actually a schwa syllable, but we identify it separately because of the way this spelling is chunked when dividing words into syllables.

- Finally, looking ahead, while students encountered some simple root words and affixes in Grade 1, throughout the entire year of Grade 3 instruction, they study prefixes, suffixes, and root words in much greater depth and are taught to chunk syllables accordingly.

  pre·tend   non·sense   tri·cycle   re·peat   self·ish   sad·ness   help·less

By combining the specific code knowledge of letter-sound spellings taught in Kindergarten through Grade 2, with the ability to chunk multi-syllable words into smaller decodable parts, students will have the tools they need to independently decode just about any word they encounter.

Grade 2 Placement Assessment
Teacher Materials

Placement Assessment

The primary focus of the Placement Assessments is to gauge students' reading abilities using the different level assessments provided for Silent Reading and the Word Reading in Isolation Assessments. **Taking this time to assess students is crucial in ensuring their success as readers this school year.** The assessments will help you determine which students have the knowledge and skills needed to profit from Grade 2 Skills instruction and which students need, instead, to be regrouped to an earlier point in the Skills program. The assessments can also provide information about which students are ready to read trade books independently. Details about how to interpret your students' scores for placement are provided on pages 64–74.

Scoring and Placement

There is information in the Scoring section about how to evaluate students' assessment performance. The Scoring section also tells you which students will take the next Silent Reading Assessment and the Word Reading in Isolation Assessment. Information is provided in the Placement section that will guide you in placing students in appropriate reading groups.

If the Placement Assessments indicate that a student is not ready for Grade 2 CKLA, it is imperative that the student be regrouped to get Skills instruction that matches his or her current reading ability and needs. There is a good spot in the CKLA materials for every reader (and for non-readers, as well), but the beginning of Grade 2 is not the place for students with very limited code knowledge and reading ability or for students who rely on picture clues, whole word recollection, and guessing instead of reading by blending.

Core Knowledge Language Arts K–1 Experience

To accurately place students in reading groups, it is helpful to have a basic overview of the K–1 CKLA program.

Students who did well in CKLA in Grade 1 should be ready for the Grade 2 sequence of instruction. In general, students who have completed and mastered CKLA Grade 1 material from Units 1–6 should have adequate preparation for the Grade 2 sequence of instruction. Those who have also completed and mastered Units 7 and 8 should have good to outstanding preparation for the Grade 2 sequence of instruction.

The following chart provides a broad overview of the phonics skills taught in Grades K–2. Note that each grade level provides for review of basic skills at the start of the year. This review should be adequate, for example, for students who may have learned phonics skills during Grade 1, but have forgotten some skills during the summer months due to lack of practice. The review in these early lessons will *not* be sufficient for those students who may not have been taught phonics skills in the early grades. These students will likely need to be regrouped to receive CKLA instruction at a level other than the Grade 2 sequence of instruction.

Core Knowledge Language Arts K–2 Experience

Kindergarten

Units 1 and 2
Purely Oral Phonemic Awareness

Units 3–5
One-to-one letter-sound correspondences, CVC words with "short" vowel sounds like *cat, dog, bed*

Unit 6
Consonant Clusters, CCVC words like *flag,* CVCC words like *dust,* CCVCC words like *blast*

Unit 7
Consonant sounds written with digraph spellings, e.g., 'sh', 'ch', 'th', 'ng'

Units 8 and 9
Tricky Words, double-letter spellings like 'ss', 'ff', 'ck'

Unit 10
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

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/, /ou/, /oi/, 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

Unit 5
Common spelling alternatives for consonant sounds, e.g., 'tch' for /ch/, 'g' for /j/, 'wr' for /r/; Tricky Words

Unit 6
Common spelling alternatives for consonant sounds, e.g., 'c' for /s/, 'kn' for /n/, 'wh' for /wh/

Unit 7
Spelling alternatives for long vowel sounds, e.g., 'ai' and 'ay' for /ae/, and 'oa' for /oe/

Grade 2

Unit 1
Review of basic code spellings for /a/, /i/, /e/, /o/, /u/ and all consonant sounds; spelling alternatives for /s/, /j/, /w/, /r/, /n/; tricky spellings 'c', 'g', 'n'

Unit 2
Review of basic code spellings for /ae/, /ee/, /ie/, /oe/, /ue/, /oo/, /oo/, /ou/, /oi/, /er/, /or/, /ar/; spelling alternatives for /ee/, /ou/, /oi/

Unit 3
Spelling alternatives for /ae/, /oe/, /ie/, /ue/, and /aw/; tricky spellings 'a', 'o', 'i'

Unit 4
Spelling alternatives for: /er/, /i/, /ie/, /oe/, /ee/, and /aw/; tricky spellings 'e', 'ow'

Unit 5
Spelling alternatives for /u/ and /ə/, tricky spellings 'a', 'e', 'o', 'o_e', and 'ou'

Unit 6
Spelling alternatives for /er/, /o/, /ə/, /k/, /f/

Silent Reading Assessment

The primary purpose of these assessments is 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 and reprinted in this Guide on pages 75–92. Depending on the student, each assessment can take from 20 to 30 minutes to complete.

Students will turn in their completed Silent 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 for each story, i.e., students who successfully complete a Silent Reading Assessment will continue to read a new story and answer questions.

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

Silent Reading Assessment "Snacks"

The Silent Reading Assessment assesses 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, or make copies of pages 75–78 of this Guide.

- 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. Allow enough time for students to answer the questions.

Scoring

Scoring for "Snacks"

We recommend you score the "Snacks" Assessment as soon as students complete the assessment. Enter students' scores on the Placement Planning Chart. Those students who were able to answer **five or more of the questions correctly** will take the "Prince Vincent" Assessment next. Students who answered **fewer than five correct** will take the Word Reading In Isolation Assessment next, which will help you determine placement for those students.

- Answer Key for "Snacks"

1. C	5. B
2. A	6. C
3. A	7. B
4. A	8. C

Flow Chart for Order of Student Performance Task Assessment

Administer "Snacks" Silent Reading Assessment to entire class.

If

Student scores **0–4** on "Snacks" Silent Reading Assessment

Student scores **5–8** on "Snacks" Silent Reading Assessment

Administer Word Reading in Isolation Assessment

Administer "Prince Vincent" Silent Reading Assessment

Student scores **0–4** on "Prince Vincent" Silent Reading Assessment

Student scores **5–8** on "Prince Vincent" Silent Reading Assessment

Administer Word Reading in Isolation Assessment

Administer "The Beach" Silent Reading Assessment

Student scores **0–4** on "The Beach" Silent Reading Assessment

Student scores **5–8** on "The Beach" Silent Reading Assessment

Administer Word Reading in Isolation Assessment

Administer "Sink or Float" Silent Reading Assessment

Administer Word Reading in Isolation Assessment

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.

PLACEMENT PLANNING CHART

Teacher Name _____ Date _____

Directions for Placement Planning Chart: Record the number of correctly answered questions. If a student scores 0–4, stop with that assessment. If the student scores 5–8, continue to the next assessment. A quick way to see which students should continue with the assessment is to color the chart with highlighters or colored pencils. Assessment scores of 0–4 should be highlighted in red, scores of 5–8 in green.

Student Name	"Snacks"	"Prince Vincent"	"The Beach"	"Sink or Float"	Placement Based on Silent Reading Assessment	Placement Based on Word Reading in Isolation Assessment	Group

Silent Reading Assessment

"Prince Vincent"

- This assessment will be given to students who scored five or more correctly on "Snacks". The story "Prince Vincent" is on Worksheet 7.1 and the story comprehension sheet is on Worksheet 7.2, or make copies of pages 79–82 of this Guide for each student. Today's story has 174 words, which is longer than "Snacks."

- Please follow the instructions previously provided on how to administer the Silent Reading Assessment.

Scoring for "Prince Vincent"

- Answer key for "Prince Vincent"

1. A	5. C
2. C	6. C
3. A	7. A
4. C	8. C

- Enter students' scores on the Placement Planning Chart. Those students who were able to answer five or more of the questions correctly should complete "The Beach." Students who answered fewer than five correctly will take the Word Reading in Isolation Assessment to help you determine placement for those students.

Word Reading in Isolation Assessment

You will begin the Word Reading in Isolation 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 on pages 54–57 of this Guide.

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.

WORD READING IN ISOLATION

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

Silent Reading Assessment

"The Beach"

- This assessment will be given to students who scored five or more correctly on "Prince Vincent." This story, "The Beach," is on Worksheet 8.1 and the story comprehension questions are on Worksheet 8.2, or make a copy of pages 85–88 of this Guide for each student. Today's story has 221 words.

Word Reading in Isolation Assessment

- Continue assessing any students who scored less than five correctly on "Snacks" and "Prince Vincent." Please follow the instructions previously provided for administering the Word Reading in Isolation Assessment.

Scoring for "The Beach"

- Answer key for "The Beach"

1. A	5. C
2. A	6. B
3. B	7. A
4. B	8. A

- Enter students' scores on the Placement Planning Chart. Students who answered five or more of the questions correctly will finish the story reading portion of the assessment during the next lesson by reading "Sink or Float." You should continue with the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment.

"Sink or Float"

- This assessment will be given to students who scored five or more correctly on the "The Beach" story. "Sink or Float," is on Worksheet 9.1 and the story comprehension questions are on Worksheet 9.2, or make a copy of pages 89–92 of this Guide for each student. This is the last story for the Silent Reading Assessment.

Word Reading in Isolation Assessment

- Continue assessing students who scored less than five correctly on "Snacks," "Prince Vincent," and "The Beach." Priority should be placed on assessing the lowest performing students.

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

Scoring for "Sink or Float"

- Answer key for "Sink or Float"

1. B	5. B
2. A	6. C
3. A	7. A
4. A	8. B

- Enter students' scores on the Placement Planning Chart to help you determine placement for those students. Your students have finished the Silent Reading Assessment. However, you should continue to administer the Word Reading in Isolation Assessment until you have assessed all students who are in need of this assessment. Guidance for interpreting the various assessment results is provided at the end of this section.

Placement

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 Grade 1. 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 Chart. 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 in Isolation Analysis** and **Silent Reading Analysis**.

INTERPRETING ASSESSMENT SCORES

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

If student scores:	After Grade 2 Unit 1, instruction should start with:	Group
7 or more correct on "Sink or Float" and 105 or more correct on Word Reading in Isolation 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 in Isolation 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 in Isolation 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 in Isolation 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 in Isolation 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 in Isolation 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 in Isolation 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 in Isolation 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.	Intensive Remediation

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.

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 and 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 and 17: words with spelling alternatives for consonant sounds

- Lines 18–20: words with common vowel spelling alternatives for long vowel sounds

- Lines 21 and 22: words that include /ə/

- Lines 23 and 24: words with more spelling alternatives for vowel sounds

Silent 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 in Isolation 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 Grade 1 End-of-Year 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 Silent 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 in Isolation Assessment.

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

- In assessing the **Word Reading in Isolation 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 **Silent 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 IN ISOLATION ANALYSIS CHART: GUIDELINES FOR EVALUATING RESULTS

Lines	Code Knowledge Assessed	Correct	Placement Guidelines
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 (*sw<u>ee</u>t, sh<u>ou</u>t*) and split digraphs (*h<u>o</u>pe, b<u>i</u>ke*) • 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 and 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

Story	Length & Difficulty	Code Knowledge Assumed	Correct Answers	Next Steps and Placement Indicated by Assessment Score
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 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.

Selection	Word count	Decoding skills required	Score	Interpretation
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.

Story	Word Count	Spelling Focus	Score	Feedback
3. "The Beach"	About 225 words	All of the above, plus common spelling alternatives for /ae/ (*Sunday, David, pain*), /oe/ (*okay, elbows, toes, boat*), /ie/ (*diving, brightly*), /ee/ (*Eve, sunny, beach*) • Two-syllable words	< 5 Adequate	• 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 **ADEQUATE** preparation for Grade 2 Skills. • Start in Grade 2 Skills, but closely monitor progress for the first three units.
			5 Adequate	• 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.
			6–8 Strong	• 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** preparation for Grade 2 and *may also be ready to read trade books independently.*
4. "Sink or Float"	About 350 words	All of the above plus additional spellings taught in Units 9 and 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*.

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.

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

							Words Correct	Cumulative Words Correct
CVC words w/ single-letter	1.	cat ____	hot ____	run ____	jet ____	wax ____		
	2.	zip ____	kid ____	bad ____	fog ____	hum ____		
	3.	man ____	vet ____	fig ____	yes ____	lip ____	____ /15	____ /15
CCVC, CVCC, CCVCC consonant clusters	4.	brag ____	grab ____	stop ____	spit ____	flap ____		
	5.	drip ____	clip ____	dust ____	send ____	left ____		
	6.	taps ____	dogs ____	crust ____	print ____	crabs ____	____ /15	____ /30
Consonant digraphs	7.	that ____	song ____	thin ____	fill ____	shed ____		
	8.	chop ____	sack ____	mess ____	stuff ____	quiz ____	____ /10	____ /40
Tricky Words	9.	the ____	to ____	a ____	of ____	was ____		
	10.	you ____	said ____	they ____	would ____	are ____		
	11.	have ____	who ____	one ____	from ____	there ____		
	12.	were ____	two ____	your ____	their ____	any ____	____ /20	____ /60
Vowel digraphs, diphthongs, and r-controlled	13.	name ____	fine ____	cheek ____	home ____	cute ____		
	14.	loud ____	book ____	oil ____	soon ____	law ____		
	15.	her ____	fork ____	card ____	filled ____	helped ____	____ /15	____ /75
Spelling alt. for consonant sounds	16.	whip ____	cent ____	honk ____	germ ____	dance ____		
	17.	large ____	knot ____	rinse ____	serve ____	itch ____	____ /10	____ /85
More spelling alt. for long vowel sounds	18.	sold ____	we ____	snow ____	aim ____	fight ____		
	19.	funny ____	reach ____	fry ____	may ____	ski ____		
	20.	bunnies ____	making ____	blind ____	Pete ____	road ____	____ /15	____ /100
More spelling alt. for schwa vowel sounds	21.	along ____	work ____	mother ____	more ____	done ____		
	22.	apple ____	action ____	hurt ____	animal ____	bird ____	____ /10	____ /110
More spelling alt. for vowel sounds	23.	wall ____	now ____	push ____	head ____	fault ____		
	24.	new ____	unit ____	boy ____	early ____	student ____	____ /10	____ /120

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

Grade 2 Fluency Assessment

Fluency Assessment

In addition to assessing student knowledge of individual letter-sound correspondences, it is also important to assess the fluency with which students read. Measures of reading fluency typically take into account both the accuracy and rate at which students read. Reading fluently requires automaticity in decoding text. The extent to which students are not able to decode quickly, accurately, and automatically will impact their understanding of what they read.

Fluency can be assessed easily by providing students with grade level text that they have not previously read or practiced, asking them to read the text aloud. The teacher notes both the time required to read the passage and any errors made while reading aloud. Fluency assessment passages and procedures are provided following each section of this Guide, beginning with Section III (Unit 2).

It may be useful to compare a student's performance on measures of fluency to norms for other Grade 2 students. One particular set of norms is provided here. When using the table on the next page, be sure to take into account the time of the year in which the student is assessed.

Students who perform below the 50th percentile on fluency assessments may benefit from specific remediation designed to improve fluency. While it is beyond the scope of this Guide to provide detailed suggestions for improving fluency, the following best practices are highly recommended:

- Model fluent reading for students by reading passages aloud with expression, demonstrating how to use punctuation as a guide for pauses.

- Provide opportunities for students to reread passages, after corrective feedback on any decoding errors has been provided. Pairing students for partner reading and using Reader's Theater are both strategies that can be used to encourage rereading. Occasional choral reading may also be effective.

2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, **brt.uoregon.edu/tech_reports.htm,** and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher. 59*(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

Average weekly improvement is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

*WCPM = Words Correct Per Minute

**Average words per week growth

www.readnaturally.com

Game Directions and Templates

Game Directions and Templates

Struggling readers need repeated practice decoding and reading specific letter-sound correspondences in words. Reading the Word Lists included in this Guide will provide some practice, but often additional practice will be necessary. Most students will find it more enjoyable to practice reading words when a game format is provided.

Games also provide an opportunity for differentiated instruction. Students who need practice reading words with different letter-sound correspondences may still play the same game, with each student having his own specific deck of word cards to be read as part of the game. Use the Word Lists in each section of this Guide to create card decks for your students.

Directions are provided for each game, followed by templates for the game boards and word cards.

Word Block

- Use the provided grid and template word cards or create a grid of equal size squares on a poster board and two sets of square cards with a word written on one or both sides. The cards should fit into the squares on the grid. Each set of cards should either be a different color or the words should be a different color to differentiate between players.

- Have students take turns drawing a card from their pile and then reading the word on the card. If the student correctly reads the card, he/she may place it in any square on the grid.

- The object of the game is to try to get five cards in a straight line (horizontally or vertically) before the other player. Students can use their cards to block an opponent from getting five in a row, as well as try to get five of their own cards in a row.

Moon Shot

Also need: Tokens or playing pieces for each player

- Use the provided game board or create a similar playing board on a poster board.

- Then create three sets of cards using the templates:
    - Word Cards
    - Good to Go Cards
    - Problem Cards
- You will also need to provide some kind of small marker or token as playing pieces for each student.
- Have students take turns drawing word cards. If a student reads the word card correctly, then he/she can draw a Good to Go card and follow the directions on the card. If a student does not read the word correctly, then he/she will draw a card from the Problem pile and follow the directions on that card.
- The first student to make it to the "moon" is the winner.

Roll, Flip, Read

- Create a set of cards for each player (see template) that has a word to be read on one side and a number on the other side.
- Call out a number at random and have each student take turns finding a card with that number on it in his or her stack. The student then reads the card aloud. If the word is read correctly, the student may then roll a die and whatever number it lands on is the number of points he or she receives.
- The student with the most points is the winner.
- An alternate way to play that does not involve dice is for each card to have a pre-assigned point value based on the difficulty of the word.

Race against the Clock

- Create a set of word cards for each player (see template). Assign each word a point value based on the difficulty of the word; you may want to assign one point for one-syllable words, two points for two-syllable words, three points for three-syllable words, and so on.
- Each player gets a preset time limit to attempt to read as many words as possible within the time. Students get points for the words they read correctly and get no points for words they get wrong or skip.
- The student with the most points is the winner.

Crazy Eights Variation

- Create a deck of word cards. Each word should be one of four colors (suits) and there should be an equal number of each color.

- Give each player five cards to start. Put the rest of the deck in the middle and flip the top card over next to the deck. This face-up card becomes the discard pile.

- Taking turns, each student can either play a card that is the same color or that starts with the same letter as the card at the top of the discard pile. To be able to play a card, a student must correctly read the card or they lose their turn.

- If a student does not have a card that is either the same color or that starts with the same letter as the top card of the discard pile, then he or she can draw from the deck. If there are no more cards left in the deck, shuffle the discard pile and that becomes the new deck.

- The first student to run out of cards is the winner.

- You may also wish to include *skip*, *add*, *draw 1*, *draw 2*, *draw 3*, and *reverse cards*.

Journey through Space

- Using the card templates, create a set of cards as follows. Write one word on each card. Some cards will only have words; others may have words with an alien symbol or comet symbol. (See card templates.)

- Place all of the cards in a container. Pass the container around, having each student draw a card and read the word aloud. If he or she reads the word correctly, then he/she gets to keep the card. If he/she does not read the word correctly, he/she places the card back into the can. If a student correctly reads a word on a card with an alien symbol, he/she can take a card from another player. If a student correctly reads a word on a card with a comet symbol, he/she gets a second turn.

- The student with the most cards at the end of the game wins.

Flip

- To play, either call out a number or have the student roll a die (one or two) and then read the word that corresponds to the number rolled. If the student reads the word correctly, then have him or her "flip" the word (fold the row over).

- The first student to flip all of the words is the winner.

Checkers

- Use the provided checkerboard and checkers template or a store bought checkerboard with a set of checkers.

- Create a set of words cards for each student.

- The rules are the same as regular checkers except that in order to make a move, the student must first draw and read a word card correctly. If the student reads the card correctly, then he/she may make a move. If he/she misreads the word, the turn is lost.

- The first player to take all of the other player's pieces is the winner.

Race to the Top

- Make a set of words cards for each player.

- Each student gets his/her own ladder and a set of word cards. Students flip over a card and if they read the word correctly, they can move their marker up a space; if they misread a word, they fall down a rung. First one who gets to the top wins.

Over the Rainbow

- Create a set of clue envelopes for each player. Each envelope should contain a card with either a word or instructions on it. Make as many envelopes as there are spaces from the start place to the pot of gold.

- To play, have each student take turns opening his/her first clue. The student opens the first clue and does what the clue says (e.g. read these words); if he/she completes the task correctly, then he/she can move on the board to the next space, where he/she will receive their next clue. The first one to the pot of gold wins.

Swim to the Finish

- Make a copy of the template game board.

- Each student should write his/her name at the top of a column or "swim lane."

- Pick out a word for a student to read aloud.

- If the student reads the word correctly, then he/she may place a check mark in one of the squares of his or her "swimming lane." If a student does not read the word correctly, he/she may not check a square.

- Each student gets only one chance to read a word during his/her turn. Regardless of whether the student reads his/her word correctly, play then moves to the next student.

- The first person to reach the end of the pool wins.

Baseball Game

- Write target words on cards. You may wish to also assign value to the card based on the difficulty of the word. Examples include: base hit, double, triple, homerun, etc.

- Use the game board on the template with playing pieces or draw a baseball diamond similar to the template on the board.

- Divide the group into two teams, having one team come to the front of the room and line up in front of the board

- Each team takes a "turn at bat" as follows:

  - Pick a card from the pile and ask the first person on the team to read it. If the word is read correctly, draw a line from home plate to first base, signifying a "hit." This player should go to the back of the team's line, while the next player comes forward to read the next card. If he/she reads the word correctly, draw a line from first to second base. Play continues in this way so that each time a player reads a word correctly, a line is drawn to the next base. If the fourth player reads the word correctly, draw a line from third base to home plate and mark "1 run" for this team. Play continues by the members of this team so long as no words are misread. When a word is misread, the next team takes its turn at bat.

- As in the actual game of baseball, any "players left on base" when a word is misread, do not count or add to the score.

Word Block

place cards here

place cards here

Word Block Template Cards
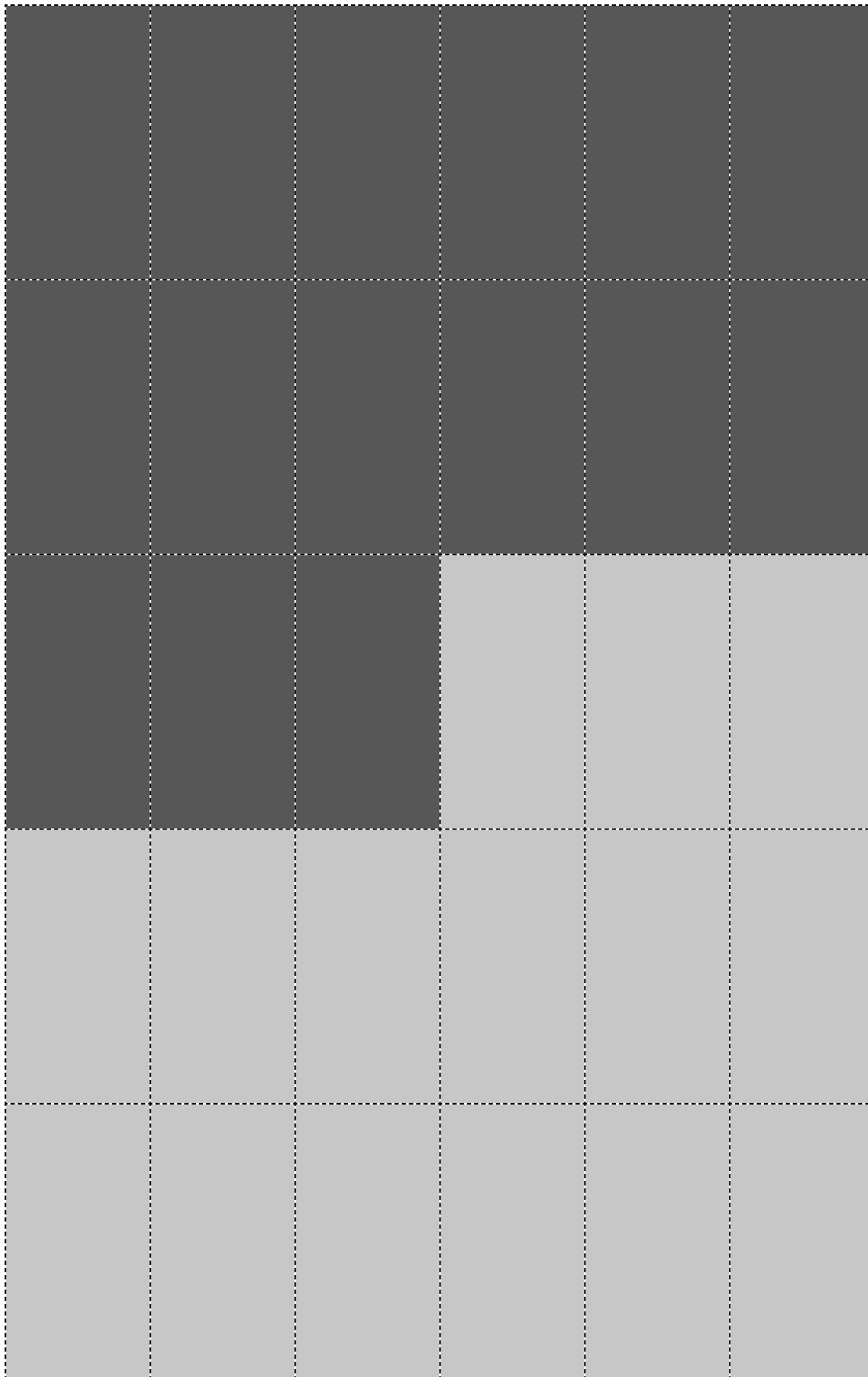
Directions: Copy template and then write different words on each card, according to the letter-sound correspondences students need to practice. Then cut cards apart.

Moon Shot

START!
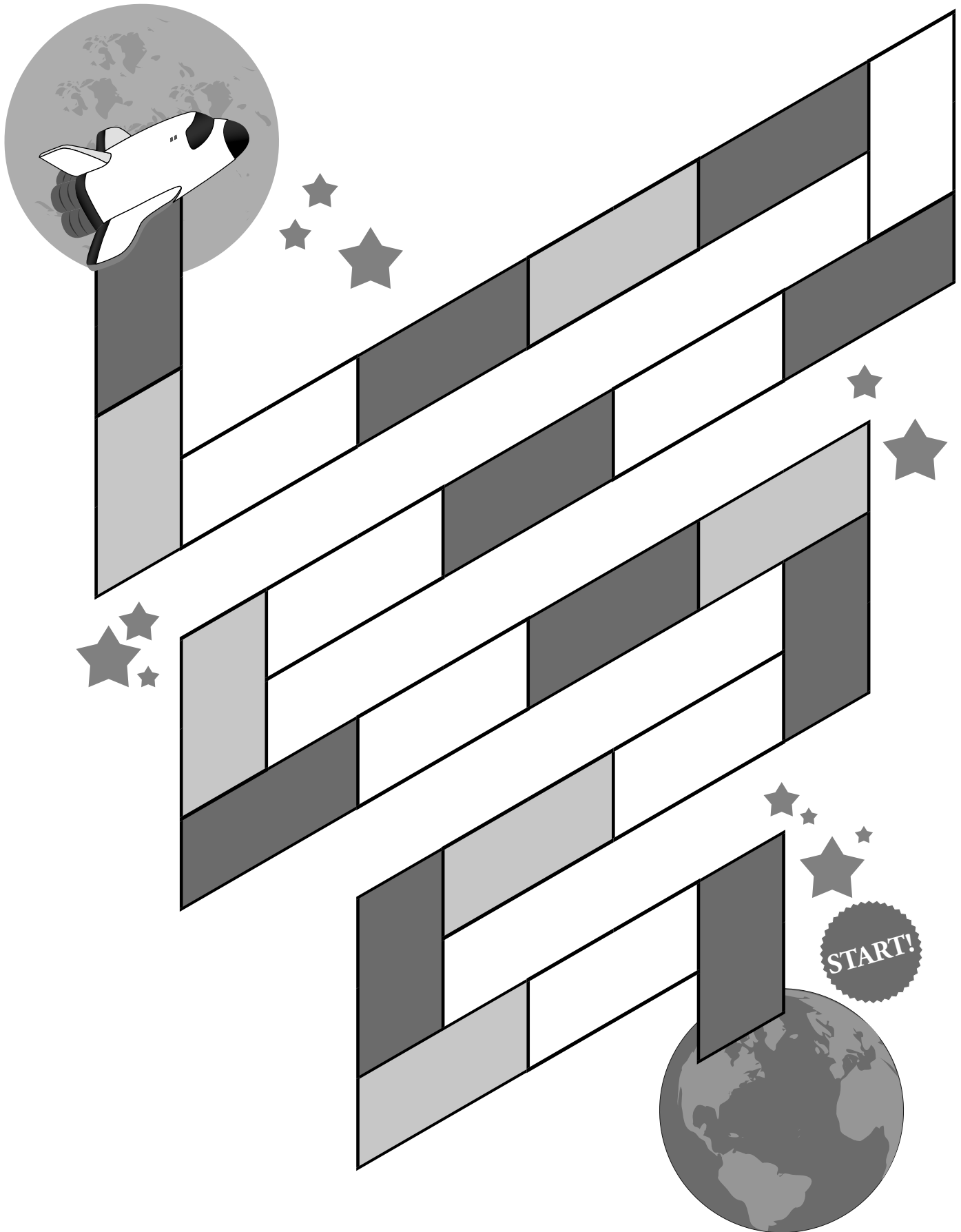
Template for Moon Shot Word Cards

Directions: Copy the template several times and then write different words on the cards for different students. Cut out the cards.
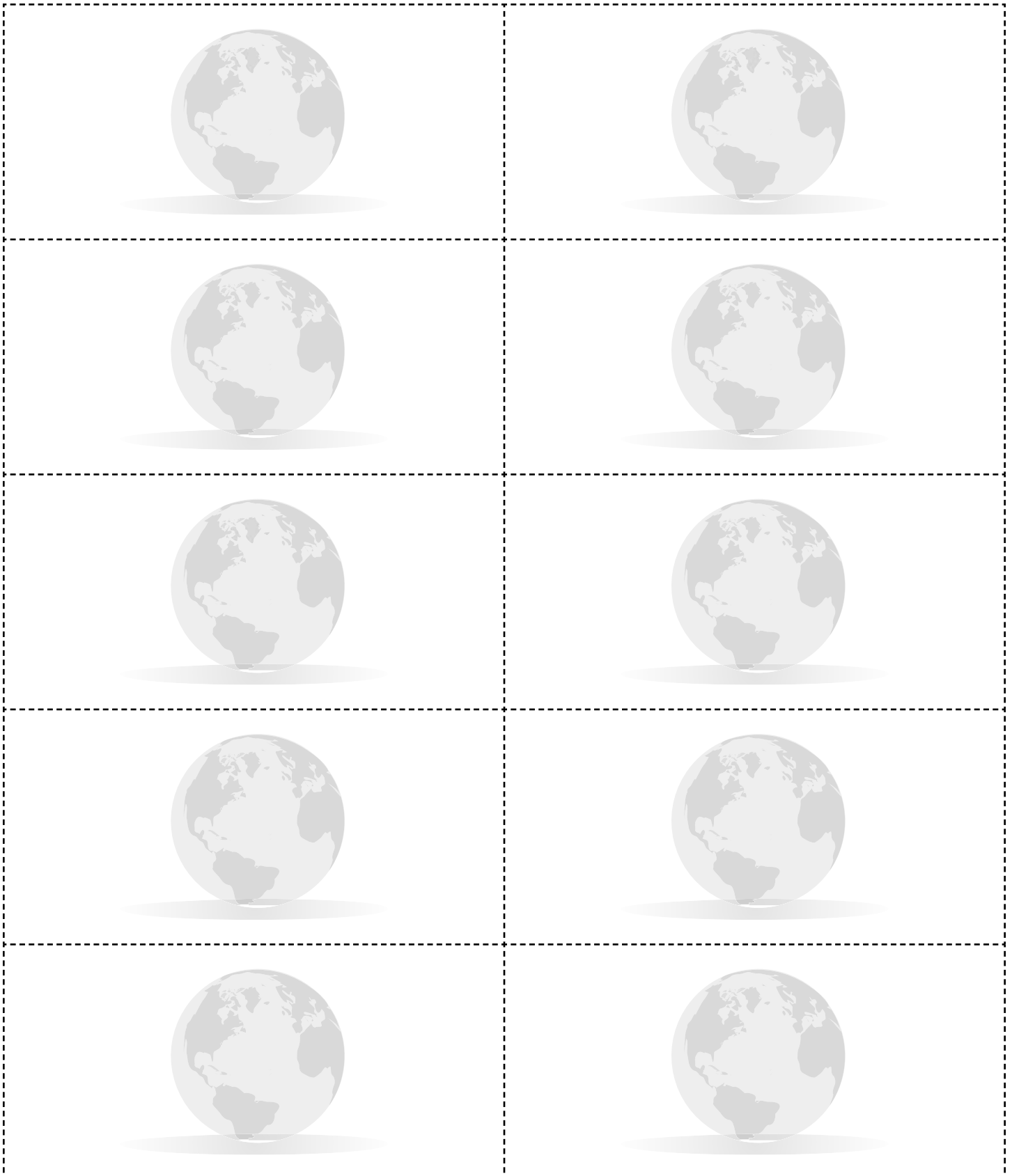
Moon Shot Good To Go Cards

Directions: Copy the template and cut out the cards.

Move Forward Two Spaces!	Move Forward One Space!
Move Forward Three Spaces!	Move Forward Four Spaces!
Move Forward One Space!	Move Forward Two Spaces!
Move Forward Two Spaces!	Move Forward Five Spaces!
Move Forward One Space!	Move Forward Two Spaces!

Moon Shot Problem Cards

Directions: Copy the template and cut out the cards.

Sorry! Lose A Turn	Go back one space
Go back two spaces	Go back one space
Go back one space	Go back three spaces
Go back three spaces	Go back two spaces
Go back four spaces	Sorry! Lose A Turn

Word Card Template for Roll, Flip, Read

Directions: Copy one template for each student. Cut out cards and write words on the back of each card.

1	2
3	4
5	6
7	8
9	10

Race against the Clock

Directions: Copy template several times and write words on each card. Also write a point value based on the difficulty of the word. Cut out the cards.

Crazy Eights Variation

Directions: Copy template several times on four different colors of paper. Write words on each card; cut out the cards.

Journey through Space

Directions: Copy the template several times and write words on each card. Cut out the cards

Journey through Space (Steal a Card)

Directions: Copy the template several times and write words on each card. Cut out the cards.
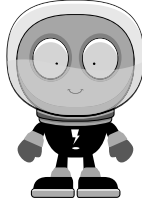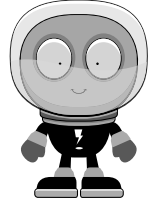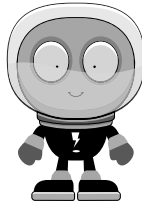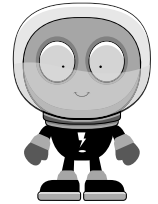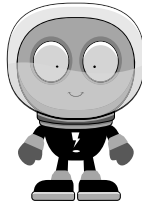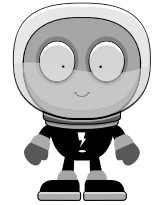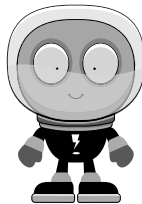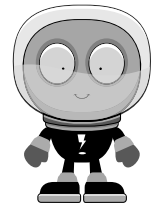
Steal a Card	Steal a Card
Steal a Card	Steal a Card
Steal a Card	Steal a Card
Steal a Card	Steal a Card
Steal a Card	Steal a Card
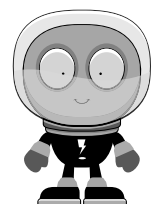
Journey through Space (Second Turn)

Directions: Copy the template several times and write words on each card. Cut out the cards.

Take Another Turn

Take Another Turn

Take Another Turn

Take Another Turn

Take Another Turn

Take Another Turn

Take Another Turn

Take Another Turn

Take Another Turn

Take Another Turn

Flip

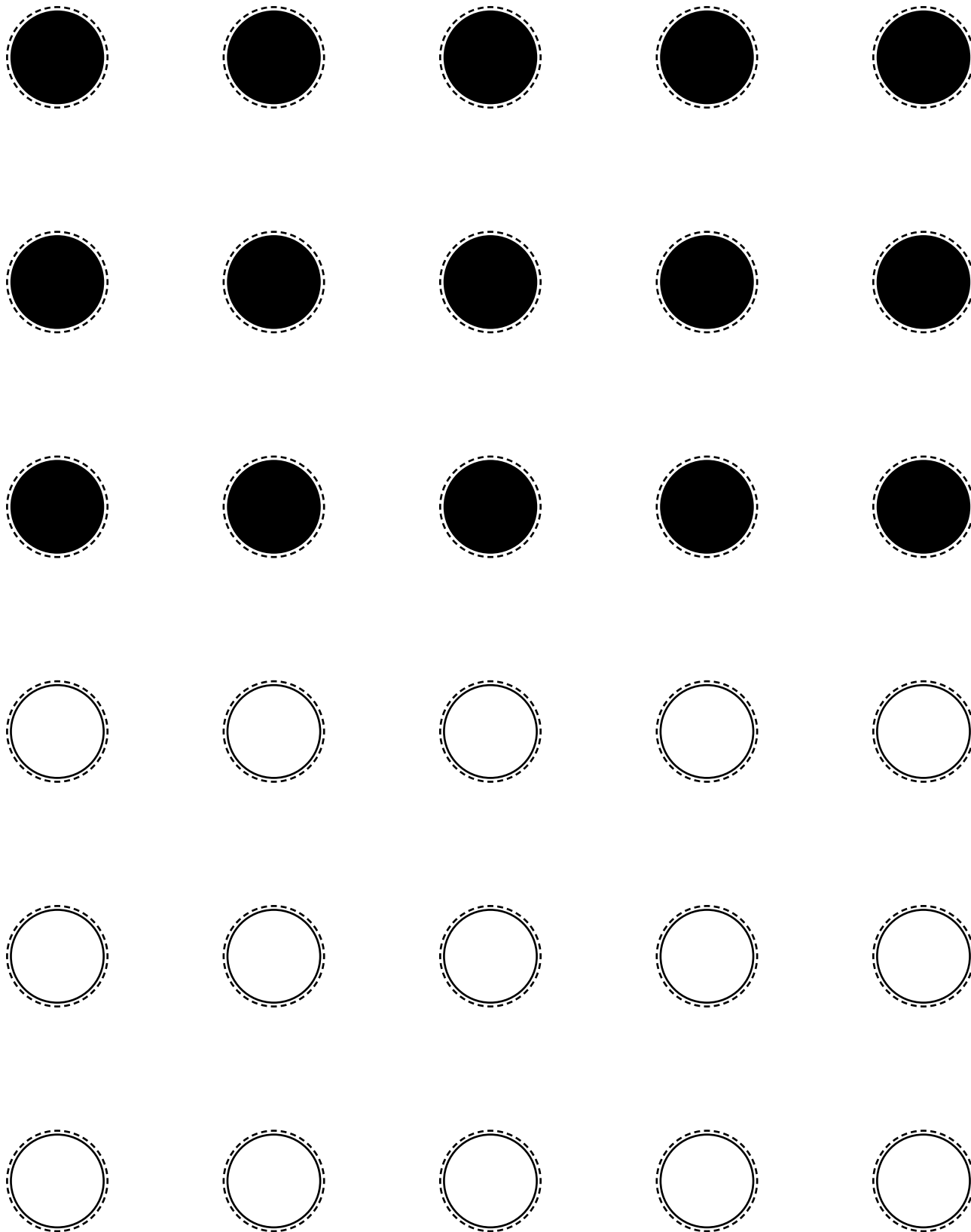*Directions: Copy a template for each student and then write words on the back of each card. Cut out the cards.*
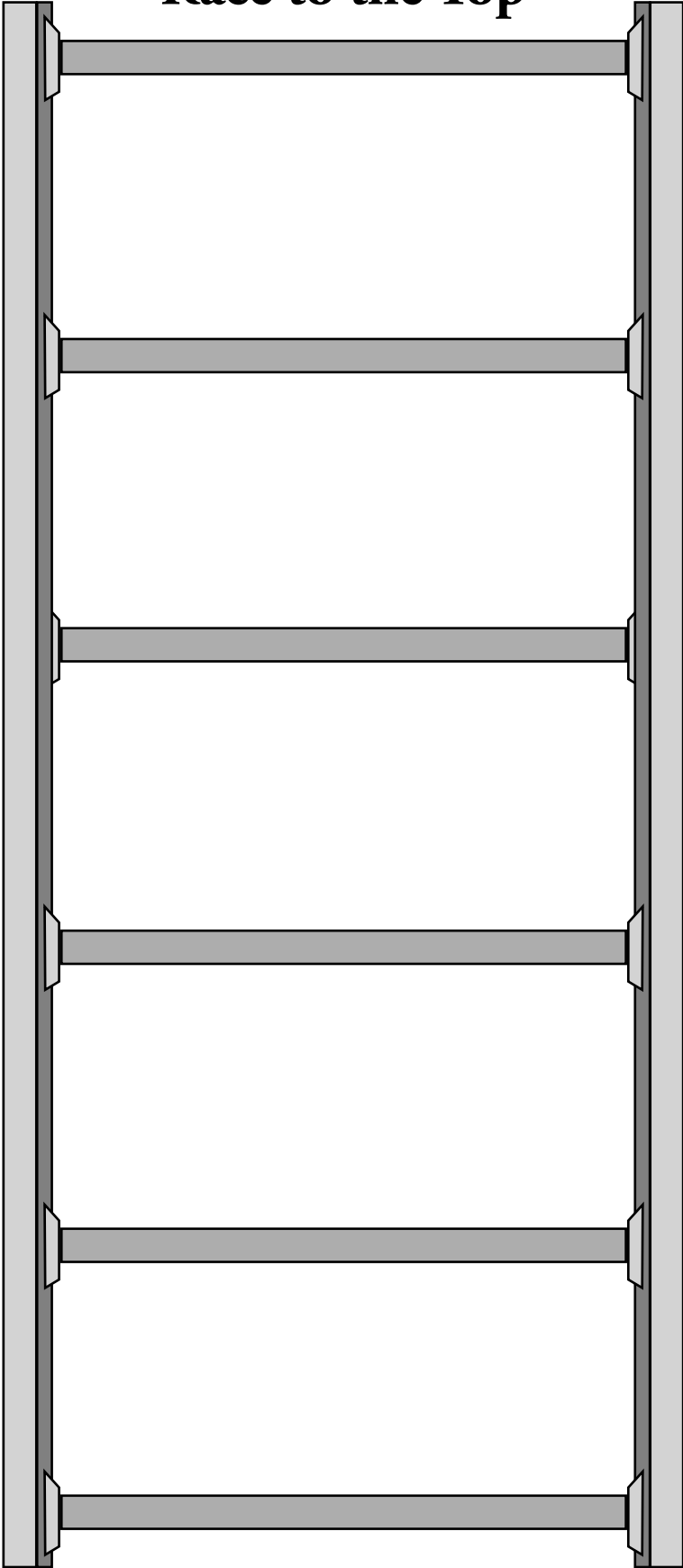
1	2
3	4
5	6
7	8
9	10

Checkers
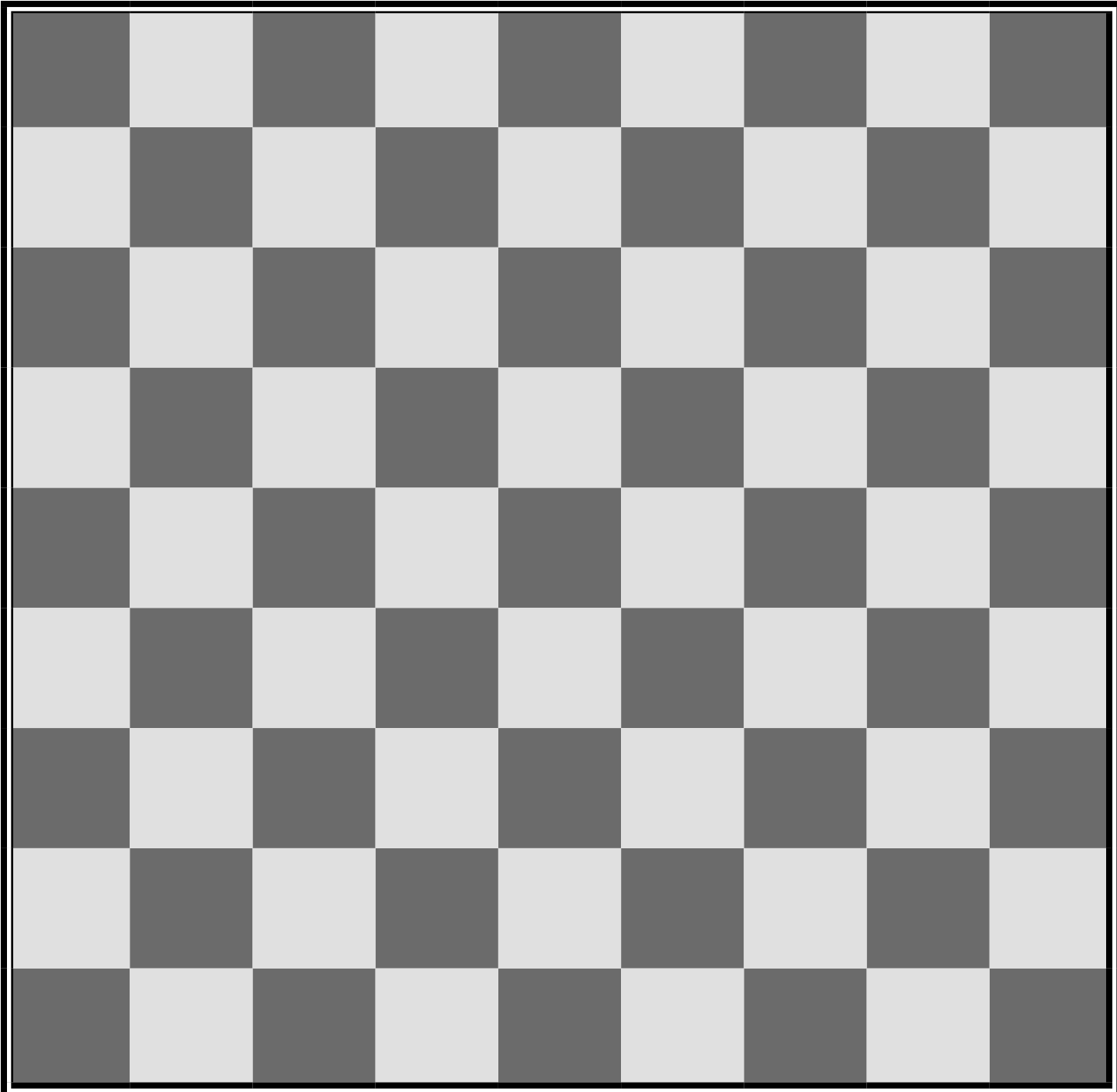
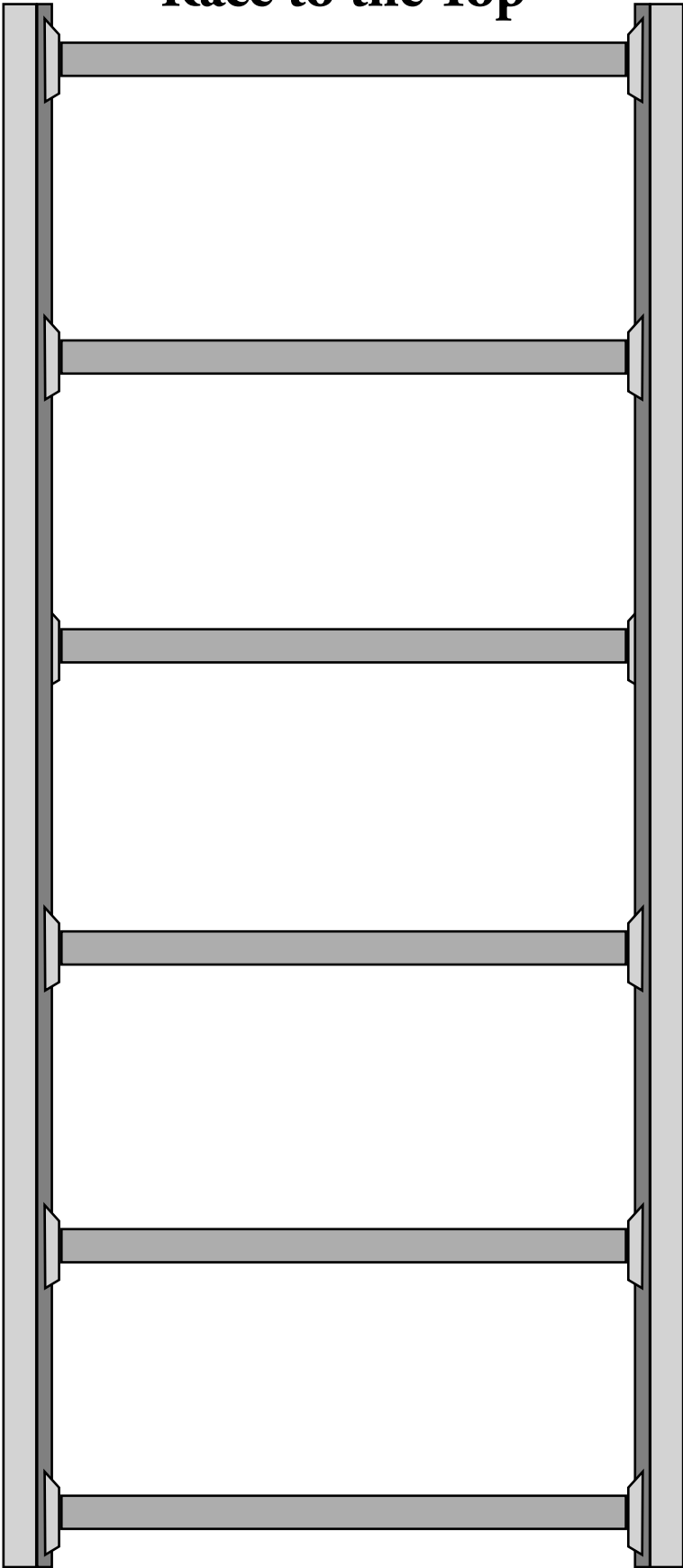# Checkers Pieces

Checkers Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.

Race to the Top
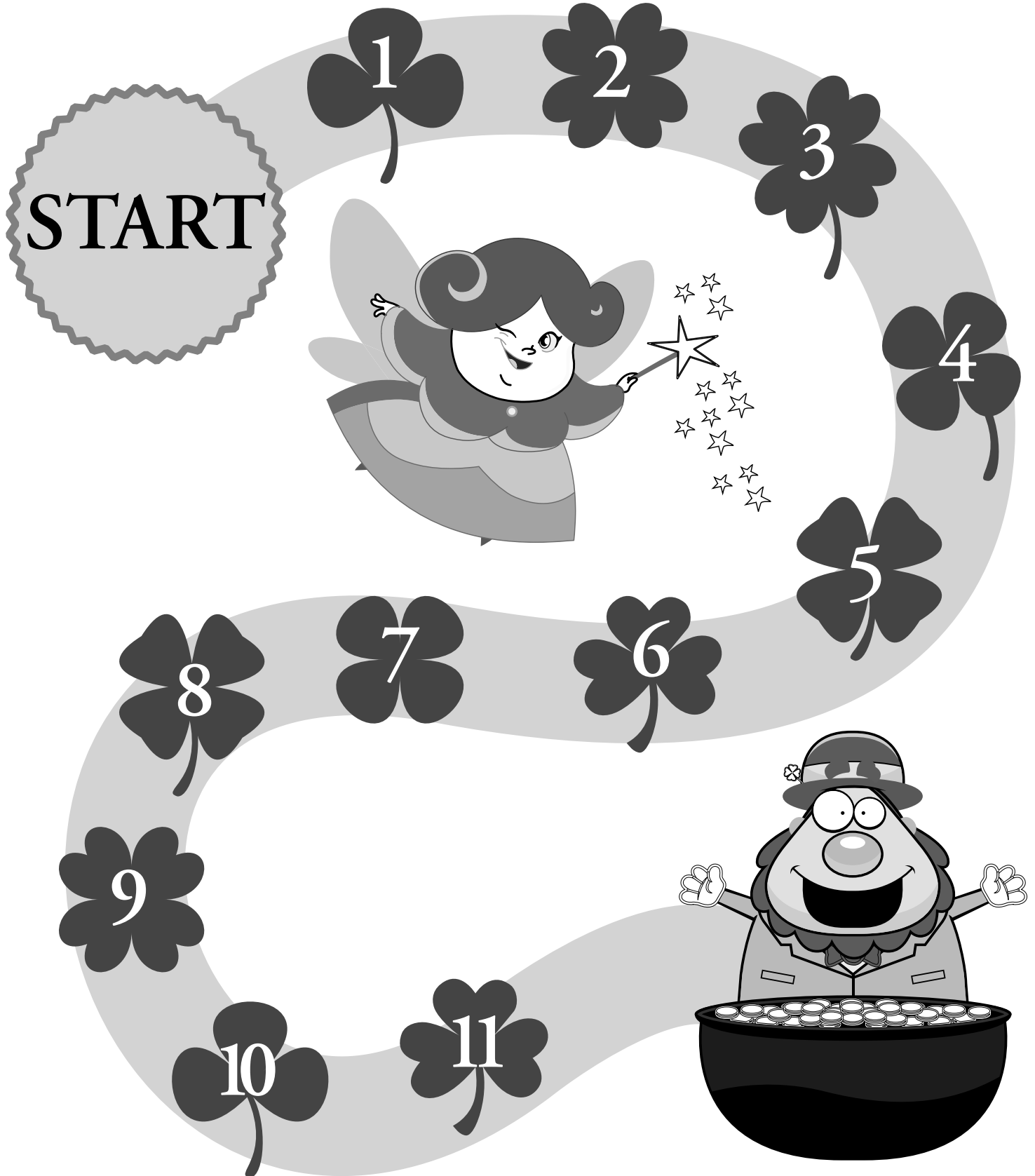

Player 1

Race to the Top

Player 2

Race to the Top Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.

Over the Rainbow
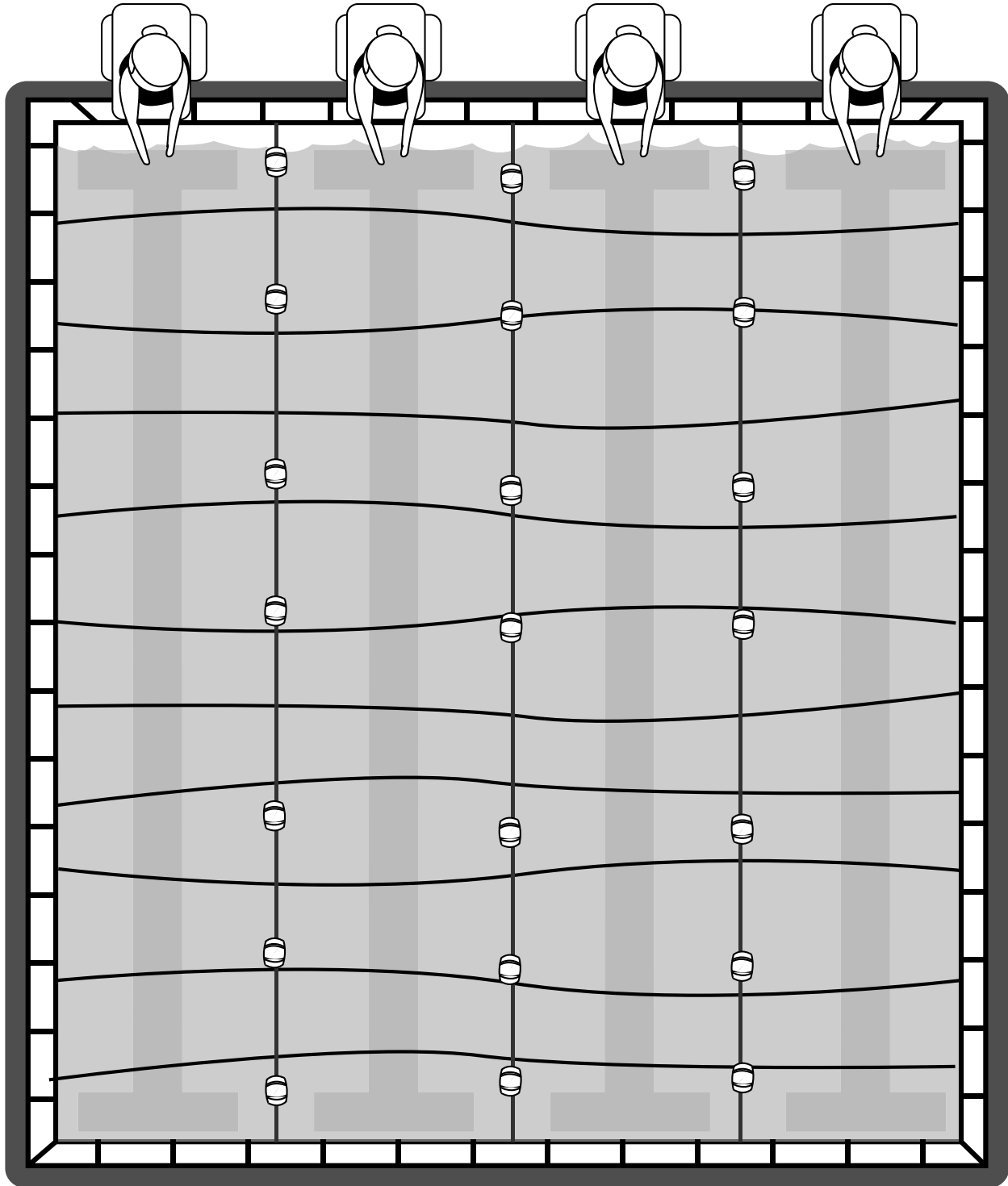
START

1 2 3 4 5 6 7 8 9 10 11

Over the Rainbow Word Cards

Directions: Copy template several times and write words or clues on each card. Cut out the words.

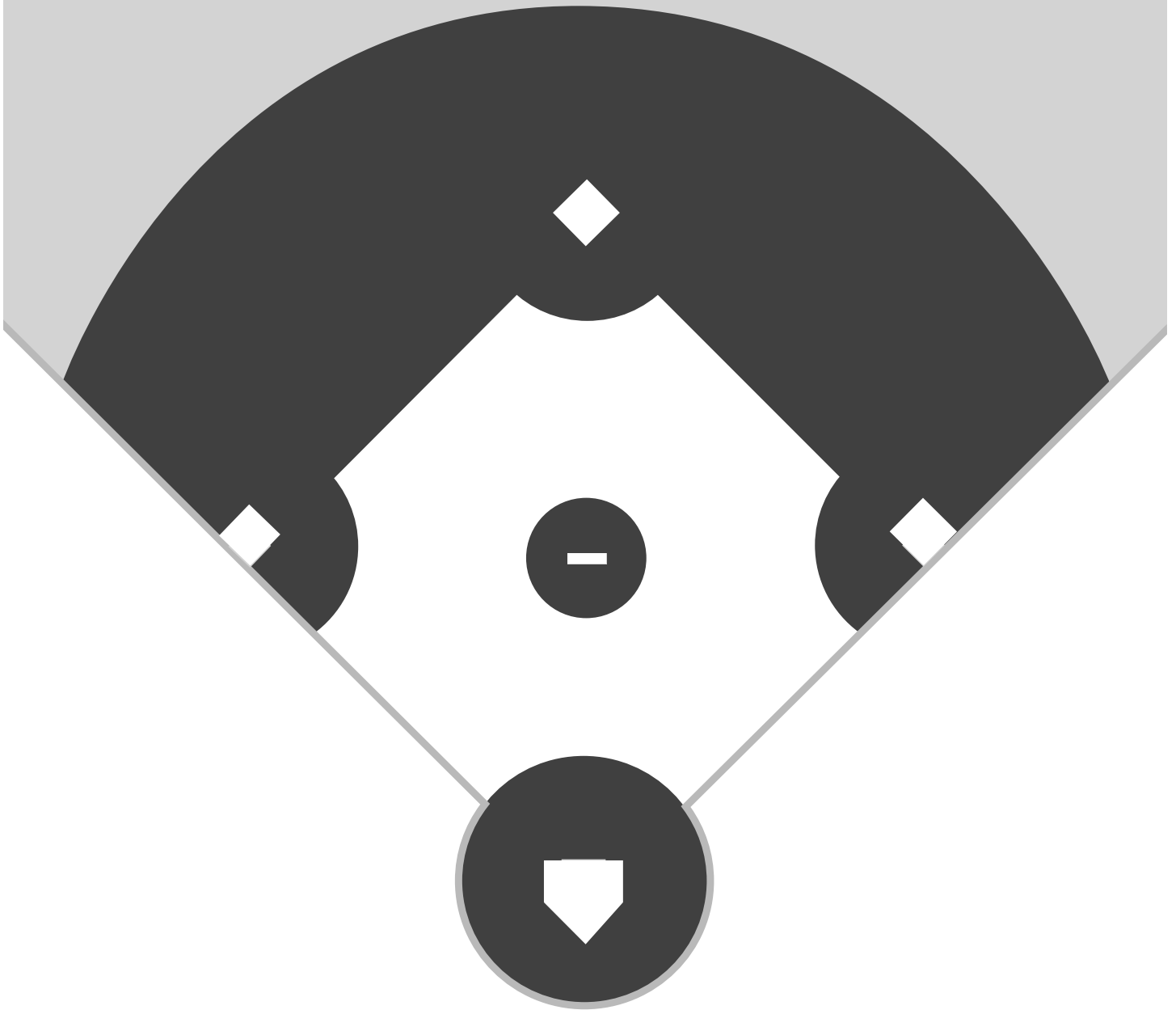# Swim to the Finish

S T A R T

F I N I S H

Swim to the Finish Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.

Baseball Game

Baseball Game Word Cards

Directions: Copy template several times and write words on each card. Cut out the words.