

Word Lists

Student _____ School _____

Assessor _____ Date _____

For each correctly decoded word, place a tick on the line beside the word. Write any deviation from the word in the space provided.

Pre-Primer and Primer	Grade 1	Grade 2
in _____	not _____	met _____
the _____	rim _____	bike _____
can _____	play _____	rode _____
with _____	ball _____	wanted _____
den _____	blue _____	pretty _____
has _____	pool _____	beaks _____
red _____	goes _____	butterflies _____
likes _____	night _____	drinking _____
eat _____	look _____	fountain _____
swim _____	green _____	caught _____
Grade 3	Grade 4	Grades 5 & 6
keep _____	camp _____	reporters _____
safe _____	circle _____	famous _____
blew _____	paddle _____	imagine _____
build _____	flipped _____	different _____
straw _____	canoe _____	magazine _____
bricks _____	summer _____	exhausted _____
fetch _____	younger _____	astronauts _____
strong _____	taught _____	schedule _____
matter _____	special _____	destination _____
together _____	though _____	collaborative _____

Alphabet Knowledge Assessment

Look at these letters and give the letter name for each one.

Letter	Student's Response	Letter	Student's Response	Letter	Student's Response
A		r		N	
C		P		V	
D		O		K	
g		Q		U	
F		e		S	
H		W		t	
L		J		Z	
b		I		X	
M		Y			
			Total number of letters recognized by student. <input type="text"/>		

Look at these letters and give the correct sound for each one.

Letter	Student's Response	Letter	Student's Response	Letter	Student's Response
a		q		s	
c		e		T	
D		w		z	
g		j		y	
f		o		x	
H		N		b	
L		v		M	
r		k		I	
p		u			
			Total number of correct responses given by student. <input type="text"/>		

Student's Copy for Letter Names

A	C	D	g	F	
H	L	b	M	r	
P	O	Q	e	W	
J	I	y	N	V	K
U	S	t	Z	X	

Student's Copy for Letter Sound

a	c	D	g	f
H	L	r	p	q
e	w	j	o	N
v	k	u	s	T
z	y	x	b	M
I				

Pre-Primer

Prompt: I would like you to read out loud. Think about what you are reading because I will ask you some questions about it when you are done. Please begin here. (Point to title and read it for the student)

The Fox

The red fox is in the den.
The fox can play with the dog in the den.
They can play in the box in the den.

(26 words)

Please tick the appropriate box/boxes based on the student's reading behaviours.

Decodes fluently

Word-by-word

Using phonics

With much repetition

Mainly by using sight words

With much hesitation

Using context clues

With no regard for punctuation

With expression

with no self-correction

In phrases or sentences

Decoding Level

_____Independent: (0-1 miscue)

_____Instructional: (2-3 miscues)

_____Frustration: 4+ miscues)

Comprehension Questions

1. What is the colour of the fox?

Red

2. How many animals were mentioned in the passage?

Two

3. What did the animals do together?

Play

4. Where can the animals play?

In the den/ in a box in the den

5. Give one word that rhymes with 'den'.

Hen, ten, pen, then, when etc.

Comprehension Level

_____Independent: (4-5 correct)

_____Instructional: (3 correct)

_____Frustration: (0-2 correct)

Primer

Prompt: I would like you to read out loud. Think about what you are reading because I will ask you some questions about it when you are done. Please begin here. (Point to title and read it for the student)

Pop the Fish

Pop is a fish.
He is red and yellow.
He has gold eyes.
Pop likes to eat.
He has fins and a tail.
Pop likes to swim.
He swims fast.

(29 words)

Please tick the appropriate box/boxes based on the student's reading behaviours.

Decodes fluently

Using phonics

Mainly by using sight words

Using context clues

With expression

In phrases or sentences

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Word-by-word

With much repetition

With much hesitation

With no regard for punctuation

with no self-correction

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Decoding Level

_____Independent: (0-1 miscue)

_____Instructional: (2-3 miscues)

_____Frustration: (4+ miscues)

Comprehension Questions

1. What is Pop?

A fish

2. Name one thing Pop likes to do?

Eat/swim

3. What is the colour of Pop's eye?

Gold

4. Give one word that rhymes with gold?

Cold, told, bold, any plausible answer

5. Where do you think Pop lives?

In the sea/ fish tank/river/pond/any other plausible answer

Comprehension Level

_____Independent: (4-5 correct)

_____Instructional: (3 correct)

_____Frustration: (0-2 correct)

Grade 1

Prompt: I would like you to read out loud. Think about what you are reading because I will ask you some questions about it when you are done. Please begin here. (Point to title and read it for the student)

Tim and Jim

Look! It's Jim and Tim.
Jim likes to swim.
Tim does not like to swim in the pool.
The pool looks blue
Tim likes to play ball.
The ball is green.
Jim likes to play with him.
Up goes the ball.
It goes to the rim.
The rim is big.
Look! It's Jim and Tim!

(46 words)

Please tick the appropriate box/boxes based on the student's reading behaviours.

Decodes fluently	<input type="checkbox"/>	Word-by-word	<input type="checkbox"/>
Using phonics	<input type="checkbox"/>	With much repetition	<input checked="" type="checkbox"/>
Mainly by using sight words	<input type="checkbox"/>	With much hesitation	<input type="checkbox"/>
Using context clues	<input type="checkbox"/>	With no regard for punctuation	<input type="checkbox"/>
With expression	<input type="checkbox"/>	with no self-correction	<input type="checkbox"/>
In phrases or sentences	<input type="checkbox"/>		

Decoding Level

_____Independent: (0-2 miscues)

_____Instructional: (3-4 miscues)

_____Frustration: (5+ miscues)

Comprehension Questions

1. What does Jim like to do?

Swim

2. What colour is the pool?

Blue

3. Who likes to play ball?

Tim

4. What game can you and your friend play with a ball?

Cricket, soccer, volley ball, netball, basketball, any other plausible answer

5. Give one reason why Tim might not like to swim?

Any plausible answer

Comprehension Level

_____Independent: (4-5 correct)

_____Instructional: (3 correct)

_____Frustration:(0-2 correct)

Grade 2

Prompt: I would like you to read out loud. Think about what you are reading because I will ask you some questions about it when you are done. Please begin here. (Point to title and read it for the student)

Playing with Friends

John went for a bike ride. He rode around the block. Then he met some girls he knew from school. They all rode to the field to play.

John wanted to play football. The girls did not want to play that game. They wanted to play hide-and-seek and skipping instead.

After, they went on the swings and monkey bars. The girls caught pretty butterflies while John searched for bugs and worms.

Later on, they drank water at a fountain in the park. Some birds were drinking water too. The birds were black and had long beaks and claws. The children ran from the birds. At the end of the day, John had a great time. **(114 words)**

Please tick the appropriate box/boxes based on the student's reading behaviours.

Decodes fluently

Using phonics

Mainly by using sight words

Using context clues

With expression

In phrases or sentences

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Word-by-word

With much repetition

With much hesitation

With no regard for punctuation

with no self-correction

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Decoding Level

_____Independent: (0-3 miscues)

_____Instructional: (4-6 miscues)

_____Frustration: (7+ miscues)

Comprehension Questions

1. What was John and his friends riding?

Bike

2. Where did they go to play?

At the park

3. Name two things the girls did before they caught butterflies?

They went on the swings and monkey bars, played hide and seek and skipping.

4. Why do you think the girls did not want to play football?

Any plausible answer

5. "The children ran away from the bird". Give one reason they did this.

Any plausible answer

Comprehension Level

_____Independent: (4-5 correct)

_____Instructional: (3 correct)

_____Frustration: (0-2 correct)

Grade 3

Prompt: I would like you to read out loud. Think about what you are reading because I will ask you some questions about it when you are done. Please begin here. (Point to title and read it for the student)

Windy Farm

Three friends lived on Windy Farm. There was Harry the Horse, Dustin the Dog, and Olivia the Owl. Each of them wanted to build a new house. A house would keep them safe when the wind blew.

Harry made his house out of straw. He loved to eat straw! A house made of his favourite food would be good. When the wind blew hard, his house fell over! Harry felt sad.

Dustin made his house out of sticks. He loved to fetch sticks! A house made of his favourite toy would be good. When the wind blew even harder, some sticks fell off. Holes were in his walls! Dustin howled.

Olivia was a wise owl. She knew to make a house out of bricks. However, Olivia was not strong enough to carry bricks. Harry and Dustin were, though.

“We can build a house together,” Olivia said.

“Will you assist me?” Harry and Dustin helped Olivia build a house out of bricks. No matter how hard the wind blew, their house stayed strong!

(172 words)

Please tick the appropriate box/boxes based on the student's reading behaviours.

Decodes fluently	<input type="checkbox"/>	Word-by-word	<input type="checkbox"/>
Using phonics	<input type="checkbox"/>	With much repetition	<input checked="" type="checkbox"/>
Mainly by using sight words	<input type="checkbox"/>	With much hesitation	<input type="checkbox"/>
Using context clues	<input type="checkbox"/>	With no regard for punctuation	<input type="checkbox"/>
With expression	<input type="checkbox"/>	with no self-correction	<input type="checkbox"/>
In phrases or sentences	<input type="checkbox"/>		

Decoding Level

_____Independent: (0-3 miscues)

_____Instructional: (4-6 miscues)

_____Frustration: (7+ miscues)

Comprehension Questions

1. What is the name of the farm on which the animal friends lived?

Windy Farm

2. What is the meaning of the word **assist**?

Help/aid/ accommodate

3. Which animal built their house out of sticks?

Dog, Dustin the dog, Dustin

4. Why did the friends want to build houses?

They wanted to be safe

5. Why did Harry make a house from straw?

He liked to eat straw / Straw was his favourite food.

6. Why do you think Olivia's friends were happy to help her?

They would get to live with Olivia/ They were helpful friends/ any other plausible answer

Comprehension Level

_____Independent: (5-6 correct)

_____Instructional: (4 correct)

_____Frustration: (0-3 correct)

Grade 4

Prompt: I would like you to read out loud. Think about what you are reading, because I will ask you some questions about it when you are done. Please begin here. (Point to the title and read it for the student)

Meg's Camping Trip

Meg loved going to her summer camp each year. For two weeks, she could play and swim and do lots of fun things with all of her friends. Her favourite thing about camp was riding in a canoe. Last year, Meg had learned to canoe.

At first, she did not know how to use a paddle. When she tried to paddle the boat, the boat would go in a circle. She could not make the canoe go straight. Then her teacher showed her how to use the oar. She had to paddle on one side of the boat. Then she had to paddle on the other side of the boat. Now she could make the canoe go anywhere she wanted it to go.

Meg was a good swimmer, but she always wore her lifejacket in the canoe. At the start of camp, she ran into a log hidden under the water. The log flipped her canoe. Meg and her friend ended up in the water. She had been so glad she had on her lifejacket. It did not take long for the others to help them, but it felt as though they were in the water for a long time because the water was cold.

When Meg gets older, she wants to go back to camp. She wants to help the younger girls like some of the older girls did now. She could not wait to be the person who taught others how to canoe. She knew camp would always be a special part of her life.

words)

(157

Please tick the appropriate box/boxes based on the student's reading behaviours.

Decodes fluently

Using phonics

Mainly by using sight words

Using context clues

With expression

In phrases or sentences

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Word-by-word

With much repetition

With much hesitation

With no regard for punctuation

with no self-correction

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
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<input type="checkbox"/>

Decoding Level

_____Independent: (0 – 6 miscues)

_____Instructional: (7-12 miscues)

_____Frustration: (13+ miscues)

Comprehension Questions

1. What is Meg's favourite thing to do at camp?

Go canoeing, to canoe

2. How long does Megan spend at camp?

Two weeks

3. What happened when Meg first tried to paddle a boat?

The boat went in circles, she struggled, she did not know what to do, any other plausible answer

4. What accident did Meg experience at the start of camp?
She ran into a log hidden underwater; a log caused the canoe to overturn.

5. Where do you think the camp was located?
Any plausible answer

6. Give one reason why Meg wants to go back to camp when she gets older?

**She wanted to help other girls who were younger than her OR
She wanted to teach others how to canoe**

Comprehension Level

_____Independent: (5-6 correct)

_____Instructional: (4correct)

_____Frustration: (0-3correct)

Grade 5

Prompt: I would like you to read out loud. Think about what you are reading because I will ask you some questions about it when you are done. Please begin here. (Point to title and read it for the student)

E.B. White is the author of the children's books *Charlotte's Web* and *Stuart Little*. He was born in 1899. As a young boy, he had a large family. He grew up with parents who loved children. When he was older, he went to college. At first, he worked as a reporter. He wrote for a magazine called *The New Yorker*. He met his wife while working there.

Mr. White wrote lots of different articles for his job. He knew he wanted to do something else with his writing. So, he began to write books for children. In 1945, he wrote a story that many children know and love. The story was about a small child who looked like a mouse.

His name and the name of the book was *Stuart Little*. Now there are movies all about the famous mouse. In 1952, he wrote the book *Charlotte's Web*. In this book, a spider named Charlotte tries to save her friend Wilbur the pig. The spider writes words in her web. The words tell how great Wilbur is. Everyone believes Wilbur is an amazing animal that lives, thanks to Charlotte's help.

E.B. White's books have been read by millions of children. His words have brought smiles to the faces of so many people. It is hard to imagine a world where *Stuart Little* and *Charlotte* or *Wilbur* do not exist. **(229 words)**

Please tick the appropriate box/boxes based on the student's reading behaviours.

Decodes fluently

Using phonics

Mainly by using sight words

Using context clues

With expression

In phrases or sentences

<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Word-by-word

With much repetition

With much hesitation

With no regard for punctuation

with no self-correction

<input type="checkbox"/>
<input checked="" type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

Decoding Level

_____Independent: 0-4 miscues

_____Instructional: 5-9miscues

_____Frustration: 10+ miscues

Comprehension Questions

1. What was E. B. White's first job?

Reporter

2. What children's book did E. B. White write 1952?

Charlotte's Web

3. In the book Stuart Little, what animal does the small child in the story looked like?

A mouse

4. Based on the passage in which book was the character Wilbur found? (**Charlotte's Web**)

5. Who was Charlotte? (**A spider**)

6. Where did he meet his wife?

While working at the New Yorker, In New York, At the magazine company, At the New Yorker Company

7. How do we know that E. B. White was a famous author?

E.B. White's books have been read by millions of children

Comprehension Level

_____Independent: (6-7 correct)

_____Instructional: (4-5 correct)

_____Frustration: (0-3correct)

Grade 6

Prompt: I would like you to read out loud. Think about what you are reading because I will ask you some questions about it when you are done. Please begin here. (Point to title and read it for the student)

The Astronaut's Diary

We were exhausted from all the work. We slept in shifts. One of us had to be awake all the time. Finally, we got to our destination. We had reached the space station. We had so much to do every day on our ship. Now there would be more people to help us. We would be on a collaborative team. When we moved into the space station, I felt great. There was so much more space. We would have real beds to sleep in. We would have better food.

The six astronauts on the space station were happy to see us. They said, "We have been waiting for you." We were glad to see them, too. That first night on the space station was great. We had a good dinner. Then we were going to sleep. But one of the astronauts said, "We need to give you a job. Each person has to take turns staying awake. Here is the schedule." I saw I was first. I would have to stay awake tonight. I had been awake and working for 20 hours. I became an astronaut so that I could travel in space. Now I'm here. It is hard work. It's even more challenging than I expected." **(211)**

Please tick appropriate box/boxes as you observe the student reading behaviours.

Decodes fluently

Word-by-word

Using phonics

With much repetition

Mainly by using sight words

With much hesitation

Using context clues

With no regard for punctuation

With expression

with no self-correction

In phrases or sentences

Decoding Level

_____Independent: (0-5miscues)

_____Instructional: (6-9 miscues)

_____Frustration: (10+ miscues)

Comprehension Questions

1.What was the astronauts' destination? **(Space Station)**

2. The astronauts were excited? Why?

When they met the other astronauts, lots of space, more people to help us, they had real beds and good food, any other plausible answers

3.How long was the writer working? **(20 hours)**

4. Which group of people do you know in our society who works on shift system like the astronauts? **(Police men/women, nurses, doctors, security guards, any other plausible answers)**

5. Why do you think the astronaut stated in the passage, "Now there would be more help."

They were going to join the others on the space station and the work load will decrease; The group of astronauts was going to get larger, which means more people to do the work.

6.If you were to give this passage a different title, what suitable title will you give it? **Any plausible answer**

7.What in the passage tells you the author was disappointed?

Long hours of work, hard work, the work was more challenging than he expected, any other plausible answer

Comprehension Level

_____Independent: (6 - 7 correct)

_____Instructional: (4 - 5 correct)

_____Frustration: (0 - 3 correct)

The Fox

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List 1

in

the

can

with

den

has

red

likes

eat

swim

List 2

not

rim

play

ball

blue

pool

goes

night

look

green

List 3

met

bike

rode

wanted

pretty

beaks

butterflies

drinking

fountain

caught

List 4

keep

safe

blew

build

straw

bricks

fetch

strong

matter

together

List 5

camp

circle

paddle

flipped

canoe

summer

younger

taught

special

though

List 6

reporters

famous

imagine

different

magazine

exhausted

astronauts

schedule

destination

collaborative

Decoding level + Comprehension level= Reading level

<u>Decoding Level</u>		<u>Comprehension Level</u>		<u>Reading Level</u>	
Pre-primer	<input type="checkbox"/>	Pre-primer	<input type="checkbox"/>	Pre-primer	<input type="checkbox"/>
Primer	<input type="checkbox"/>	Primer	<input type="checkbox"/>	Primer	<input type="checkbox"/>
Grade 1	<input type="checkbox"/>	Grade 1	<input type="checkbox"/>	Grade 1	<input type="checkbox"/>
Grade 2	<input type="checkbox"/>	Grade 2	<input type="checkbox"/>	Grade 2	<input type="checkbox"/>
Grade 3	<input type="checkbox"/>	Grade 3	<input type="checkbox"/>	Grade 3	<input type="checkbox"/>
Grade 4	<input type="checkbox"/>	Grade 4	<input type="checkbox"/>	Grade 4	<input type="checkbox"/>
Grade 5	<input type="checkbox"/>	Grade 5	<input type="checkbox"/>	Grade 5	<input type="checkbox"/>
Grade 6	<input type="checkbox"/>	Grade 6	<input type="checkbox"/>	Grade 6	<input type="checkbox"/>