*Name of Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*Age:\_\_\_\_\_ Sex\_\_\_\_\_\_ Date\_\_\_\_\_\_\_\_\_\_ Assessor \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_*

***Alphabet Knowledge Assessment***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *response* |  | *response* |  | *response* |
| *A* |  | *S* |  | *q* |  |
| *C* |  | *T* |  | *e* |  |
| *D* |  | *Z* |  | *w* |  |
| *G* |  | *Y* |  | *j* |  |
| *F* |  | *X* |  | *n* |  |
| *H* |  | *B* |  | *v* |  |
| *L* |  | *M* |  | *k* |  |
| *R* |  | *I* |  | *u* |  |
| *P* |  | *a* |  | *s* |  |
| *O* |  | *c* |  | *t* |  |
| *Q* |  | *d* |  | *z* |  |
| *E* |  | *g* |  | *y* |  |
| *W* |  | *f* |  | *x* |  |
| *J* |  | *h* |  | *b* |  |
| *N* |  | *l* |  | *m* |  |
| *V* |  | *R* |  | *i* |  |
| *K* |  | *P* |  | *Total # recognized* |
| *U* |  | *o* |  |

|  |
| --- |
| Key |
| **√** | **Correctly recognized** |
| **WR** | **Wrong response** |
| **NR** | **No response** |

A C D G F H L

R P O Q E W J

N V K U S T Z

Y X B M I

--------------------------------------------------------------------------------------

a c d g f h l

r p o q e w j

n v k u s t z

y x b m i

**Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_ Assessor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Pre Primer**

**Prompt: This story is about two children and a play car. Tell me about what you think the children are doing**.

**THE PLAY CAR**

Tom has a play car.

His play car is red.

“See my play car,” said Tom.

“It can go fast.”

Ann said, “It is a big car.”

“I like your car.”

“Good,” said Tom.

“Would you like a ride? (38 words)

**Reading Level**

* 1. **miscues .…Independent 2-3 miscues …..Instructional 4 +miscues……Frustration**

**Comprehension Questions**

1. What are the names of the boy and girl in this story? ………………………………………………………………( Tom and Ann)
2. What were they talking about? …………………………………………………………( the play car)
3. Who owns the play car?.........................................................................................( Tom)
4. What colour is the car? …………………………………………………………………………………..(Red)
5. What do you think Tom likes about the car?.........................................................................(It is big, fast)

**Comprehension Level**

**\_\_\_\_independent : 5 correct**

 **\_\_\_\_Instructional 4correct**

 **\_\_\_\_Frustration 0-3correct**

**Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_ Assessor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 1**

**Prompt: Has your class ever taken a field trip? Tell me about a field trip.**

 **OUR BUS RIDE**

 The children were all talking.

“No more talking children,” said Mrs. Brown.

“It is time for our trip.”

“It is time to go to the farm.”

Mrs. Brown said, “Get in the bus.”

“Please do not push anyone.”

“We are ready to go now”

The children climbed into the bus.

Away went the bus.

It was a good day for a trip. (**62 words**)

**Reading Level**

* 1. **miscues ……Independent 3-5 miscues ……Instructional 6+ miscues……….Frustration**

 **Comprehension Questions:**

1. Where are they going?......................................................................(To the farm)
2. How are they going?.......................................................................................( By bus)
3. Who do you think Mrs. Browne is?.............................................................................................

( teacher, bus driver, a parent)

1. How did the children know that it was time for the bus to leave?.............................................

( Mrs. Browne said, “We are ready to go now”)

1. Why do you think Mrs. Brown asked the children not to push anyone………………………………..

………………………………………………………( to prevent an accident, any other reasonable answer)

**Comprenhension Level**

**\_\_\_\_Independent 5 correct \_\_\_\_Instructional 3-4 correct \_\_\_\_Frustration 0-2 correct**

 **Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_ Assessor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 2**

**SILLY BIRD**

**Prompt: this story is about turkeys. Why do you think that are called silly birds?**

With food all around them, baby turkeys will not eat. They do not know food when they see it. They often die for lack of water. Water is always kept in their bowls, but some of these birds never seem to discover what the water is for. We have a tough time trying to understand these silly birds. However, you can get them eating and drinking well by placing shiny colored marbles in the feed and water to get their attention.

Baby turkeys do not know enough to come out of the rain either. So many of the silly young birds catch cold and die. If they see anything bright, they will try to eat it. It may be a coin, a small nail, or even a shovel. You can understand how foolish these silly birds really are.

Young male turkeys are called jakes, and young female turkeys are referred to as jennies. A group of turkeys is called a flock.

After birth, baby turkeys are unable to fly for the first two weeks. They roost on the ground with their mother until they are capable of flying. Upon being able to fly, the baby turkeys flock with their mother for the first year of life.

. ( 205 words)

**Reading Level**

* 1. miscues-------Independent

5-12miscues ………Instructional

13+ miscues ……….Frustration

**Comprehension Questions**

1. Why do you think turkeys are called silly birds?.....................................................

……………………………………………………….(any reasonable answer)

1. Can you tell me two things the story said about baby turkeys?........................

…………………………………………………………..( they often die for lack of water and they will try to eat anything bright they see)

1. What can you do to get baby turkeys to eat and drink properly?............................. …………………………………………………………………………………………

( place shiny colored objects in the feed and water)

1. What do you think can happen to the turkeys when they do these silly things?

………………………………………………………………………………………………

( any reasonable answer e.g they can die, they can choke )

1. Would you like a baby turkey as a pet?................................................................

( Any reasonable answer)

**Comprenhension Level**

\_\_\_\_Independent 5 correct

 \_\_\_\_Instructional 3-4 correct

 \_\_\_\_Frustration 0-2 correct

**Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_ Assessor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 3**

**Prompt: Rosa Parks played a very important part in the Civil Rights Movement.**

 **TIRED OF GIVING IN**

It was warm that December afternoon in Montgomery Alabama. Rosa Parks was waiting on her city bus. She was tired from a long day of work\_sewing.

When her bus arrived, Rosa took an empty seat in the “coloured” section. In 1955, blacks could not sit in the front of the bus. However, they had to vacate their seats in the middle to any white standing.

Soon the front of the bus was completely occupied. The white driver ordered Rosa to give up her seat to a white man. She did not move. The driver called the police. Rosa was arrested.

Almost all of Montgomery’s blacks, and some whites, staged a year-long boycott of the bus system to protest Rosa’s arrest. The boycott was led by Martin Luther king Jr. It ended when the Supreme Court ruled all bus segregation illegal.

Years later, Rosa Parks said, “I didn’t give up my seat because I was tired. The only tired I was, was tired of giving in.” (166 words)

 **Reading Level**

 0-5miscues …………Independent

 5-9 miscues …………..Instructional

 10+ miscues……………..Frustration

**Comprehension Questions:**

1. Why was Rosa Park arrested?.......................................................................

( She wouldn’t give up her seat)

1. What does the word “illegal” mean?................................................................................................

( Against the law, not legal)

1. Who led the boycott of the bus system?...........................................................................................

( Martin Luther King , Jr)

1. What do you think Rosa Park meant when she said, “I was tired of giving

in.”?........................……………………………………………………………………………………

( Any reasonable answer, e.g., she was tired of doing something that was not fair)

5.Where do you think Rosa was going when she got on the bus?.....................................................…………………………………………………………………… ( Any reasonable answer, e.g home, to visit a friend)

 **Comprenhension Level**

\_\_\_\_Independent 5 correct

 \_\_\_\_Instructional 4 correct

 \_\_\_\_Frustration 0-3 correct

**Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_ Assessor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 4**

**WOOL: FROM SHEEP TO YOU**

Do you have a sweater? Do you know what it is made from? One fiber used to make sweater is wool. Do you know where wool comes from? It comes from a sheep. However, many things must be done before the wool on a sheep can be woven or knitted to make clothing for you.

First, the wool must be removed from the sheep. People shear the wool off the sheep with electric clippers somewhat like a barber uses when he gives haircuts. Like our hair, the sheep wool will grow back again. Most sheep are shorn only once annually. After the wool is removed, it must be washed very carefully to get out all the dirt. When the locks of wool dry, they are combed or carded to make all the fibers lie in the same direction. It is somewhat like combing or grooming your hair. Then the wool is formed into fine strands. These can be spun to make yarn. The yarn is knitted or woven into fabric. The fabric is made into clothing.

Yarn can also to use to knit sweaters by hand. Sweaters made from wool are very warm. They help keep you warm even when they are damp. Just think, the sweater you wear on a cold day may once have been on a sheep.( 220 words)

**Reading Level**

0-5miscues …………Independent

 7-12 miscues …………..Instructional

 13+ miscues……………..Frustration

**Comprehension Questions:**

1. **What is this passage mainly about?...............................................................................**

**(**

1. **What is the first step in the making of wool?.................................................................**

**(cutting it off the sheep)**

1. **What do people use to cut wool off sheep? ………………………………………………………………**

**…………………………………………………………………………………………………………………………………..**

**(electric clippers, electric scissors; electric shears… electric must be in the answer)**

1. **Why can sheep give wool for many years? ……………………………………………………………**

**………………………………………………………………………………………………………………………………**

**( because it grows back after it is cut off )**

1. **What two different things can be done with wool yarn?...........................................**

**……………………………………………………………………………………………………………………………….**

**( knit; or weave into fabric; make into clothing )**

1. **Why would it be good to wear a wool sweater when you are out in the night?**

**……………………………………………………………………………………………………………………………**

**( any reasonable answer, e.g it will keep you warm even when it is damp*. Note***

**If the student omits the idea of dampness and says only,” it will keep you warm, “ask” why would it be especially warm in the cold night)**

**Comprehension Level**

**\_\_\_\_Independent 6 correct**

**\_\_\_\_Instructional 4-5 correct**

**\_\_\_\_Frustration 0-3 correct**

**Name of Student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex \_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_ Assessor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Grade 5**

**WHERE DO PEOPLE LIVE ?**

People live in different places. Some people live in a city. Others live in the country. Still other people live in between the city and the country. They live in suburbs. Why do people live in these different places?

People live in the city to be near their jobs. Cities have lots of factories, schools, and offices. Those persons who do not want to commute a long way to their jobs, live in the city. Cities have museums and zoos. They also have many movie theaters and recreational sites.

People live in the country to be close to their jobs, too. Numerous persons who live in the country are farmers. They engage in animal rearing and livestock farming. There are other things to do in the country. You can find a river to fish in or take walks in the woods. The country is relatively quieter to live. It is often said that persons who live in the country are happier than their city dwelling friends.

People also live in between the country and the city. They live in the suburbs. Some people think that these people have the best of both worlds. They live close to their jobs in the city. The suburbs are quieter than the city. Studies says that people who live in sprawling suburban areas have more friends , better community involvement and more frequent contact with their neighbours than city dwellers who are wedged in side-by-side.

 Where people live depends upon what they like most. While convenience is a major factor in the choice, there are many other factors that come into play. ( 264 words)

**Reading Level**

**0-6miscues …………Independent**

 **7-14 miscues …………..Instructional**

 **15+ miscues……………..Frustration**

**Comprehension Questions:**

1. **What is this passage mainly about? …………………………………………………………**

**( why people live where they do)**

1. **Why do people live in the city?...................................................................**

**( to be near their jobs)**

1. **Why do people want to live close to their jobs?..................……………........**

**………………………………………………………………………………………….**

**( any reasonable answer, e.g so they don’t have to drive far to work; so they don’t have to get up early )**

1. **Why would someone who isn’t a farmer like to live in the country?**

**……………………………………………………………………………………………**

**( they like the quiet life; or take walks ; or they don’t like noise, crowds, etc)**

1. **How do the city and suburbs differ?...............................................................**

**……………………………………………………………………………………………**

 **( the suburbs are less crowded than the city, or quieter; or be involved more in your community)**

1. **How do you think a person can become involved in community development?.........................................................................................**

**( any reasonable answer)**

**Comprehension Level**

**\_\_\_Independent 6 correct**

**\_\_Instructional 4-5 correct**

**\_\_Frustration 0-3 correct**

|  |  |
| --- | --- |
| **Grade Six: Pam’s New Job**More than anything. Pam wanted to be a veterinarian. She was great with animals. For the last two years, Pam had volunteered at the zoo. But this summer, she was going to be paid. Pam’s biology teacher had recommended her to work in a special science program.Pam was disappointed when she found out she was assigned to the zoo nursery. She didn’t want to feed a bunch of baby animals. She had hoped for something more exciting, like reptiles. Pam decided to talk to the zoo’s vet, Dr. Mack. Maybe he would understand and convince the zookeeper to change her placement. When Pam arrived at the zoo, Dr. Mack was in the nursery. There had been an emergency, and Dr. Mack had been called to help. The nurse asked Pam to wait in the observation room. She was surprised to find that the observation room overlooked a small operating room. There she saw dr. Mack, working frantically to save a baby monkey. After several minutes, the tiny animal started to breathe on its own, and Dr. Mack came out to greet Pam, “I thought we were going to lose! | Since we rescued her from a fire, we’ve been trying to bottle –feed her, but suddenly she stopped breathing. Now that I’m sure she’ll be all right, how can I help you?” “I’m glad she’s going to be okay,” replied Pam, ‘I didn’t know you were equipped for surgery.”“That’s why we need someone like you. We just added the hospital last year. We had it built in the nursery because it has separate rooms to house sick or injured animals. We need someone who can handle frighten animals and comfort them while they wait for surgery and while they wait to recover. Now, what was it you wanted to discuss?”Pam replied, “I think you’ve answered all my questions. When can I start?” (312 words)**Reading Level** \_\_\_\_ Independent: 0-9 miscues\_\_\_\_Instructional: 10-18\_\_\_\_Frustration: 19+  |

**Name of student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_ Assessor\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Comprehension Questions**

1. Who helped Pam get the job at the zoo? …………………………………………………….

( Her biology teacher)

1. Where did the zookeeper want Pam to work?................................................................

( In the nursery/ at the baby animal zoo)

1. What did Pam think would happen if she talked to the zoo’s veterinarian?

………………………………………………………………………………………………………………..

( she thought the veterinarian would convince the zookeeper to let her work with other animals)

1. What was wrong with the baby monkey?.......................................................................

………………………………………………………………………………………………………

Accept either: She had stopped breathing or she had been in a fire )

1. What was the job that Dr. Mack wanted Pam to do? …………………………….

………………………………………………………………………………………………………………

( Handle the frightened animals and take care of them while they recovered from surgery)

1. Why do you think Pam never ask Dr. Mack to talk to the zookeeper?............

………………………………………………………………………………………………………

( After she learned about the job Dr. Mack wanted her to do, she realised it was important )

**Comprehension Level**

\_\_\_\_\_Independent: 6 correct

\_\_\_\_\_Instructional:4-5 correct

 \_\_\_\_\_Frustration:0-3

**Name of student:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Age \_\_\_\_\_\_\_\_ Sex\_\_\_\_\_\_\_Date\_\_\_\_\_\_\_\_ Assessor**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Grade Seven:** **Ken becomes a Journalist**Ken’s greatest ambition is to be a journalist. Throughout his high school years, he has been a photographer on the school newspaper. Now he is the senior editor of the school paper, but his goal is to be a foreign correspondent. Ken is taking a class in photography and learning how to use pictures to tell a story. Ken would like to find a way to combine writing about international relations and photography, perhaps writing for a new magazine or for a TV news show but using his own photographs.Two years ago, Ken’s history class took a trip to the southeastern states. He took his camera and photographed the eroded seacoasts. When Ken’s pictures were published in the local newspaper, there were many letters to the editor, praising his work. Last year, when Ken was a junior, his class went to Mexico.Ken took pictures of how the recent earthquake had devastated the entire region  | When Ken showed his pictures to the editor of the town newspaper, he asked him to write an article to go with the pictures. He told ken that he had a unique talent for capturing people’s attention with a profound photograph.He said if he wrote an article to go with the pictures, people would understand the message in the photographs better. This time, public reaction was phenomenal! Ken could finally see a way to combine his ability to write with his interest in photography.Now in his senior year, Ken is deciding where to go to college. Ken’s inclination is to go to a prestigious college. He wants to be near the ambassadors and diplomats. Ken has never abandoned his goal to be a foreign correspondent. He keeps that in mind through all his decisions.(292 words)**Reading level**\_\_Independent : 0-8 miscues\_\_Instructional: 9-15 miscues\_\_Frustration: 16+ miscues  |

**Comprehension Questions:**

1. What does Ken want to be? ……………………………………………………………………

(Accept either: **a journalist or a foreign correspondent**)

1. Where was Ken’s pictures first published?.................................................

( In the local newspaper)

1. Why did Ken take his camera with him to Mexico?..................................

……………………………………………………………………………………………………………

( so he could take pictures of the damage caused by the earthquake )

1. What caused Ken to think that he could combine his ability to write with photography? ………………………………………………………………………………………..

 ……………………………………………………………………………………………………………….

 ( the editor told him if he wrote an article to go with the pictures, people would understand the message in the photographs better)

1. According to the passage, public reaction was phenomenal! what does phenomenal mean? ………………………………………………………………………….

………………………………………………………………………………………………………….

( Extraordinary, unique, unusual extra special, or any other reasonable answer)

1. What word would you use to describe Ken?..........................................

( ambitious, determined, focused or any reasonable answer)

**Comprehension Level**

**\_\_\_Independent 6 correct**

**\_\_\_Instructional 4-5 correct**

**\_\_\_Frustration 0-3 correct**

**Name of Student \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_School\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_ Age\_\_\_\_ Date\_\_\_\_\_\_\_\_\_**

 **WORDLIST: EXAMINER’S COPY**

**For correctly decode words place a tick. Write any deviation from the word in the space provided**.

|  |  |
| --- | --- |
| **WORDS STUDENTS RESPONSE**  **Grade One**1. has \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. red \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. can \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. big \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. bus \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. trip \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. good \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. day \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. time \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Grade Two**1. see \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. food \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. them \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. baby \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. die \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. lack \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. small \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. rain \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. eat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. water \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Grade Three** 1. seat \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. warm \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. city \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. empty \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. ruled \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. middle \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. front \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. driver \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. police \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. system \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 | **WORDS STUDENTS RESPONSE** **Grade Four** 1. damp \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. wool \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. clothing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. removed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. electric \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. fiber \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. direction \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. formed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. fabric \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. spun \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Grade Five**1. close \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. theater \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. different \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. sprawling \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. involvement \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. commute \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. suburban \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. museums \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. wedged \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. convenience \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 **Grade Six** 1. unique \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. equipped \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
3. observation \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. frantically \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
5. ambition \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
6. volunteered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
7. photography \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
8. inclination \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
9. correspondent \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
10. phenomenal \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |