

# Lessons 26–28

## Assessment

### ✓ Objectives

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

- ✓ Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words (RF.1.2c)
- ✓ Segment and blend phonemes to form one- and two-syllable words (RF.1.2d)
- ✓ Read r-controlled vowel sounds spelled with digraph teams (RF.1.3c)
- ✓ Capitalize dates (L.1.2a)
- ✓ Use commas in dates (L.1.2c)
- ✓ Orally produce sounds represented by spellings

At a Glance	Exercise	Materials	Minutes
<b>Mid-Year Assessment</b>	Reading Comprehension: “Amber the Bat”	Worksheet 26.1	Will Vary
	Word Reading in Isolation		

### Advance Preparation

- Make one copy of the word list at the end of this lesson for use during the Word Reading in Isolation Assessment.
- Make one copy for each student of the Word Reading in Isolation Scoring Sheet, also found at the end of this lesson.

### **Note to Teacher**

For the next three days, you will be administering the mid-year assessment. Students will first read a story and answer comprehension questions, then work one-on-one with you to read words in order to identify specific letter-sound correspondences that require targeted remediation. Instructions are provided as to how to progress with students based on their scores. When working one-on-one with students, you will need to have activities prepared for the rest of your class to work on independently. You may choose to have students work on the following:

1. Reread stories from *The Green Fern Zoo Reader*
2. Read Pausing Point stories from *The Green Fern Zoo Reader*
3. Look at web resources/informational video clips on animals found at the Green Fern Zoo
4. Write an informational paragraph about another animal from the Green Fern Zoo
5. Share their writing with peers
6. Work on Pausing Point activities/worksheets

## **Mid-Year Assessment**

*Will Vary*

### **10 Reading Comprehension: “Amber the Bat”**

**Note:** All students must take the Reading Comprehension assessment. The assessment should be given to the whole class in one sitting. The story and comprehension questions are included on the following pages for your reference.

- Distribute Worksheet 26.1. Tell students to write their names and date on the worksheet.
- Tell students to first read the story carefully, and then answer the comprehension questions. Encourage students to look back at the story to find their answers.
- Record students’ results on the Reading Comprehension Assessment Scoring Sheet.

## Amber the Bat

This is Am·ber. Am·ber looks a bit like a fox. But she has wings and swings from trees. In fact, Am·ber is a bat.

Am·ber needs a lot of room to glide back and forth be·cause she has a wing·span of five feet. In fact, bats like Am·ber are the bigg·est bats there are!

Am·ber makes her home here at Green Fern Zoo. She has all the room she needs at the zoo. Some bats like Am·ber make their homes in the trop·ics, where the sun shines and it is hot.

Bats like Am·ber feed on plant **parts** and poll·en. They can smell lots of things, so they use their nose to look **for** food. They use their wings to glide from plant to plant to gath·**er** their food. In fact, they can trav·el up to 40 miles to gath·**er** food!

Look at Am·ber here in the tree. Am·ber likes to do things up·side down. She hangs out up·side down. She sleeps up·side down. When she has food, she clings to the branch with **her** feet and will munch on **her** food up·side down! What can you do up·side down?



1. What is Am·ber?

- ☐ a fox
- ☐ a bat
- ☐ a dog
- ☐ a cat

2. Am·ber's wings are \_\_\_\_\_ long.

- ☐ three feet
- ☐ three wing·spans
- ☐ two feet
- ☐ five feet

3. Where do bats like Am·ber make their homes?
- ☐ up in the north
  - ☐ in the trop·ics
  - ☐ in the des·ert
  - ☐ in cool lakes
4. What do bats like Am·ber feed on?
- ☐ fish
  - ☐ grubs and slugs
  - ☐ milk
  - ☐ plant parts and poll·en
5. What part do bats like Am·ber use to look for food?
- ☐ nose
  - ☐ legs
  - ☐ teeth
  - ☐ fins

6. Bats like Am·ber can trav·el . . .

- up to 10 miles to gath·er food
- up to 40 miles to gath·er food
- as far as three miles to gath·er food
- as far as five feet to gath·er food

7. What things can Am·ber do up·side down?

- sing a sweet song, sleep, and munch on food
- hang out, trav·el, and sleep
- hang out, sleep, and munch on food
- just munch on food

8. It says, “Am·ber needs a lot of room to glide back and forth . . .”

Glide is a word **for**:

- ☐ swim
  - ☐ trav·el
  - ☐ hop
  - ☐ sleep
9. Why would Am·ber need a lot of room to glide back and forth?
- ☐ be·cause there are lots of bats at the zoo
  - ☐ be·cause she is one of the bigg·est bats there are
  - ☐ be·cause there are lots of in·sects at the zoo
  - ☐ be·cause there are trees at the zoo



## Reading Comprehension Assessment Scoring Sheet

Skill	Literal	Inferential	
Question Number	1–7	8 and 9	
Student Name			
Benchmarks (number correct out of number given)	6 out of 7	2 out of 2	Overall Benchmark 80%

# Reading Comprehension Assessment Remediation Guide

After you have entered all student scores into the Reading Comprehension Assessment Scoring Sheet, use the following to assist you in determining students who may need additional instruction.

Write the names of students who did not meet the benchmark for each subassessment on the lines.

Comprehension	
Literal (#1, 2, 3, 4, 5, 6, 7)	Inferential (#8, 9)
1. _____	1. _____
2. _____	2. _____
3. _____	3. _____
4. _____	4. _____
5. _____	5. _____
6. _____	6. _____
7. _____	7. _____
8. _____	8. _____
9. _____	9. _____
10. _____	10. _____

## 10 Word Reading in Isolation Assessment

### Directions for Word Reading in Isolation Assessment

- Turn to the Word List for the Mid-Year Word Reading in Isolation Assessment that you prepared in advance.
- Cover all of the words before calling a student back to you.
- Call on one student and ask him or her to join you in the assessment area.
- Tell the student that today, he or she will read some words aloud to you.
- Tell the student that it is important to do his/her very best reading.
- Uncover the first row of words by moving the paper down one space.
- As the student reads the word, mark any incorrect letter-sound correspondences above the word on the Word Reading in Isolation Scoring Sheet you copied in advance. Also, note whether the student incorrectly chunks letters into syllables, leading to mispronunciation. If the student reads the word correctly, simply place a check mark by the word.

- If, after 10 seconds, the student is unable to read the word at all, simply tell the student the word and move on. Mark an X above the word on the recording sheet.
- When the student has finished reading the word list, look over the chart to note any patterns that might appear to indicate gaps in phoneme knowledge or syllabication difficulties.
- Refer to the end of this lesson for analysis directions.

# Word Reading in Isolation Assessment

	a	b	c	d	e
1	clap	un·der	charm	press	pen·pal
2	queen	wood·stove	helped	corn·cob	draw·ing
3	drum·stick	orb	scrap	nick·named	loom
4	en·ter	marked	camp·er	foot·print	out·side
5	shape	bee·hive	melt·ed	cole·slaw	thawed
6	quick·est	ring	ground	bloomed	swimm·ing
7	those	ate	sour	feed·er	zig·zag
8	pin·point	boiled	bigg·er	quill	cute
9	fab·ric	stork	sun·shine	mule	rose·bud
10	ouch	barn·yard	raked	tool·box	snort
11	fuse	lift·ed	book·mark	splash	chopped
12	sand·wich	crawl	join	side·car	chil·dren

Word Reading in Isolation Scoring Sheet				
	a	b	c	d e
1	clap	under	charm	press
	/k/ /l/ /a/ /p/	/u/ /n/ • /d/ /er/	/ch/ /ar/ /m/	/p/ /e/ /n/ • /p/ /a/ /l/
2	queen	woodstove	helped	corncob
	/qu/ /ee/ /n/	/w/ /oo/ /d/ • /s/ /t/ /oe/ /v/	/h/ /e/ /l/ /p/ /t/	/k/ /or/ /n/ • /k/ /o/ /b/
3	drumstick	orb	scrap	nicknamed
	/d/ /r/ /u/ /m/ • /s/ /t/ /i/ /k/	/or/ /b/	/s/ /k/ /r/ /a/ /p/	/n/ /i/ /k/ • /n/ /ae/ /m/ /d/
4	enter	marked	camper	footprint
	/e/ /n/ • /t/ /er/	/m/ /ar/ /k/ /t/	/k/ /a/ /m/ /p/ • /er/	/f/ /oo/ /t/ • /p/ /r/ /i/ /n/ /t/
5	shape	beehive	melted	coleslaw
	/sh/ /ae/ /p/	/b/ /ee/ • /h/ /ie/ /v/	/m/ /e/ /l/ /t/ • /e/ /d/	/k/ /oe/ /l/ • /s/ /l/ /aw/
6	quickest	ring	ground	bloomed
	/qu/ /i/ /k/ • /e/ /s/ /t/	/r/ /i/ /ng/	/g/ /r/ /ou/ /n/ /d/	/b/ /l/ /oo/ /m/ /d/
7	those	ate	sour	feeder
	/th/ /oe/ /z/	/ae/ /t/	/s/ /ou/ /r/	/f/ /ee/ /d/ • /er/
8	pinpoint	boiled	bigger	quill
	/p/ /i/ /n/ • /p/ /oi/ /n/ /t/	/b/ /oi/ /l/ /d/	/b/ /i/ /g/ • /er/	/qu/ /i/ /l/
9	fabric	stork	sunshine	mule
	/f/ /a/ /b/ • /r/ /i/ /k/	/s/ /t/ /or/ /k/	/s/ /u/ /n/ • /sh/ /ie/ /n/	/m/ /ue/ /l/
10	ouch	barnyard	raked	toolbox
	/ou/ /ch/	/b/ /ar/ /n/ • /y/ /ar/ /d/	/r/ /ae/ /k/ /t/	/t/ /oo/ /l/ • /b/ /o/ /x/
11	fuse	lifted	bookmark	splash
	/f/ /ue/ /z/	/l/ /i/ /f/ /t/ • /e/ /d/	/b/ /oo/ /k/ • /m/ /ar/ /k/	/s/ /p/ /l/ /a/ /sh/
12	sandwich	crawl	join	sidocar
	/s/ /a/ /n/ /d/ • /w/ /i/ /ch/	/k/ /r/ /aw/ /l/	/j/ /oi/ /n/	/s/ /ie/ /d/ • /k/ /ar/
				/ch/ /i/ /l/ • /d/ /r/ /e/ /n/

## Word Reading in Isolation Analysis

After scoring the assessment, you might find it helpful to determine which phonemes students missed that caused them to score below the benchmark for word reading.

Score required to meet benchmark of 80%	
Phonemes	
<b>Consonants</b> /b/    /d/    /f/    /g/    /h/ /j/    /k/    /l/    /m/    /n/ /p/    /r/    /s/    /t/    /v/ /w/    /x/    /y/    /z/    /ch/ /sh/   /th/   /th/   /ng/   /qu/	155/192
<b>Vowels</b> /a/    /e/    /i/    /o/    /u/ /ae/   /ee/   /ie/   /oe/   /ue/ /oo/   /oo/   /ou/   /oi/   /aw/ /er/   /or/   /ar/	72/90

The following sheets are provided for your use in directing remediation. Make a copy of each page.

Write the names of students who missed particular sounds under each header. This will help you determine what kind of remediation is needed.

Refer to the table of contents in the *Assessment and Remediation Guide* to locate information about specific phonemes and syllabication for remediation purposes.

## Word Reading in Isolation Remediation Guide

Phonemes—Consonants		
<b>/b/ (2d, 3b, 5b, 6d, 8b, 8c, 9a, 9e, 10b, 10d, 11c)</b>	<b>/d/ (1b, 2b, 2e, 3a, 3d, 4e, 5c, 5e, 6c, 7d, 8b, 9e, 10b, 11b, 12a, 12d, 12e)</b>	<b>/f/ (4d, 7d, 9a, 11a, 11b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/g/ (6c, 7e, 8c)</b>	<b>/h/ (2c, 5b)</b>	<b>/j/ (12c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/k/ (1a, 2d, 3a, 3c, 3d, 4b, 4c, 5d, 8e, 9a, 9b, 10c, 11c, 12b, 12d)</b>	<b>/l/ (1a, 1e, 2c, 3e, 5c, 5d, 6d, 8b, 8d, 9d, 10c, 11c, 12b, 12e)</b>	<b>/m/ (1c, 3a, 3d, 3e, 4b, 4c, 5c, 6d, 6e, 9d, 11c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/n/ (1b, 1e, 2a, 2d, 3d, 4a, 4d, 6c, 8a, 9c, 10b, 10e, 12a, 12c, 12e)</b>	<b>/p/ (1a, 1d, 1e, 2c, 3c, 4c, 4d, 5a, 8a, 11d, 11e)</b>	<b>/r/ (1d, 2e, 3a, 3c, 4d, 6b, 6c, 7c, 9ba, 9e, 10c, 12b, 12e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/s/ (1d, 2b, 3a, 3c, 4e, 5d, 6e, 7c, 9b, 9c, 10e, 11d, 12a, 12d)</b>	<b>/t/ (2b, 2c, 3a, 4a, 4b, 4d, 4e, 5c, 7b, 8a, 8e, 9b, 10c, 10d, 10e, 11b, 11e)</b>	<b>/v/ (2b, 5b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>/w/ (2b, 6e, 12a)</b>	<b>/x/ (10d)</b>	<b>/y/ (10b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/z/ (1c, 10a, 11e, 12a, 12e)</b>	<b>/ch/ (1c, 10a, 11e, 12a, 12e)</b>	<b>/th/ (7a)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/th/ (5e)</b>	<b>/sh/ (5a, 9c, 11d)</b>	<b>/ng/ (2e, 6b, 6e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/qu/ (2a, 6a, 8d)</b>		
	1. _____	
	2. _____	
	3. _____	

<b>Phonemes—Vowels</b>		
<b>/a/ (1a, 1e, 3c, 4c, 7e, 9a, 11d, 12a)</b>	<b>/e/ (1d, 1e, 2c, 4a, 5c, 11b, 12e)</b>	<b>/i/ (2e, 3a, 3d, 4d, 6a, 6b, 6e, 7e, 8a, 8c, 8d, 9a, 11b, 12a, 12e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/o/ (2d, 10d, 11e)</b>	<b>/u/ (1b, 3a, 9c, 9e)</b>	<b>/ae/ (3d, 5a, 7b, 10c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____



<b>/ee/ (2a, 5b, 7d)</b>	<b>/ie/ (4e, 5b, 9c, 12d)</b>	<b>/oe/ (2b, 5d, 7a, 9e)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ue/ (8e, 9d, 11a)</b>	<b>/oo/ (3e, 6d, 10d)</b>	<b>/oo/ (2b, 4d, 11c)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/ou/ (4e, 6c, 7c, 10a)</b>	<b>/oi/ (8a, 8b, 12c)</b>	<b>/aw/ (2e, 5d, 5e, 12b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
<b>/er/ (1b, 4a, 4c, 7d, 8c)</b>	<b>/or/ (2d, 3b, 9b, 10e)</b>	<b>/ar/ (1c, 4b, 10b, 11c, 12d)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____

<b>Past-Tense Marker</b>		
<b>'ed' &gt; /t/ (2c, 4b, 10c, 11e)</b>	<b>'ed' &gt; /d/ (3d, 5e, 6d, 8b)</b>	<b>'ed' &gt; /ed/ (5c, 11b)</b>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____