

Hello tutors. I'd like to get a starting point for each student in the various activities. The purple sheets in this package are for you to use during the assessment. The white sheets are for your student. Please be sure all materials go back in the page protector in your student's package. Please complete the following:

1. Sight word Assessment – Test each sight word pack separately. STOP WHEN YOUR STUDENT HAS MORE THAN 5 ERRORS.

Sight Word Pack 1								
have	the	a	is	you	will	to	and	we
that	in	not	for	at	with	it	on	can
will	are	of	this	your	as	but	be	
Sight Word Pack 2								
he	I	they	one	good	me	about	had	if
some	up	her	do	when	so	my	very	all
would	any	been	out	there	from	day		
Sight Word Pack 3								
go	see	then	us	no	him	by	was	come
get	or	two	man	little	has	them	how	like
our	what	know	make	which	much	his		
Sight Word Pack 4								
who	an	their	she	new	said	did	boy	three
down	work	put	were	before	just	long	here	other
old	take	eat	again	give	after	many		
Sight Word Pack 5								
saw	home	soon	stand	box	upon	first	came	girl
house	find	because	made	could	book	look	mother	run
school	people	night	into	save	think	back		
Sight Word Pack 6								
big	where	am	morning	live	four	last	colour	away
red	friend	pretty	eat	want	year	white	got	play
found	left	men	bring	wish	black	ball		
Sight Word Pack 7								
may	let	use	these	right	present	tell	next	please
leave	hand	more	why	better	under	while	should	never
each	best	another	seem	tree	name	dear		
Sight Word Pack 8								
ran	five	read	over	such	way	too	shall	own
most	sure	thing	only	near	than	open	kind	must
high	far	both	end	also	call	until		
Sight Word Pack 9								
ask	small	yellow	show	goes	clean	buy	thank	sleep
letter	jump	help	fly	don't	fast	cold	today	does
face	green	every	brown	gave	six	coat		
Sight Word Pack 10								
hat	car	write	try	myself	longer	those	hold	full
carry	eight	sing	stop	warm	sit	dog	ride	hot
grow	cut	ate	seven	woman	yes	funny		
Sight Word Pack 11								
off	sister	happy	once	didn't	set	round	dress	fall
wash	start	always	anything	around	close	walk	money	turn
might	hard	along	bed	fine	sat	hope		
Sight Word Pack 12								
fire	ten	order	part	early	fat	third	same	love
hear	yesterday	eyes	door	clothes	though	o'clock	second	water
town	took	pair	now	keep	head	food		

2. Spelling Assessment: Say the word once, read the sentence, and then say the word again. Complete each set until the student **MISSES 3 out of 5 words**. **Say: I am going to ask you to spell some words. When you do not know how to spell a word, spell it the best you can. Write down all the sounds you feel and hear.**"

Set 1

1. bed I hopped out of bed this morning.
2. ship The ship sailed around the island.
3. when When will you come back?
4. lump He had a lump on his head after he fell.
5. float I can float on the water with my new raft.

Set 2

1. **train** I rode the train to the next town.
2. **place** I found a new place to put my books.
3. **drive** I learned to drive a car.
4. **bright** The light is very bright.
5. **shopping** Mother went shopping at the grocery store.

Set 3

1. spoil The food will spoil if it is not kept cool.
2. serving The restaurant is serving dinner tonight.
3. chewed The dog chewed up my favorite sweater yesterday.
4. carries She carries apples in her basket.
5. marched We marched in the parade.

Set 4

1. **shower** The shower in the bathroom was very hot.
2. **cattle** The cowboy rounded up the cattle.
3. **favor** He did his brother a favor by taking out the trash.
4. **ripen** The fruit will ripen over the next few days.
5. **cellar** I went down to the cellar for the can of paint.

Set 5

1. pleasure It was a pleasure to listen to the choir sing.
2. fortunate It was fortunate that the driver had snow tires during the snowstorm.
3. confident I am confident that we can win the game.
4. civilize They had the idea that they could civilize the forest people.
5. opposition The coach said the opposition would give us a tough game.

3. Test each nonsense word pack separately. STOP WHEN YOUR STUDENT HAS MORE THAN 4 ERRORS.

CVVC Pack #1					
eef	koy	oot	eem	ooch	moy
een	hov	kee	shoo	pov	dee
ool	chee	goo	moo	sov	doy
CVVC Pack #2					
eef	koy	oot	eem	ooch	choo
da	sa	ma	ca	moo	lee
ad	am	tee	oom	eel	ack
CVVC Pack #3					
dee	oof	pov	fa e	ack	afe
ma e	fa	ave	doy	ca	ate
ane	ma	ra e	cha	chee	whee
CVVC Pack #4					
sa e	sha	ad	ake	ame	ate
at	da e	ale	aze	sa e	ra
ha e	am	afe	va e	va	ap
CVVC Pack #5					
phov	li	ip	ade	pi	na
abe	oob	pa e	ja	fi	hi
ake	bi	ish	thi	chi	ma e
CVVC Pack #6					
ooth	mi e	sa e	ake	in	fi e
ice	ig	shov	di e	chov	ta
ame	ki	ite	ide	im	si
CVVC Pack #7					
ame	an	ick	ime	um	us
pi e	ud	ab	ma	ri	ki
ite	pu	gi	ug	lu	ru
CVVC Pack #8					
ule	uke	ish	ime	un	uge
ape	ing	at	ba	su	mu
ud	hu	ube	ute	ug	ume
CVVC Pack #9					
ob	op	ig	ife	un	ute
bo	du e	ock	do	so	od
og	su	tu e	ho	fo	mo
CVVC Pack #10					
to e	ick	ide	ug	ule	op
ole	co e	di	bo e	chu	bo
wo	ome	og	so	ore	ode
CVVC Pack #11					
be	eck	di e	uch	upe	om
le	en	ed	ne	de	et
uge	po	ode	he	to	pe

4. Vowel Cards – Have the student say the sound for each vowel. Stop when they **make an error**.

Primary Vowels				
ee (keep)	oo (moon)	oy (toy)	_a_ (cap)	a_e (cape)
Then add				
i (kit)	i_e (kite)	_u_ (cup)	u_e (cute)	_o_ (pot)
o_e (pole)	_e_ (hen)			
Secondary Vowels				
ea (eat)	oa (boat)	ai (bait)	ar (car)	are (care)
or (for)	ore (fore)	ir (fir)	ire (fire)	er (her)
ur (fur)	aw (saw)	ew (few)	ou (ouch)	ay (say)
ow (cow)	oi (soil)	igh (high)		

5. **Writing:** The student will write on the paper titled, **Writing CBM: Correct Writing Sequence**.

SAY: You are going to write a story. I will read a sentence and then you will write a story about what happens. You will have one minute to think about what you will write, and three minutes to write your story. Remember to do your best work. If you don't know how to spell a word you should guess. Are there any questions? Put your pencil down and listen. For the next minute, think about... the best vacation I ever had was. **(This is an example writing prompt. This writing prompt changes pre and post testing. Please use the statement that is on the top of the student writing page).**

Time the student for a minute to think. After 30 seconds say the prompt on the writing page. An example would be: **“You should be thinking about your vacation.”**

After one minute of thinking time, say: **Now begin writing.** Time for 3 minutes.

Encourage your student to write if they are not writing by saying, **Keep writing the best story you can.**

After 3 minutes, stop the student. Put a mark (like a bracket) beside where the student stopped. Then ask them to finish the story.