

# Reading Readiness Mastery Check – Advanced Schedule – Mastery Check II

Name \_\_\_\_\_ Date \_\_\_\_\_

*This check is given after all the lower-case letters and sounds of are introduced and practiced. Sections I, II, & III are administered individually.*

*Materials needed: individual letter cards with all lower-case letters; index cards with words: cup, zip, mix, yet, rag, grass, just, bend, stand, flat*

## I. Letter Recognition

*(Present the letter cards one at a time to the student.)*

*“Name the letters. (Mark each letter as correct or incorrect.)*

y\_\_\_ w\_\_\_ b\_\_\_ j\_\_\_ n\_\_\_ a\_\_\_ d\_\_\_ m\_\_\_ z\_\_\_ h\_\_\_ qu\_\_\_ o\_\_\_ k\_\_\_ e\_\_\_

l\_\_\_ r\_\_\_ p\_\_\_ c\_\_\_ i\_\_\_ g\_\_\_ u\_\_\_ t\_\_\_ v\_\_\_ x\_\_\_ f\_\_\_ s\_\_\_

## II. Phonological Awareness

*(This activity is oral. Students do not see the letters.)*

A. *“Listen to each sound. Say the letter that makes the sound.” (Mark each as correct or incorrect.)*

/b/\_\_\_ /v/\_\_\_ /r/\_\_\_ /j/\_\_\_ /w/\_\_\_ /kw/\_\_\_ /l/\_\_\_ /m/\_\_\_ /n/\_\_\_ /h/\_\_\_ /i/\_\_\_ /ö/\_\_\_

/z/\_\_\_ /s/\_\_\_ /ä/\_\_\_ /n/\_\_\_ /y/\_\_\_ /t/\_\_\_ /d/\_\_\_ /ë/\_\_\_ /p/\_\_\_ /f/\_\_\_ /g/\_\_\_

/ü/\_\_\_ /ks/\_\_\_

*“The /k/ sound is represented by more than one letter. Name all the letters that make this sound.”*

/k/\_\_\_ k\_\_\_ c\_\_\_

B. (Present the students with the following letter cards: i, t, p, n, s, a, l, d.)  
(Give the following directions). (Mark as correct or incorrect.)

“Use the letters to make the word *sad*.” \_\_\_\_\_

“Change the *s* to *l*. Read the word.” \_\_\_\_\_ (*lad*)

“Change the *l* to *p*. Read the word.” \_\_\_\_\_ (*pad*)

“Change *d* to *n*. Read the word.” \_\_\_\_\_ (*pan*)

“Change *a* to *i*. Read the word.” \_\_\_\_\_ (*pin*)

“Change *n* to *t*. Read the word.” \_\_\_\_\_ (*pit*)

“Change the *p* to *s*. Read the word.” \_\_\_\_\_ (*sit*)

C. (Present the students with the following letter cards: i, b, t, n, s, a, w, f, d.)  
(Give the following directions.) (Mark as correct or incorrect.)

“Move the letters to make the word *bat*.” \_\_\_\_\_

“Change *bat* to *bit*. Read the word.” \_\_\_\_\_

“Change *bit* to *bin*. Read the word.” \_\_\_\_\_

“Change *bin* to *win*. Read the word.” \_\_\_\_\_

“Change *win* to *fin*. Read the word.” \_\_\_\_\_

III. **Reading** (Using the prepared index cards, show one word at a time)

“Read each word aloud.” (Mark each word as correct or incorrect.)

cup\_\_\_ zip\_\_\_ mix\_\_\_ yet\_\_\_ rag\_\_\_ grass\_\_\_ just\_\_\_ bend\_\_\_ stand\_\_\_ flat\_\_\_

IV. **Handwriting** (Optional. This activity can be administered whole group. Note that the students will need paper and a writing instrument to complete this section.)

“Write each letter as I name it.”

i\_\_\_ t\_\_\_ p\_\_\_ n\_\_\_ s\_\_\_ a\_\_\_ l\_\_\_ d\_\_\_ f\_\_\_ h\_\_\_ g\_\_\_ o\_\_\_ k\_\_\_ c\_\_\_ m\_\_\_ r\_\_\_

b\_\_\_ e\_\_\_ y\_\_\_ j\_\_\_ u\_\_\_ w\_\_\_ v\_\_\_ x\_\_\_ z\_\_\_ qu\_\_\_