

# Reading Readiness Mastery Check – Initial Schedule

Student \_\_\_\_\_ Date \_\_\_\_\_

All activities in this check are administered to students individually.

Materials Needed: Alphabet Arc with letter sequence covered, complete set of plastic alphabet letters, timer, 4 counters, Move-It-Say-It Card (optional)

## I. Letter Recognition

Present the blue alphabet arc and a set of letters to the student.

For activity A, have all letters facing right side-up in the center of the arc.

For activity B have the letters arranged in alphabetical order on the arc.

Time the student to determine how long it takes to complete each activity.

A “Today, you will show me how well you know the sequence of the letters in the alphabet. Build the alphabet on the arc in ABC order.”

(Mark each letter as correctly or incorrectly sequenced.)

A\_\_ B\_\_ C\_\_ D\_\_ E\_\_ F\_\_ G\_\_ H\_\_ I\_\_ J\_\_ K\_\_ L\_\_ M\_\_ N\_\_ O\_\_ P\_\_ Q\_\_

R\_\_ S\_\_ T\_\_ U\_\_ V\_\_ W\_\_ X\_\_ Y\_\_ Z\_\_

\_\_\_\_\_ Time to Complete

B. “Now you will tell me the names of each letter in the alphabet. Touch and name the letters on the arc in order.” (Mark each letter as correctly or incorrectly named.)

A\_\_ B\_\_ C\_\_ D\_\_ E\_\_ F\_\_ G\_\_ H\_\_ I\_\_ J\_\_ K\_\_ L\_\_ M\_\_ N\_\_ O\_\_ P\_\_ Q\_\_

R\_\_ S\_\_ T\_\_ U\_\_ V\_\_ W\_\_ X\_\_ Y\_\_ Z\_\_

\_\_\_\_\_ Time to Complete

## II. Phonological Awareness

*All the activities in this section are administered orally. Students do not see any print.*

A. “Now, we are going to work with words and their sounds. I will say two words. You say the words after me. Say “yes” if the words rhyme, or “no”, if the words do not rhyme.” (*Mark each pair as correct or incorrect.*)

bat/mat \_\_\_\_\_

jog/jet \_\_\_\_\_

shoe/too \_\_\_\_\_

fan/tan \_\_\_\_\_

hop/hip \_\_\_\_\_

go/goat \_\_\_\_\_

B. “I will say three words. You say the words after me. Two words rhyme and one does not. Tell me which word does not rhyme. I will do an example first.”

“me/tea/mop – The word *mop* does not rhyme with *me* and *tea*.”

“Now I want you to try this activity on your own. Repeat the words after me. Tell me which word does not rhyme.” (*Mark each set as correct or incorrect. Circle the word chosen by the student.*)

like/hog/log \_\_\_\_\_

ball/fall/bat \_\_\_\_\_

cake/cat/lake \_\_\_\_\_

bee/bear/chair \_\_\_\_\_

sing/song/ring \_\_\_\_\_

past/last/pat \_\_\_\_\_

C. “Now you will listen for the initial or beginning sound of some words. I will say some words. You will repeat these words. Decide if they have the same initial or beginning sound? Let’s do two examples first.”

Teacher: tap/ten

Student: tap/ten

Teacher: Think, do both words start with the same sound. Yes, both start with the /t/ sound.”

“Repeat these words. Do they have the same initial or beginning sound?”

Teacher: run/cat

Student: run/cat

Teacher: No, they do not have the same initial sound.”

Now you try some words on your own. Tell me if each word has the same initial sound.”  
(Mark each sound as correct or incorrect.)

late/line\_\_\_\_\_

key/me\_\_\_\_\_

sit/sap\_\_\_\_\_

day/deer\_\_\_\_\_

book/cake\_\_\_\_\_

tie/top\_\_\_\_\_

D. *Provide the student with 4 counters and a Say-It- And -Move-It card (optional).*

“Now you will tell me the sounds within a word I say. Repeat each word and move a counter for every sound you hear. I will do an example first.”

“run” – Move a counter for each sound and say “/r/ŭ/n/.”

“Now it is your turn. Repeat the word I say. Move a counter for each sound as you tell me the sounds you hear in the word.” (Mark each set as correct or incorrect. Identify which sound the student missed.)

in \_\_\_\_\_ (/ī/n/)

at \_\_\_\_\_ (/ă/t/)

cat \_\_\_\_\_ (/k/ă/t/)

like \_\_\_\_\_ (/l/ī/k/)

hen \_\_\_\_\_ (/h/ĕ/n/)

shape \_\_\_\_\_ (/sh/ā/p/)

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

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

*This check is given after the lower-case letters and sounds of i, t, p, n, s, a, l, d, f, h are introduced and practiced.*

*Sections I, II, & III are administered individually.*

*Materials needed: individual letter cards with lower-case i, t, p, n, s, a, l, d, f, h; index cards with words: tip, pin, lap, sat, did, add, ant, hit, fit, sip*

## I. Letter Recognition

*(Present the letter cards to the student. Mark each letter as correct or incorrect.)*

“Touch and name the letters.”

f \_\_\_ a \_\_\_ p \_\_\_ h \_\_\_ s \_\_\_ t \_\_\_ l \_\_\_ d \_\_\_ i \_\_\_ n \_\_\_

## II. Phonological Awareness

A. *(This activity is done orally. The student does not see the letters.)*

“Listen to each sound. Tell me the letter that makes the sound.”

/p/ \_\_\_ /n/ \_\_\_ /f/ \_\_\_ /s/ \_\_\_ /t/ \_\_\_ /d/ \_\_\_ /l/ \_\_\_ /h/ \_\_\_ /i/ \_\_\_ /ă/ \_\_\_

B. “Repeat the sounds. Put them together to make a word. I will do an example first.”

“/b/ă/t/ – When I put the sounds together they make the word *bat*.”

“Now I want you to repeat some sounds and blend them together. Tell me the words these sounds make when blended together.”

*(Say each sound individually without blending the sounds together. Mark each sound as correct or incorrect. Identify what sounds the student missed.)*

/k/ĭ/t/ \_\_\_

/r/ŭ/g/ \_\_\_

/l/ě/g/ \_\_\_

/m/ă/p/ \_\_\_

/h/ö/t/ \_\_\_

/f/l/ă/t/ \_\_\_

**III. Reading**

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

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

tip\_\_\_                  pin\_\_\_                  lap\_\_\_                  sat\_\_\_                  did\_\_\_

add\_\_\_                  ant\_\_\_                  hip\_\_\_                  fit\_\_\_                  sip\_\_\_

**IV. Handwriting** *(Optional. This activity can be administered in whole group. Note that students should have a piece of paper and a writing instrument to complete this section.)*

“Write each letter as I name it.” *(Mark each word as correct or incorrect.)*

i\_\_\_                  t\_\_\_                  p\_\_\_                  n\_\_\_

s\_\_\_                  a\_\_\_                  l\_\_\_                  d\_\_\_

# 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/\_\_\_ /ë/\_\_\_ /y/\_\_\_ /t/\_\_\_ /d/\_\_\_ /ë/\_\_\_ /p/\_\_\_ /f/\_\_\_ /z/\_\_\_

/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\_\_\_