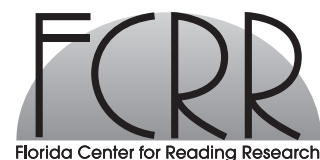




Florida Assessments for Instruction in Reading

Ongoing Progress Monitoring Blackline Masters

Kindergarten



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Ongoing Progress Monitoring

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Kindergarten

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Florida Assessments for Instruction in Reading



Kindergarten Student Summary Sheet

Ongoing Progress Monitoring Targeted Diagnostic Inventory Tasks Blackline Master

Student Name: _____
First
Last

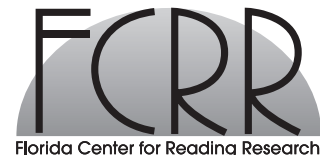
County: _____

School: _____

Teacher: _____

Administration Dates:

	Letter Name and Sound Knowledge		Phoneme Blending	Phoneme Deletion (Word Parts/ Initial)	Letter Sound Connections (Initial)
	Letters	Sounds			
OPM 1 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	_____ / _____
OPM 2 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	_____ / _____
OPM 3 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	_____ / _____
OPM 4 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	_____ / _____
OPM 5 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	_____ / _____
OPM 6 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	_____ / _____
	Letter Sound Connections (Final)	Word Building (Initial Consonants)	Word Building (Final Consonants)	Word Building (Medial Vowels)	
OPM 1 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	
OPM 2 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	
OPM 3 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	
OPM 4 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	
OPM 5 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	
OPM 6 Date(s)/Score:	_____ / _____	_____ / _____	_____ / _____	_____ / _____	



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OPM Task 1 - Probes 1-3: Letter Name and Sound Knowledge K

Directions: Place the Letter Name and Sound Knowledge Task Card (p. 1) in front of student and cover the letters with a blank sheet of paper. Uncover each set of letters one at a time to administer each item.

Script: I am going to show you some letters of the alphabet. Tell me the name of the letter and the sound it makes. Ready?

What's the name of this letter? What sound does it make?
(administer all items)

Letter Name and Sound Knowledge										
	Letter		Sound	Example	OPM 1 Score (0, 1) Letter Name	OPM 1 Score (0, 1) Letter Sound	OPM 2 Score (0, 1) Letter Name	OPM 2 Score (0, 1) Letter Sound	OPM 3 Score (0, 1) Letter Name	OPM 3 Score (0, 1) Letter Sound
1	B	b	/b/	(<u>b</u> us, ca <u>b</u>)						
2	K	k	/k/	(kick, so <u>k</u>)						
3	Z	z	/z/	(zip <u>per</u> , bu <u>zz</u>)						
4	S	s	/s/ /z/	(s <u>it</u> , bu <u>s</u> , <u>is</u>)						
5	P	p	/p/	(p <u>ot</u> , dro <u>p</u>)						
6	T	t	/t/	(to <u>p</u> , mi <u>tt</u>)						
7	D	d	/d/	(<u>d</u> ip, ma <u>d</u>)						
8	A	a	/ă/	(a <u>t</u> , ra <u>t</u>)						
9	J	j	/j/	(joy, <u>J</u> ill)						
10	V	v	/v/	(ve <u>r</u> y, se <u>r</u> ve)						
11	M	m	/m/	(ma <u>n</u> , To <u>m</u>)						
12	O	o	/ô/	(dro <u>p</u> , so <u>d</u>)						
13	C	c	/k/ /s/	(ca <u>t</u> , ci <u>t</u> y)						
14	F	f	/f/	(fo <u>x</u> , i <u>f</u>)						
15	L	l	/l/	(le <u>t</u> , pa <u>l</u>)						
16	R	r	/r/	(ra <u>t</u> , re <u>a</u> d)						
17	E	e	/ë/	(e <u>d</u> ge, pe <u>t</u>)						
18	H	h	/h/	(ha <u>t</u> , hi <u>ll</u>)						
19	W	w	/w/	(we <u>t</u>)						
20	N	n	/n/	(no <u>t</u> , pa <u>n</u>)						
21	Q	q	/kw/	(qui <u>et</u> , que <u>en</u>)						
22	I	i	/i/	(i <u>t</u> , mi <u>ss</u>)						
23	X	x	/x/	(bo <u>x</u>)						
24	G	g	/g /j/	(fro <u>g</u> , ge <u>m</u>)						
25	U	u	/ă/	(u <u>p</u> , mu <u>d</u>)						
26	Y	y	/y/	(ye <u>ll</u> , ba <u>b</u> y, m <u>y</u>)						
Total Correct										

OPM Task 1 - Probes 4-6: Letter Name and Sound Knowledge K

Directions: Place the Letter Name and Sound Knowledge Task Card (p. 1) in front of student and cover the letters with a blank sheet of paper. Uncover each set of letters one at a time to administer each item.

Script: I am going to show you some letters of the alphabet. Tell me the name of the letter and the sound it makes. Ready?

What's the name of this letter? What sound does it make?
(administer all items)

Letter Name and Sound Knowledge										
	Letter		Sound	Example	OPM 4 Score (0, 1) Letter Name	OPM 4 Score (0, 1) Letter Sound	OPM 5 Score (0, 1) Letter Name	OPM 5 Score (0, 1) Letter Sound	OPM 6 Score (0, 1) Letter Name	OPM 6 Score (0, 1) Letter Sound
1	B	b	/b/	(<u>b</u> us, cab)						
2	K	k	/k/	(<u>k</u> ick, sock)						
3	Z	z	/z/	(<u>z</u> ipper, buzz)						
4	S	s	/s/ /z/	(sit, <u>s</u> us, is)						
5	P	p	/p/	(<u>p</u> ot, drop)						
6	T	t	/t/	(<u>t</u> op, mitt)						
7	D	d	/d/	(<u>d</u> ip, mad)						
8	A	a	/ă/	(<u>a</u> t, <u>r</u> at)						
9	J	j	/j/	(joy, <u>j</u> ill)						
10	V	v	/v/	(<u>v</u> ery, serve)						
11	M	m	/m/	(<u>m</u> an, Tom)						
12	O	o	/ô/	(drop, <u>o</u> d)						
13	C	c	/k/ /s/	(cat, <u>c</u> ity)						
14	F	f	/f/	(fox, if)						
15	L	l	/l/	(let, pa <u>l</u>)						
16	R	r	/r/	(rat, re <u>ad</u>)						
17	E	e	/ê/	(e <u>dg</u> e, pe <u>t</u>)						
18	H	h	/h/	(<u>h</u> at, <u>h</u> ill)						
19	W	w	/w/	(<u>w</u> et)						
20	N	n	/n/	(<u>n</u> ot, pa <u>n</u>)						
21	Q	q	/kw/	(quiet, <u>q</u> ueen)						
22	I	i	/i/	(it, mi <u>ss</u>)						
23	X	x	/x/	(bo <u>x</u>)						
24	G	g	/g /j/	(frog, <u>g</u> em)						
25	U	u	/ă/	(<u>u</u> p, mu <u>d</u>)						
26	Y	y	/y/	(<u>y</u> ell, baby, my)						
Total Correct										

OPM Task 2 - Probe 1: Phoneme Blending

Directions: Say the phoneme for each letter or word part using half-second intervals. Pronounce the letter sounds, and not the letter names to administer each item.

Script: Practice 1. Listen as I say some words. If I say /s/ /and/, I know the word is *sand*. What would the word be if I say /s/ /ack/? (*sack*)
 If correct, say: **Yes, the word is sack.**
 If incorrect, say: **Let's try again.../s/ /ack/ is the word sack.**
 Practice 2. What would the word be if I say /k/ /i/ /ss/? (*kiss*)
 If correct, say: **Yes, the word is kiss.**
 If incorrect, say: **Let's try again.../k/ /i/ /ss/ is the word kiss.**

What would the word be if I say _____?
 (stop if the **first four** items are incorrect)

Phoneme Blending			
	Phonemes	Word	OPM Score (0, 1)
1	/p/ /it/	pit	
2	/c/ ar/	car	
3	/s/ /ay/	say	
4	/k/ /ite/	kite	
5	/sh/ /out/	shout	
6	/b/ /a /ck/	back	
7	/v/ /o/ /te/	vote	
8	/ch/ /i/ /p/	chip	
9	/d/ /r/ /u/ /m/	drum	
10	/j /u/ /m / /p/ /er/	jumper	
Total Correct			

OPM Task 2 - Probe 2: Phoneme Blending

K

Directions: Say the phoneme for each letter or word part using half-second intervals. Pronounce the letter sounds, and not the letter names to administer each item.

Script: Practice 1. Listen as I say some words. If I say /s/ /and/, I know the word is *sand*. What would the word be if I say /s/ /ack/? (*sack*)

If correct, say: **Yes, the word is sack.**

If incorrect, say: **Let's try again.../s/ /ack/ is the word sack.**

Practice 2. What would the word be if I say /k/ /i/ /ss/? (*kiss*)

If correct, say: **Yes, the word is kiss.**

If incorrect, say: **Let's try again.../k/ /i/ /ss/ is the word kiss.**

What would the word be if I say _____?
(stop if the **first four** items are incorrect)

Phoneme Blending			
	Phonemes	Word	OPM Score (0, 1)
1	/c/ /ut/	cut	
2	/k/ /ick/	kick	
3	/w/ /ay/	way	
4	/tr/ /uck/	truck	
5	/sh/ /ort/	short	
6	/m/ /a /ne/	mane	
7	/s/ /t/ /ew/	stew	
8	/th/ /a/ /t/	that	
9	/c/ /l/ /o/ /ck/	clock	
10	/s/ /w/ /i/ /mm/ /er/	swimmer	
Total Correct			

OPM Task 2 - Probe 3: Phoneme Blending

K

Directions: Say the phoneme for each letter or word part using half-second intervals. Pronounce the letter sounds, and not the letter names to administer each item.

Script: Practice 1. Listen as I say some words. If I say /s/ /and/, I know the word is *sand*. What would the word be if I say /s/ /ack/? (*sack*)

If correct, say: **Yes, the word is sack.**

If incorrect, say: **Let's try again.../s/ /ack/ is the word sack.**

Practice 2. What would the word be if I say /k/ /i/ /ss/? (*kiss*)

If correct, say: **Yes, the word is kiss.**

If incorrect, say: **Let's try again.../k/ /i/ /ss/ is the word kiss.**

What would the word be if I say _____?
(stop if the **first four** items are incorrect)

Phoneme Blending			
	Phonemes	Word	OPM Score (0, 1)
1	/s/ /it/	sit	
2	/h/ /ut/	hut	
3	/j/ /ack/	jack	
4	/t/ /ime/	time	
5	/sh/ /ee/ /t/	sheet	
6	/p/ /l/ /ay/	play	
7	/wr/ /o/ /te/	wrote	
8	/f/ /l/ /ow/	flow	
9	/ch/ /i/ /ll/	chill	
10	/c/ /r/ /u / /n/ /ch/	crunch	
Total Correct			

OPM Task 2 - Probe 4: Phoneme Blending

K

Directions: Say the phoneme for each letter or word part using half-second intervals. Pronounce the letter sounds, and not the letter names to administer each item.

Script: Practice 1. Listen as I say some words. If I say /s/ /and/, I know the word is *sand*. What would the word be if I say /s/ /ack/? (*sack*)

If correct, say: **Yes, the word is sack.**

If incorrect, say: **Let's try again.../s/ /ack/ is the word sack.**

Practice 2. What would the word be if I say /k/ /i/ /ss/? (*kiss*)

If correct, say: **Yes, the word is kiss.**

If incorrect, say: **Let's try again.../k/ /i/ /ss/ is the word kiss.**

What would the word be if I say _____?
(stop if the **first four** items are incorrect)

Phoneme Blending			
	Phonemes	Word	OPM Score (0, 1)
1	/s/ /ing/	sing	
2	/m/ /ap/	map	
3	/j/ /ust/	just	
4	/sh/ /ow/	show	
5	/ch/ /arm/	charm	
6	/s /a/ /me/	same	
7	/w/ /o/ /ke/	woke	
8	/th/ /u/ /mb/	thumb	
9	/l/ /a/ /m/ /p/	lamp	
10	/s/ /t/ /i/ /ck/ /er/	sticker	
Total Correct			

OPM Task 2 - Probe 5: Phoneme Blending

K

Directions: Say the phoneme for each letter or word part using half-second intervals. Pronounce the letter sounds, and not the letter names to administer each item.

Script: Practice 1. Listen as I say some words. If I say /s/ /and/, I know the word is sand. What would the word be if I say /s/ /ack/? (sack)
 If correct, say: **Yes, the word is sack.**
 If incorrect, say: **Let's try again.../s/ /ack/ is the word sack.**
 Practice 2. What would the word be if I say /k/ /i/ /ss/? (kiss)
 If correct, say: **Yes, the word is kiss.**
 If incorrect, say: **Let's try again.../k/ /i/ /ss/ is the word kiss.**

What would the word be if I say _____?
 (stop if the **first four** items are incorrect)

Phoneme Blending			
	Phonemes	Word	OPM Score (0, 1)
1	/j/ /am/	jam	
2	/b/ /est/	best	
3	/n/ /ote/	note	
4	/g/ /um/	gum	
5	/ch/ /urn/	churn	
6	/w/ /e/ /t/	wet	
7	/l/ /u/ /m/ /p/	lump	
8	/th/ /e/ /m/	them	
9	/d/ /r/ /ea/ /m/	dream	
10	/f/ /l/ /i/ /pp/ /er/	flipper	
Total Correct			

OPM Task 2 - Probe 6: Phoneme Blending

K

Directions: Say the phoneme for each letter or word part using half-second intervals. Pronounce the letter sounds, and not the letter names to administer each item.

Script: Practice 1. Listen as I say some words. If I say /s/ /and/, I know the word is *sand*. What would the word be if I say /s/ /ack/? (*sack*)

If correct, say: **Yes, the word is sack.**

If incorrect, say: **Let's try again.../s/ /ack/ is the word sack.**

Practice 2. What would the word be if I say /k/ /i/ /ss/? (*kiss*)

If correct, say: **Yes, the word is kiss.**

If incorrect, say: **Let's try again.../k/ /i/ /ss/ is the word kiss.**

What would the word be if I say _____?
(stop if the **first four** items are incorrect)

Phoneme Blending			
	Phonemes	Word	OPM Score (0, 1)
1	/p/ /et/	pet	
2	/w/ /all/	wall	
3	/l/ /aw/	law	
4	/ch/ /eat/	cheat	
5	/sh/ /ell/	shell	
6	/d/ /o/ /t/	dot	
7	/p/ /a/ /tch/	patch	
8	/sh/ /o/ /p/	shop	
9	/b/ /r/ /o/ /ke/	broke	
10	/f/ /l/ /a/ v/ /or/	flavor	
Total Correct			

OPM Task 3 - Probe 1: Phoneme Deletion (Word Parts/Initial)

K

Directions: Follow the script and clearly pronounce the deleted word part or phoneme.

Script: Practice 1. **Let's play a word game. Say *football*.** (Pause for student response.) **Now say *football* without saying *foot*.**
 If correct, say: **Yes, *football* without saying *foot* is *ball*.**
 If incorrect, say: **Let's try again....*football* without saying *foot* is *ball*.**
 Practice 2. **Say *cat*.** (Pause for student response.) **Now say *cat* without saying /k/.**
 If correct, say: **Yes, *cat* without saying /k/ is *at*.**
 If incorrect, say: **Let's try again...*cat* without saying /k/ is *at*.**
Say ____. (Pause for student response.) **Now say ____ without saying ____.**

Say _____. (Pause for student response.) **Now say ____ without saying ____.**
 (stop if the **first four** items are incorrect)

Phoneme Deletion (Word Parts/Initial)				
	Word	Word Part or Phoneme to Delete	Answer	OPM Score (0, 1)
1	eyeball	/eye/	ball	
2	backpack	/back/	pack	
3	daytime	/day/	time	
4	playpen	/play/	pen	
5	doorbell	/door/	bell	
6	tape	/t/	ape	
7	rat	/r/	at	
8	man	/m/	an	
9	feet	/f/	eat	
10	dear	/d/	ear	
Total Correct				

OPM Task 3 - Probe 2: Phoneme Deletion (Word Parts/Initial) K

Directions: Follow the script and clearly pronounce the deleted word part or phoneme.

Script: Practice 1. **Let's play a word game. Say *football*.** (Pause for student response.) **Now say *football* without saying *foot*.**

If correct, say: **Yes, *football* without saying *foot* is *ball*.**

If incorrect, say: **Let's try again....*football* without saying *foot* is *ball*.**

Practice 2. **Say *cat*.** (Pause for student response.) **Now say *cat* without saying /k/.**

If correct, say: **Yes, *cat* without saying /k/ is *at*.**

If incorrect, say: **Let's try again...*cat* without saying /k/ is *at*.**

Say _____. (Pause for student response.) Now say ____ without saying ____.

Say _____. (Pause for student response.) Now say ____ without saying ____.
(stop if the first four items are incorrect)

Phoneme Deletion (Word Parts/Initial)				
	Word	Word Part or Phoneme to Delete	Answer	OPM Score (0, 1)
1	seahorse	/sea/	horse	
2	railroad	/rail/	road	
3	doorknob	/door/	knob	
4	highway	/high/	way	
5	bluebird	/blue/	bird	
6	pup	/p/	up	
7	sand	/s/	and	
8	near	/n/	ear	
9	mate	/m/	ate	
10	clap	/c/	lap	
Total Correct				

OPM Task 3 - Probe 3: Phoneme Deletion (Word Parts/Initial)

K

Directions: Follow the script and clearly pronounce the deleted word part or phoneme.

Script: Practice 1. **Let's play a word game. Say *football*.** (Pause for student response.) **Now say *football* without saying *foot*.**
 If correct, say: **Yes, *football* without saying *foot* is *ball*.**
 If incorrect, say: **Let's try again....*football* without saying *foot* is *ball*.**
 Practice 2. **Say *cat*.** (Pause for student response.) **Now say *cat* without saying /k/.**
 If correct, say: **Yes, *cat* without saying /k/ is *at*.**
 If incorrect, say: **Let's try again...*cat* without saying /k/ is *at*.**
Say ____. (Pause for student response.) **Now say ____ without saying ____.**

Say ____. (Pause for student response.) **Now say ____ without saying ____.**
(stop if the first four items are incorrect)

Phoneme Deletion (Word Parts/Initial)				
	Word	Word Part or Phoneme to Delete	Answer	OPM Score (0, 1)
1	birdhouse	/bird/	house	
2	goldfish	/gold/	fish	
3	pancake	/pan/	cake	
4	mailbox	/mail/	box	
5	headphone	/head/	phone	
6	pit	/p/	it	
7	lend	/l/	end	
8	fox	/f/	ox	
9	mate	/m/	ate	
10	bus	/b/	us	
Total Correct				

OPM Task 3 - Probe 4: Phoneme Deletion (Word Parts/Initial)

K

Directions: Follow the script and clearly pronounce the deleted word part or phoneme.

Script: Practice 1. **Let's play a word game. Say *football*.** (Pause for student response.) **Now say *football* without saying *foot*.**

If correct, say: **Yes, *football* without saying *foot* is *ball*.**

If incorrect, say: **Let's try again....*football* without saying *foot* is *ball*.**

Practice 2. **Say *cat*.** (Pause for student response.) **Now say *cat* without saying /k/.**

If correct, say: **Yes, *cat* without saying /k/ is *at*.**

If incorrect, say: **Let's try again...*cat* without saying /k/ is *at*.**

Say _____. (Pause for student response.) Now say ____ without saying ____.

Say _____. (Pause for student response.) Now say ____ without saying ____.
(stop if the first four items are incorrect)

Phoneme Deletion (Word Parts/Initial)				
	Word	Word Part or Phoneme to Delete	Answer	OPM Score (0, 1)
1	baseball	/base/	ball	
2	rainbow	/rain/	bow	
3	cupcake	/cup/	cake	
4	bathroom	/bath/	room	
5	snowman	/snow/	man	
6	Sam	/s/	am	
7	fin	/f/	in	
8	heat	/h/	eat	
9	mice	/m/	ice	
10	stop	/s/	top	
Total Correct				

OPM Task 3 - Probe 5: Phoneme Deletion (Word Parts/Initial)

K

Directions: Follow the script and clearly pronounce the deleted word part or phoneme.

Script: Practice 1. **Let's play a word game. Say *football*.** (Pause for student response.) **Now say *football* without saying *foot*.**
 If correct, say: **Yes, *football* without saying *foot* is *ball*.**
 If incorrect, say: **Let's try again....*football* without saying *foot* is *ball*.**
 Practice 2. **Say *cat*.** (Pause for student response.) **Now say *cat* without saying /k/.**
 If correct, say: **Yes, *cat* without saying /k/ is *at*.**
 If incorrect, say: **Let's try again...*cat* without saying /k/ is *at*.**
Say _____. (Pause for student response.) Now say ____ without saying ____.

Say _____. (Pause for student response.) Now say ____ without saying ____.
(stop if the first four items are incorrect)

Phoneme Deletion (Word Parts/Initial)				
	Word	Word Part or Phoneme to Delete	Answer	OPM Score (0, 1)
1	airplane	/air/	plane	
2	hairbrush	/hair/	brush	
3	lighthouse	/light/	house	
4	carpool	/car/	pool	
5	playground	/play/	ground	
6	hit	/h/	it	
7	cape	/c/	ape	
8	mold	/m/	old	
9	feel	/f/	eel	
10	hill	/h/	ill	
Total Correct				

OPM Task 3 - Probe 6: Phoneme Deletion (Word Parts/Initial)

K

Directions: Follow the script and clearly pronounce the deleted word part or phoneme.

Script: Practice 1. **Let's play a word game. Say *football*.** (Pause for student response.) **Now say *football* without saying *foot*.**

If correct, say: **Yes, *football* without saying *foot* is *ball*.**

If incorrect, say: **Let's try again....*football* without saying *foot* is *ball*.**

Practice 2. **Say *cat*.** (Pause for student response.) **Now say *cat* without saying /k/.**

If correct, say: **Yes, *cat* without saying /k/ is *at*.**

If incorrect, say: **Let's try again...*cat* without saying /k/ is *at*.**

Say ____. (Pause for student response.) **Now say ____ without saying ____.**

Say ____. (Pause for student response.) **Now say ____ without saying ____.**
(stop if the first four items are incorrect)

Phoneme Deletion (Word Parts/Initial)				
	Word	Word Part or Phoneme to Delete	Answer	OPM Score (0, 1)
1	toothpick	/tooth/	pick	
2	headlight	/head/	light	
3	cookbook	/cook/	book	
4	courtyard	/court/	yard	
5	popcorn	/pop/	corn	
6	pat	/p/	at	
7	year	/y/	ear	
8	rice	/r/	ice	
9	stick	/s/	tick	
10	clock	/c/	lock	
Total Correct				

OPM Task 4 - Probe 1: Letter Sound Connections (Initial)

K

Directions: Place the Letter Sound Connections (Initial) Task Card (p. 2) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the FIRST sound in the word. Ask the student to point to the letter that makes that sound.

Script:

Practice 1. Listen carefully. What is the FIRST sound in seal?
 If correct, say: **Yes, the FIRST sound in seal is /s/.**
 If incorrect, say: **Let's try again...the FIRST sound in seal is /s/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /s/ sound.
 If correct, say: **Yes, the letter that makes the /s/ sound is s.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /s/ sound is s.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.

NOTE You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the FIRST sound in ___? Point to the letter that makes the ___ sound.
 (administer all items)

Letter Sound Connections (Initial)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	mouse	/m/	m		
2	tooth	/t/	t		
3	purse	/p/	p		
4	bottle	/b/	b		
5	ask	/ă/	a		
Total Correct					

OPM Task 4 - Probe 2: Letter Sound Connections (Initial)

K

Directions: Place the Letter Sound Connections (Initial) Task Card (p. 3) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the FIRST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the FIRST sound in seal?**

If correct, say: **Yes, the FIRST sound in seal is /s/.**

If incorrect, say: **Let's try again...the FIRST sound in seal is /s/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /s/ sound.

If correct, say: **Yes, the letter that makes the /s/ sound is s.**

If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /s/ sound is s.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.

NOTE

You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the FIRST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Initial)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	fish	/f/	f		
2	night	/n/	n		
3	duck	/d/	d		
4	ribbon	/r/	r		
5	on	/ð/	o		
Total Correct					

OPM Task 4 - Probe 3: Letter Sound Connections (Initial)

K

Directions: Place the Letter Sound Connections (Initial) Task Card (p. 4) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the FIRST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the FIRST sound in seal?**
 If correct, say: **Yes, the FIRST sound in seal is /s/.**
 If incorrect, say: **Let's try again...the FIRST sound in seal is /s/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /s/ sound.
 If correct, say: **Yes, the letter that makes the /s/ sound is s.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /s/ sound is s.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the FIRST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Initial)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	sink	/s/	s		
2	bath	/b/	b		
3	wish	/w/	w		
4	rooster	/r/	r		
5	it	/i/	i		
Total Correct					

OPM Task 4 - Probe 4: Letter Sound Connections (Initial)

K

Directions: Place the Letter Sound Connections (Initial) Task Card (p. 5) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the FIRST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the FIRST sound in seal?**
 If correct, say: **Yes, the FIRST sound in seal is /s/.**
 If incorrect, say: **Let's try again...the FIRST sound in seal is /s/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /s/ sound.
 If correct, say: **Yes, the letter that makes the /s/ sound is s.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /s/ sound is s.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the FIRST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Initial)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	lamp	/l/	l		
2	dish	/d/	d		
3	hill	/h/	h		
4	jam	/j/	j		
5	upstairs	/ü/	u		
Total Correct					

OPM Task 4 - Probe 5: Letter Sound Connections (Initial)

K

Directions: Place the Letter Sound Connections (Initial) Task Card (p. 6) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the FIRST sound in the word. Ask the student to point to the letter that makes that sound.

Script:

Practice 1. Listen carefully. What is the FIRST sound in seal?
 If correct, say: **Yes, the FIRST sound in seal is /s/.**
 If incorrect, say: **Let's try again...the FIRST sound in seal is /s/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /s/ sound.
 If correct, say: **Yes, the letter that makes the /s/ sound is s.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /s/ sound is s.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the FIRST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Initial)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	time	/t/	t		
2	mint	/m/	m		
3	vote	/v/	v		
4	zip	/z/	z		
5	otter	/ɒ/	o		
Total Correct					

OPM Task 4 - Probe 6: Letter Sound Connections (Initial)

K

Directions: Place the Letter Sound Connections (Initial) Task Card (p. 7) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the FIRST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the FIRST sound in seal?**
 If correct, say: **Yes, the FIRST sound in seal is /s/.**
 If incorrect, say: **Let's try again...the FIRST sound in seal is /s/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /s/ sound.
 If correct, say: **Yes, the letter that makes the /s/ sound is s.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /s/ sound is s.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the FIRST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Initial)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	pond	/p/	p		
2	name	/n/	n		
3	house	/h/	h		
4	finger	/f/	f		
5	ed	/ë/	e		
Total Correct					

OPM Task 5 - Probe 1: Letter Sound Connections (Final)

K

Directions: Place the Letter Sound Connections (Final) Task Card (p. 8) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the LAST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the LAST sound in pig?**
 If correct, say: **Yes, the LAST sound in pig is /g/.**
 If incorrect, say: **Let's try again...the LAST sound in pig is /g/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /g/ sound.
 If correct, say: **Yes, the letter that makes the /g/ sound is g.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /g/ sound is g.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the LAST sound in ____? Point to the letter that makes the ____ sound.
 (administer all items)

Letter Sound Connections (Final)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	rub	/b/	b		
2	tan	/n/	n		
3	swim	/m/	m		
4	parrot	/t/	t		
5	go	/ō/	o		
Total Correct					

OPM Task 5 - Probe 2: Letter Sound Connections (Final)

K

Directions: Place the Letter Sound Connections (Final) Task Card (p. 9) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the LAST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the LAST sound in *pig*?**
 If correct, say: **Yes, the LAST sound in *pig* is /g/.**
 If incorrect, say: **Let's try again...the LAST sound in *pig* is /g/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /g/ sound.
 If correct, say: **Yes, the letter that makes the /g/ sound is *g*.**
 If incorrect, point to the letter *s* and say: **Let's try again...the letter that makes the /g/ sound is *g*.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the LAST sound in ___? Point to the letter that makes the ___ sound.
 (administer all items)

Letter Sound Connections (Final)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	tail	/l/	l		
2	class	/s/	s		
3	drive	/v/	v		
4	footstep	/p/	p		
5	knee	/ē/	e		
Total Correct					

OPM Task 5 - Probe 3: Letter Sound Connections (Final)

K

Directions: Place the Letter Sound Connections (Final) Task Card (p. 10) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the LAST sound in the word. Ask the student to point to the letter that makes that sound.

Script:

Practice 1. Listen carefully. What is the LAST sound in *pig*?
 If correct, say: **Yes, the LAST sound in *pig* is /g/.**
 If incorrect, say: **Let's try again...the LAST sound in *pig* is /g/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /g/ sound.
 If correct, say: **Yes, the letter that makes the /g/ sound is *g*.**
 If incorrect, point to the letter *s* and say: **Let's try again...the letter that makes the /g/ sound is *g*.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the LAST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Final)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	calf	/f/	f		
2	smile	/l/	l		
3	crab	/b/	b		
4	kitten	/n/	n		
5	play	/ā/	a		
Total Correct					

OPM Task 5 - Probe 4: Letter Sound Connections (Final)

K

Directions: Place the Letter Sound Connections (Final) Task Card (p. 11) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the LAST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the LAST sound in pig?**
 If correct, say: **Yes, the LAST sound in pig is /g/.**
 If incorrect, say: **Let's try again...the LAST sound in pig is /g/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /g/ sound.
 If correct, say: **Yes, the letter that makes the /g/ sound is g.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /g/ sound is g.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.

NOTE You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the LAST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Final)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	weed	/d/	d		
2	mop	/p/	p		
3	spoon	/n/	n		
4	sister	/r/	r		
5	sigh	/i/	i		
Total Correct					

OPM Task 5 - Probe 5: Letter Sound Connections (Final)

K

Directions: Place the Letter Sound Connections (Final) Task Card (p. 12) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the LAST sound in the word. Ask the student to point to the letter that makes that sound.

Script:

Practice 1. Listen carefully. What is the LAST sound in pig?
 If correct, say: **Yes, the LAST sound in pig is /g/.**
 If incorrect, say: **Let's try again...the LAST sound in pig is /g/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /g/ sound.
 If correct, say: **Yes, the letter that makes the /g/ sound is g.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /g/ sound is g.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the LAST sound in ____? Point to the letter that makes the ____ sound.
 (administer all items)

Letter Sound Connections (Final)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	spot	/t/	t		
2	drum	/m/	m		
3	dress	/s/	s		
4	stiff	/f/	f		
5	coffee	/ē/	e		
Total Correct					

OPM Task 5 - Probe 6: Letter Sound Connections (Final)

K

Directions: Place the Letter Sound Connections (Final) Task Card (p. 13) in front of the student and cover all of the letters on the card with a blank sheet of paper. Ask for the LAST sound in the word. Ask the student to point to the letter that makes that sound.

Script: **Practice 1. Listen carefully. What is the LAST sound in *pig*?**
 If correct, say: **Yes, the LAST sound in *pig* is /g/.**
 If incorrect, say: **Let's try again...the LAST sound in *pig* is /g/.**

Practice 2. Uncover the first row of three letters on the Task Card. Point to the letter that makes the /g/ sound.
 If correct, say: **Yes, the letter that makes the /g/ sound is g.**
 If incorrect, point to the letter s and say: **Let's try again...the letter that makes the /g/ sound is g.**

Rule #1: Do not uncover the row of letters until you ask which letter makes the sound.

Rule #2: Insert the correct sound when saying, "Point to the letter that makes the ___ sound," even if a student provides an incorrect sound or no sound at all when asked to name the sound.



You may remind the student to say either the *sound* or the *letter* if they mix them up.

What is the LAST sound in ___? Point to the letter that makes the ___ sound.
(administer all items)

Letter Sound Connections (Final)					
	Word	Sound	Letter	OPM Score (0, 1) Letter Sound	OPM Score (0, 1) Letter ID
1	lamp	/p/	p		
2	swam	/m/	m		
3	wave	/v/	v		
4	skirt	/t/	t		
5	throw	/ð/	o		
Total Correct					

OPM Task 6 - Probe 1: Word Building (Initial Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 15) as shown:

<p>Practice Items</p> <div style="border: 1px solid black; padding: 10px; margin: 5px auto; width: 80%;"> <p>d s</p> <hr style="width: 50%; margin: 5px auto;"/> <p>_ad</p> </div>	<p>Task Items</p> <div style="border: 1px solid black; padding: 10px; margin: 5px auto; width: 80%;"> <p>h l f b m</p> <hr style="width: 50%; margin: 5px auto;"/> <p>_ad</p> </div>
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Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the **_ad**. **These two letters make the sound /ăd/. If I put the letter *d* at the beginning of /ăd/, I make the word *dad*.** Point to the letter *d*. Place the letter *d* in front of the **_ad** to make the word *dad*. **What is this word?** Pause for student response ("*dad*"). Return the letter *d* to the top of the card. **Now you move the letters. Make the word *sad*.** Pause for student response (student builds the word *sad*). **Read the word.** Pause for student response ("*sad*").

If correct, say: **Yes, you made the word *sad*.**

Now you will move the letters to make more words. Set up task card.

If incorrect, say: **Let's try again. If I put the letter *s* at the beginning of /ăd/, I make the word *sad*.** Demonstrate by building the word *sad*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ____ at the beginning of /ăd/, I make the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE → Return the letter to the top of the card after each item.

NOTE → There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Initial Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	mad	initial	
2	lad	initial	
3	fad	initial	
4	bad	initial	
5	had	initial	
Total Correct			

OPM Task 6 - Probe 2: Word Building (Initial Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 16) as shown:

Practice Items	Task Items
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="margin: 0;">k t</p> <hr style="margin: 5px 0;"/> <p style="margin: 0;">_in</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="margin: 0;">b f p w d</p> <hr style="margin: 5px 0;"/> <p style="margin: 0;">_in</p> </div>

Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the *_in*. **These two letters make the sound /in/. If I put the letter *k* at the beginning of /in/, I make the word *kin*.** Point to the letter *k*. Place the letter *k* in front of the *_in* to make the word *kin*. **What is this word?** Pause for student response ("*kin*"). Return the letter *k* to the top of the card. **Now you move the letters. Make the word *tin*.** Pause for student response (student builds the word *tin*). **Read the word.** Pause for student response ("*tin*").

If correct, say: **Yes, you made the word *tin*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *t* at the beginning of /in/, I make the word *tin*.** Demonstrate by building the word *tin*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ____ at the beginning of /in/, I make the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Initial Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	fin	initial	
2	bin	initial	
3	pin	initial	
4	win	initial	
5	din	initial	
Total Correct			

OPM Task 6 - Probe 3: Word Building (Initial Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 17) as shown:

Practice Items	Task Items
<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="margin: 0;">h b</p> <hr style="width: 50%; margin: 5px auto;"/> <p style="margin: 0;">_op</p> </div>	<div style="border: 1px solid black; padding: 5px; margin: 0 auto; width: 80%;"> <p style="margin: 0;">s m c t p</p> <hr style="width: 50%; margin: 5px auto;"/> <p style="margin: 0;">_op</p> </div>

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the **_op**. **These two letters make the sound /öp/. If I put the letter *b* at the beginning of /öp/, I make the word *bop*.** Point to the letter *b*. Place the letter *b* in front of the **_op** to make the word *bop*. **What is this word?** Pause for student response ("*bop*"). Return the letter *b* to the top of the card. **Now you move the letters. Make the word *hop*.** Pause for student response (student builds the word *hop*). **Read the word.** Pause for student response ("*hop*").

If correct, say: **Yes, you made the word *hop*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *h* at the beginning of /öp/, I make the word *hop*.** Demonstrate by building the word *hop*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ at the beginning of /öp/, I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE → Return the letter to the top of the card after each item.

NOTE → There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Initial Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	mop	initial	
2	top	initial	
3	cop	initial	
4	pop	initial	
5	sop	initial	
Total Correct			

OPM Task 6 - Probe 4: Word Building (Initial Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 18) as shown:

Practice Items	Task Items
<p>t s</p> <hr style="width: 50%; margin: 0 auto;"/> <p>_ip</p>	<p>r l h d n</p> <hr style="width: 50%; margin: 0 auto;"/> <p>_ip</p>

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the *_ip*. **These two letters make the sound /ip/. If I put the letter t at the beginning of /ip/, I make the word tip.** Point to the letter *t*. Place the letter *t* in front of the *_ip* to make the word *tip*. **What is this word?** Pause for student response ("*tip*"). Return the letter *t* to the top of the card. **Now you move the letters. Make the word sip.** Pause for student response (student builds the word *sip*). **Read the word.** Pause for student response ("*sip*").

If correct, say: **Yes, you made the word sip.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter s at the beginning of /ip/, I make the word sip.** Demonstrate by building the word *sip*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ____ at the beginning of /ip/, I make the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE → Return the letter to the top of the card after each item.

NOTE → There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Initial Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	lip	initial	
2	dip	initial	
3	nip	initial	
4	hip	initial	
5	rip	initial	
Total Correct			

OPM Task 6 - Probe 5: Word Building (Initial Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 19) as shown:

Practice Item	Task Items
<p>b p</p> <hr style="width: 50%; margin: 0 auto;"/> <p>_et</p>	<p>l s n g m</p> <hr style="width: 50%; margin: 0 auto;"/> <p>_et</p>

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the **_et**. **These two letters make the sound /ĕt/. If I put the letter *p* at the beginning of /ĕt/, I make the word *pet*.** Point to the letter *p*. Place the letter *p* in front of the **_et** to make the word *pet*. **What is this word?** Pause for student response ("*pet*"). Return the letter *p* to the top of the card. **Now you move the letters. Make the word *bet*.** Pause for student response (student builds the word *bet*). **Read the word.** Pause for student response ("*bet*").

If correct, say: **Yes, you made the word *bet*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *b* at the beginning of /ĕt/, I make the word *bet*.** Demonstrate by building the word *bet*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ____ at the beginning of /ĕt/, I make the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE → Return the letter to the top of the card after each item.

NOTE → There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Initial Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	net	initial	
2	set	initial	
3	met	initial	
4	let	initial	
5	get	initial	
Total Correct			

OPM Task 6 - Probe 6: Word Building (Initial Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 20) as shown:

Practice Items	Task Items
<p>m t</p> <hr style="width: 50%; margin: 0 auto;"/> <p>_ap</p>	<p>s l r n g</p> <hr style="width: 50%; margin: 0 auto;"/> <p>_ap</p>

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the *_ap*. **These two letters make the sound /ăp/. If I put the letter *m* at the beginning of /ăp/, I make the word *map*.** Point to the letter *m*. Place the letter *m* in front of the *_ap* to make the word *map*. **What is this word?** Pause for student response ("*map*"). Return the letter *m* to the top of the card. **Now you move the letters. Make the word *tap*.** Pause for student response (student builds the word *tap*). **Read the word.** Pause for student response ("*tap*").

If correct, say: **Yes, you made the word *tap*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *t* at the beginning of /ăp/, I make the word *tap*.** Demonstrate by building the word *tap*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ at the beginning of /ăp/, I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Initial Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	sap	initial	
2	rap	initial	
3	lap	initial	
4	nap	initial	
5	gap	initial	
Total Correct			

OPM Task 7 - Probe 1: Word Building (Final Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 21) as shown:

Practice Items

b g <hr style="width: 50%; margin: 5px auto;"/> ta_
--

Task Items

d n p x m <hr style="width: 50%; margin: 5px auto;"/> ta_
--

Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the ta_. **These two letters make the sound /tă/. If I put the letter b at the end of /tă/, I make the word tab.** Point to the letter *b*. Place the letter *b* after the ta_ to make the word *tab*. **What is this word?** Pause for student response ("*tab*"). Return the letter *b* to the top of the card. **Now you move the letters. Make the word tag.** Pause for student response (student builds the word *tag*). **Read the word.** Pause for student response ("*tag*").

If correct, say: **Yes, you made the word tag.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter g at the end of /tă/, I make the word tag.** Demonstrate by building the word *tag*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ____ at the beginning of /tă/, I make the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.



Return the letter to the top of the card after each item.



There is no additional score for "Read the word." Score correct if the student builds the word.

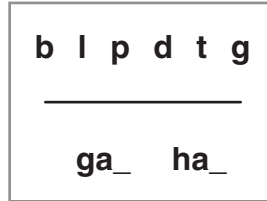
Make the word _____. Read the word.

Word Building (Final Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	tam	final	
2	tad	final	
3	tap	final	
4	tan	final	
5	tax	final	
Total Correct			

OPM Task 7 - Probe 2: Word Building (Final Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 22) as shown:



Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the *ga_*. **These two letters make the sound /gă/.** **If I put the letter *b* at the end of /gă/, I make the word *gab*.** Point to the letter *b*. Place the letter *b* after the *ga_* to make the word *gab*. **What is this word?** Pause for student response ("*gab*"). Return the letter *b* to the top of the card. **Now you move the letters. Make the word *gal*.** Pause for student response (student builds the word *gal*). **Read the word.** Pause for student response ("*gal*").

If correct, say: **Yes, you made the word *gal*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *l* at the end of /gă/, I make the word *gal*.** Demonstrate by building the word *gal*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ at the beginning of /gă/ (/hă/), I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 3, move the blank sheet of paper over to reveal *ha_*. Say, "These two letters make the sound /hă/. Make the word ___. Read the word."

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Final Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	gag	final	
2	gap	final	
3	hat	final	
4	had	final	
5	hag	final	
Total Correct			

OPM Task 7 - Probe 3: Word Building (Final Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 23) as shown:

b m g t p d <hr style="width: 50%; margin: 0 auto;"/> ri_ li_
--

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the *ri_*. **These two letters make the sound /rī/. If I put the letter *b* at the end of /rī/, I make the word *rib*.** Point to the letter *b*. Place the letter *b* after the *ri_* to make the word *rib*. **What is this word?** Pause for student response ("*rib*"). Return the letter *b* to the top of the card. **Now you move the letters. Make the word *rig*.** Pause for student response (student builds the word *rig*). **Read the word.** Pause for student response ("*rig*").

If correct, say: **Yes, you made the word *rig*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *g* at the end of /rī/, I make the word *rig*.** Demonstrate by building the word *rig*

Stop if the practice item is incorrect..

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ at the beginning of /rī/ (/lī/), I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 3, move the blank sheet of paper over to reveal *li_*. Say, "These two letters make the sound /lī/. Make the word _____. Read the word."

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Final Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	rim	final	
2	rid	final	
3	rip	final	
4	lid	final	
5	lit	final	
Total Correct			

OPM Task 7 - Probe 4: Word Building (Final Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 24) as shown:

t b n p d l <hr style="width: 50%; margin: 5px auto;"/> pa_ mo_
--

Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the *pa_*. **These two letters make the sound /pă/.** **If I put the letter t at the end of /pă/, I make the word pat.** Point to the letter *t*. Place the letter *t* after the *pa_* to make the word *pat*. **What is this word?** Pause for student response ("*pat*"). Return the letter *t* to the top of the card. **Now you move the letters. Make the word pan.** Pause for student response (student builds the word *pan*). **Read the word.** Pause for student response ("*pan*").

If correct, say: **Yes, you made the word pan.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter n at the end of /pă/, I make the word pan.** Demonstrate by building the word *pan*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ at the beginning of /pă/ (/mō/), I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 3, move the blank sheet of paper over to reveal *mo_*. Say, "These two letters make the sound /mō/. Make the word _____. Read the word."

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Final Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	pad	final	
2	pal	final	
3	mod	final	
4	mop	final	
5	mob	final	
Total Correct			

OPM Task 7 - Probe 5: Word Building (Final Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 25) as shown:

d g p n t b m	

di_	co_

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the *di_*. **These two letters make the sound /dī/.** **If I put the letter *p* at the end of /dī/, I make the word *dip*.** Point to the letter *p*. Place the letter *p* after the *di_* to make the word *dip*. **What is this word?** Pause for student response ("*dip*"). Return the letter *p* to the top of the card. **Now you move the letters. Make the word *dig*.** Pause for student response (student builds the word *dig*). **Read the word.** Pause for student response ("*dig*").

If correct, say: **Yes, you made the word *dig*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *g* at the end of /dī/, I make the word *dig*.** Demonstrate by building the word *dig*

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ at the beginning of /dī/ (/kō/), I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 3, move the blank sheet of paper over to reveal *co_*. Say, "These two letters make the sound /kō/. Make the word _____. Read the word."

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Final Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	did	final	
2	dim	final	
3	cob	final	
4	cog	final	
5	cod	final	
Total Correct			

OPM Task 7 - Probe 6: Word Building (Final Consonants)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 26) as shown:

b t d s g p <hr style="width: 50%; margin: 5px auto;"/> cu_ bu_
--

Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the *cu_*. **These two letters make the sound /kū/.** **If I put the letter *t* at the end of /kū/, I make the word *cut*.** Point to the letter *t*. Place the letter *t* after the *cu_* to make the word *cut*. **What is this word?** Pause for student response ("*cut*"). Return the letter *t* to the top of the card. **Now you move the letters. Make the word *cub*.** Pause for student response (student builds the word *cub*). **Read the word.** Pause for student response ("*cub*").

If correct, say: **Yes, you made the word *cub*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *b* at the end of /kū/, I make the word *cub*.** Demonstrate by building the word *cub*.

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ at the beginning of /kū/ (/bū/), I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 3, move the blank sheet of paper over to reveal *bu_*. Say, "These two letters make the sound /bū/. Make the word _____. Read the word."

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

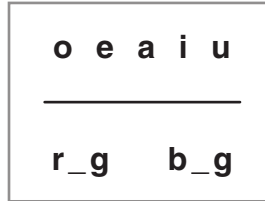
Make the word _____. Read the word.

Word Building (Final Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	cup	final	
2	cud	final	
3	bus	final	
4	bud	final	
5	bug	final	
Total Correct			

OPM Task 8 - Probe 1: Word Building (Medial Vowels)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 27) as shown:



Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the *r_g*. **If I put the letter *i* in the middle of *r* and *g*, I make the word *rig*.** Point to the letter *i*. Place the letter *i* between the *r* and *g* to make the word *rig*. **What is this word?** Pause for student response ("*rig*"). Return the letter *i* to the top of the card. Cover the *r_g* and uncover the *b_g*. **Now you move the letters. Make the word *bag*.** Pause for student response (student builds the word *bag*). **Read the word.** Pause for student response ("*bag*").

If correct, say: **Yes, you made the word *bag*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *a* in the middle of *b* and *g*, I make the word the *bag*.** Demonstrate by building the word *bag*.

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ in the middle of ___ and ___, I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 4, move the blank sheet of paper to cover *b_g* and reveal *r_g*.

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Medial Vowels)			
	Build the Word	Word Part	OPM Score (0, 1)
1	beg	medial	
2	big	medial	
3	bog	medial	
4	rag	medial	
5	rug	medial	
Total Correct			

OPM Task 8 - Probe 2: Word Building (Medial Vowels)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 28) as shown:

o e a i u

b _ t h _ g

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the *b_t*. **If I put the letter e in the middle of b and t, I make the word bet.** Point to the letter e. Place the letter e between the b and t to make the word *bet*. **What is this word?** Pause for student response ("*bet*"). Return the letter e to the top of the card. Cover the *b_t* and uncover the *h_g*. **Now you move the letters. Make the word hug.** Pause for student response (student builds the word *hug*). **Read the word.** Pause for student response ("*hug*").

If correct, say: **Yes, you made the word hug.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter u in the middle of h and g, I make the word the hug.** Demonstrate by building the word *hug*.

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ in the middle of ___ and ___, I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 3, move the blank sheet of paper to cover *h_g* and reveal *b_t*.

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Medial Vowels)			
	Build the Word	Word Part	OPM Score (0, 1)
1	hag	medial	
2	hog	medial	
3	bit	medial	
4	bat	medial	
5	but	medial	
Total Correct			

OPM Task 8 - Probe 3: Word Building (Medial Vowels)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 29) as shown:

o e a i u

s_t s_p

Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the s_t. **If I put the letter e in the middle of s and t, I make the word set.** Point to the letter e. Place the letter e between the s and t to make the word set. **What is this word?** Pause for student response ("set"). Return the letter e to the top of the card. Cover the s_t and uncover the s_p. **Now you move the letters. Make the word sup.** Pause for student response (student builds the word sup). **Read the word.** Pause for student response ("sup").

If correct, say: **Yes, you made the word sup.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter u in the middle of s and p, I make the word the sup.** Demonstrate by building the word sup.

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ in the middle of ___ and ___, I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.



Return the letter to the top of the card after each item.



Before doing item 4, move the blank sheet of paper to cover s_p and reveal s_t.



There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Medial Vowels)			
	Build the Word	Word Part	OPM Score (0, 1)
1	sip	medial	
2	sap	medial	
3	sop	medial	
4	sat	medial	
5	sit	medial	
Total Correct			

OPM Task 8 - Probe 4: Word Building (Medial Vowels)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 30) as shown:

o e a i u
c _ d b _ d

Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the *c _ d*. **If I put the letter *a* in the middle of *c* and *d*, I make the word *cad*.** Point to the letter *a*. Place the letter *a* between the *c* and *d* to make the word *cad*. **What is this word?** Pause for student response ("*cad*"). Return the letter *a* to the top of the card. Cover the *c _ d* and uncover the *b _ d*. **Now you move the letters. Make the word *bud*.** Pause for student response (student builds the word *bud*). **Read the word.** Pause for student response ("*bud*").

If correct, say: **Yes, you made the word *bud*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *u* in the middle of *b* and *d*, I make the word the *bud*.** Demonstrate by building the word *bud*.

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ in the middle of ___ and ___, I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 4, move the blank sheet of paper to cover *b _ d* and reveal *c _ d*.

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

Word Building (Medial Vowels)			
	Build the Word	Word Part	OPM Score (0, 1)
1	bad	medial	
2	bid	medial	
3	bed	medial	
4	cod	medial	
5	cud	medial	
Total Correct			

OPM Task 8 - Probe 5: Word Building (Medial Vowels)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 31) as shown:

o e a i u

t_n m_d

Cover the word parts with a blank sheet of paper to begin.

Script: Practice 1. **Let's build some words.** Uncover the *t_n*. **If I put the letter *a* in the middle of *t* and *n*, I make the word *tan*.** Point to the letter *a*. Place the letter *a* between the *t* and *n* to make the word *tan*. **What is this word?** Pause for student response ("*tan*"). Return the letter *a* to the top of the card. Cover the *t_n* and uncover the *m_d*. **Now you move the letters. Make the word *mud*.** Pause for student response (student builds the word *mud*). **Read the word.** Pause for student response ("*mud*").

If correct, say: **Yes, you made the word *mud*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *u* in the middle of *m* and *d*, I make the word the *mud*.** Demonstrate by building the word *mud*.

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ____ in the middle of ____ and ____, I make the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 4, move the blank sheet of paper to cover *m_d* and reveal *t_n*.

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

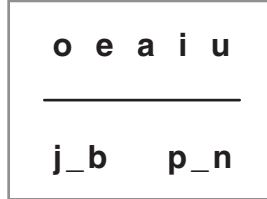
Make the word _____. Read the word.

Word Building (Medial Vowels)			
	Build the Word	Word Part	OPM Score (0, 1)
1	mad	medial	
2	mid	medial	
3	mod	medial	
4	tin	medial	
5	ten	medial	
Total Correct			

OPM Task 8 - Probe 6: Word Building (Medial Vowels)

K

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 32) as shown:



Cover the word parts with a blank sheet of paper to begin.

Script:

Practice 1. **Let's build some words.** Uncover the *j_b*. **If I put the letter *a* in the middle of *j* and *b*, I make the word *jab*.** Point to the letter *a*. Place the letter *a* between the *j* and *b* to make the word *jab*. **What is this word?** Pause for student response ("*jab*"). Return the letter *a* to the top of the card. Cover the *j_b* and uncover the *p_n*. **Now you move the letters. Make the word *pin*.** Pause for student response (student builds the word *pin*). **Read the word.** Pause for student response ("*pin*").

If correct, say: **Yes, you made the word *pin*.**

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I put the letter *i* in the middle of *p* and *n*, I make the word the *pin*.** Demonstrate by building the word *pin*.

Stop if the practice item is incorrect

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **If I put the letter ___ in the middle of ___ and ___, I make the word ___.** Replace the incorrect letter with the correct letter then move forward to the next item.

NOTE Return the letter to the top of the card after each item.

NOTE Before doing item 4, move the blank sheet of paper to cover *p_n* and reveal *j_b*.

NOTE There is no additional score for "Read the word." Score correct if the student builds the word.

Make the word _____. Read the word.

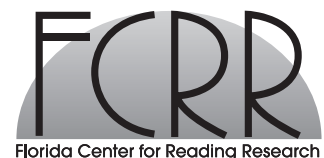
Word Building (Medial Vowels)			
	Build the Word	Word Part	OPM Score (0, 1)
1	pen	medial	
2	pun	medial	
3	pan	medial	
4	jib	medial	
5	job	medial	
Total Correct			

Florida Assessments for Instruction in Reading

Kindergarten Task Cards



Ongoing Progress Monitoring - TDI Tasks Blackline Masters



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