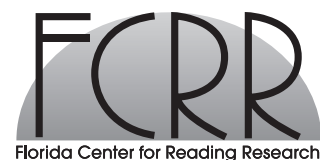




# Florida Assessments for Instruction in Reading

## Ongoing Progress Monitoring Blackline Masters

### Kindergarten



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# Ongoing Progress Monitoring

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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*

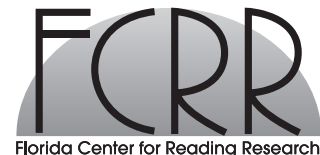
County: \_\_\_\_\_

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, cab)						
2	K	k	/k/	(kick, sock)						
3	Z	z	/z/	(zipper, buzz)						
4	S	s	/s/ /z/	(sit, bus, is)						
5	P	p	/p/	(pot, drop)						
6	T	t	/t/	(top, mitt)						
7	D	d	/d/	(dip, mad)						
8	A	a	/ă/	(at, rat)						
9	J	j	/j/	(joy, Jill)						
10	V	v	/v/	(very, serve)						
11	M	m	/m/	(man, Tom)						
12	O	o	/ô/	(drop, sod)						
13	C	c	/k/ /s/	(cat, city)						
14	F	f	/f/	(fox, if)						
15	L	l	/l/	(let, pal)						
16	R	r	/r/	(rat, read)						
17	E	e	/ë/	(edge, pet)						
18	H	h	/h/	(hat, hill)						
19	W	w	/w/	(wet)						
20	N	n	/n/	(not, pan)						
21	Q	q	/kw/	(quiet, queen)						
22	I	i	/i/	(it, miss)						
23	X	x	/x/	(box)						
24	G	g	/g /j/	(frog, gem)						
25	U	u	/ă/	(up, mud)						
26	Y	y	/y/	(yell, baby, my)						
<b>Total Correct</b>										

# 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)

<b>Letter Name and Sound Knowledge</b>										
	<b>Letter</b>		<b>Sound</b>	<b>Example</b>	<b>OPM 4 Score (0, 1) Letter Name</b>	<b>OPM 4 Score (0, 1) Letter Sound</b>	<b>OPM 5 Score (0, 1) Letter Name</b>	<b>OPM 5 Score (0, 1) Letter Sound</b>	<b>OPM 6 Score (0, 1) Letter Name</b>	<b>OPM 6 Score (0, 1) Letter Sound</b>
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/	( <u>q</u> uiet, <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)						
<b>Total Correct</b>										



# 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>				

# 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	
<b>Total Correct</b>				



# 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	
<b>Total Correct</b>				

# 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	
<b>Total Correct</b>				

# 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	
<b>Total Correct</b>				

# 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	
<b>Total Correct</b>				

# 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		
<b>Total Correct</b>					

# 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.



**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		
<b>Total Correct</b>					

# 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		
<b>Total Correct</b>					

# 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.

**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	lamp	/l/	l		
2	dish	/d/	d		
3	hill	/h/	h		
4	jam	/j/	j		
5	upstairs	/ü/	u		
<b>Total Correct</b>					



# 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	/ð/	o		
<b>Total Correct</b>					

# 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		
<b>Total Correct</b>					

# 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		
<b>Total Correct</b>					

# 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		
<b>Total Correct</b>					

# 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		
<b>Total Correct</b>					

# 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		
<b>Total Correct</b>					

# 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.

**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	spot	/t/	t		
2	drum	/m/	m		
3	dress	/s/	s		
4	stiff	/f/	f		
5	coffee	/ē/	e		
<b>Total Correct</b>					

# 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		
<b>Total Correct</b>					



# 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:

Practice Items	Task Items
<p><b>d s</b></p> <hr style="width: 50%; margin: 0 auto;"/> <p><b>_ad</b></p>	<p><b>h l f b m</b></p> <hr style="width: 50%; margin: 0 auto;"/> <p><b>_ad</b></p>

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	
<b>Total Correct</b>			

# 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
<p><b>k t</b></p> <hr style="width: 50%; margin: 0 auto;"/> <p><b>_in</b></p>	<p><b>b f p w d</b></p> <hr style="width: 50%; margin: 0 auto;"/> <p><b>_in</b></p>

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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

# 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:

<p><b>Practice Items</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px auto; width: 80%;"> <p>t s</p> <hr style="width: 50%; margin: 5px auto;"/> <p>_ip</p> </div>	<p><b>Task Items</b></p> <div style="border: 1px solid black; padding: 10px; margin: 5px auto; width: 80%;"> <p>r l h d n</p> <hr style="width: 50%; margin: 5px auto;"/> <p>_ip</p> </div>
---	---

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.

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

# 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:

<p><b>Practice Item</b></p> <div style="border: 1px solid black; padding: 10px; width: 80%; margin: 0 auto;"> <p><b>b p</b></p> <hr style="width: 80%; margin: 5px auto;"/> <p><b>_et</b></p> </div>	<p><b>Task Items</b></p> <div style="border: 1px solid black; padding: 10px; width: 80%; margin: 0 auto;"> <p><b>l s n g m</b></p> <hr style="width: 80%; margin: 5px auto;"/> <p><b>_et</b></p> </div>
--	---

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.

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

# 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	
<b>Total Correct</b>			

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

**Task Items**

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

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	
<b>Total Correct</b>			

# 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:

<b>b l p d t g</b> <hr style="width: 50%; margin: 0 auto;"/> <b>ga_ ha_</b>
--

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.

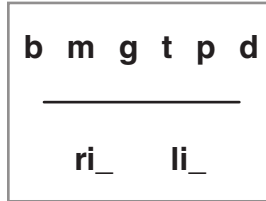
Word Building (Final Consonants)			
	Build the Word	Word Part	OPM Score (0, 1)
1	gag	final	
2	gap	final	
3	hat	final	
4	had	final	
5	hag	final	
<b>Total Correct</b>			



# 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:



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	
<b>Total Correct</b>			

# 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:

<b>t b n p d l</b> <hr style="width: 50%; margin: 0 auto;"/> <b>pa_ mo_</b>
--

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/ (/mö/), 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 /mö/. 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

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

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.

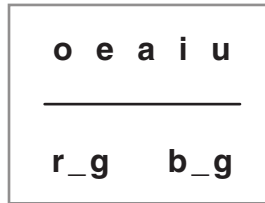
Make the word \_\_\_\_\_. Read the word.

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	
<b>Total Correct</b>			

# 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.

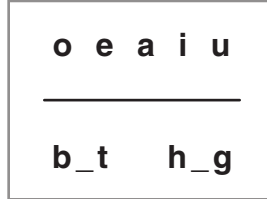
Make the word \_\_\_\_\_. Read the word.

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	
<b>Total Correct</b>			

# 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:



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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			

# 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	
<b>Total Correct</b>			



# 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.

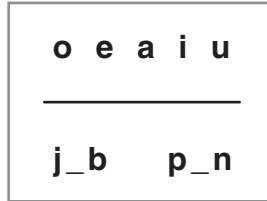
Make the word \_\_\_\_\_. Read the word.

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	
<b>Total Correct</b>			

# 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.

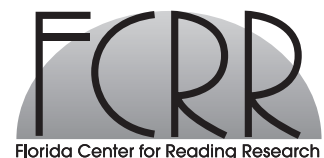
Word Building (Medial Vowels)			
	Build the Word	Word Part	OPM Score (0, 1)
1	pen	medial	
2	pun	medial	
3	pan	medial	
4	jib	medial	
5	job	medial	
<b>Total Correct</b>			

# Florida Assessments for Instruction in Reading

Kindergarten Task Cards



## Ongoing Progress Monitoring - TDI Tasks Blackline Masters



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Kindergarten  
OPM Task 7 - Probe 6

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Word Building (Final Consonants)



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