

Florida Assessments for Instruction in Reading

Ongoing Progress Monitoring Blackline Masters

First Grade



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Ongoing Progress Monitoring

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Florida Assessments for Instruction in Reading

1

First Grade Student Summary Sheet

Ongoing Progress Monitoring - TDI Tasks Blackline Masters

Student Name: _____
First *Last*

County: _____

School: _____

Teacher: _____

Administration Dates:

	Letter Sound Knowledge		Phoneme Blending	Phoneme Deletion (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:	/	/	/	/

	Phoneme Deletion (Final)	Word Building (Consonants)	Word Building (Vowels)	Word Building (CVC and CVCe)	Word Building (Blends)
	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 Sound Knowledge

G1

Directions: Place the Letter Sound Knowledge Task Card (pg. 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 Sound Knowledge										
	Letter		Sound	Example	OPM1 Score (0, 1) Letter Name	OPM1 Score (0, 1) Letter Sound	OPM2 Score (0, 1) Letter Name	OPM2 Score (0, 1) Letter Sound	OPM3 Score (0, 1) Letter Name	OPM3 Score (0, 1) Letter Sound
1	B	b	/b/	(bus, cab)						
2	K	k	/k/	(kick, sock)						
3	Z	z	/z/	(zipper, buzz)						
4	S	s	/s/	(sit, bus)						
5	P	p	/p/	(pot, drop)						
6	T	t	/t/	(top, mitt)						
7	D	d	/d/	(dip, mad)						
8	A	a	/ä/	(at, rat)						
9	J	j	/j/	(joy, Jill)						
10	V	v	/v/	(very, serve)						
11	M	m	/m/	(man, Tom)						
12	O	o	/ö/	(drop, sod)						
13	C	c	/c/	(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	/q/	(quiet, queen)						
22	I	i	/i/	(it, miss)						
23	X	x	/x/	(box)						
24	G	g	/g/	(frog, gem)						
25	U	u	/ü/	(up, mud)						
26	Y	y	/y/	(yell, baby, my)						
Total Correct										

OPM Task 1 - Probes 4-6: Letter Sound Knowledge

G1

Directions: Place the Letter Sound Knowledge Task Card (pg. 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 Sound Knowledge										
	Letter		Sound	Example	OPM4 Score (0, 1) Letter Name	OPM4 Score (0, 1) Letter Sound	OPM5 Score (0, 1) Letter Name	OPM5 Score (0, 1) Letter Sound	OPM6 Score (0, 1) Letter Name	OPM6 Score (0, 1) Letter Sound
1	B	b	/b/	(bus, cab)						
2	K	k	/k/	(kick, sock)						
3	Z	z	/z/	(zipper, buzz)						
4	S	s	/s/	(sit, bus)						
5	P	p	/p/	(pot, drop)						
6	T	t	/t/	(top, mitt)						
7	D	d	/d/	(dip, mad)						
8	A	a	/ä/	(at, rat)						
9	J	j	/j/	(joy, Jill)						
10	V	v	/v/	(very, serve)						
11	M	m	/m/	(man, Tom)						
12	O	o	/ö/	(drop, sod)						
13	C	c	/c/	(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	/q/	(quiet, queen)						
22	I	i	/i/	(it, miss)						
23	X	x	/x/	(box)						
24	G	g	/g/	(frog, gem)						
25	U	u	/ü/	(up, mud)						
26	Y	y	/y/	(yell, baby, my)						
Total Correct <i>(use the letter sound score only)</i>										

OPM Task 2 - Probe 1: Phoneme Blending

G1

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 /ch/ /ip/, I know the word is *chip*. What would the word be if I say /sh/ /ort/? (*short*)

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

If incorrect, say: **Let's try again.../sh/ /ort/ is the word *short*.**

Practice 2. What would the word be if I say /g/ /r/ /ow/? (*grow*)

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

If incorrect, say: **Let's try again.../g/ /r/ /ow/ is the word *grow*.**

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/ /aw/	saw	
2	/h/ /ope/	hope	
3	/f/ /ive/	five	
4	/ch/ /op/	chop	
5	/th/ /ick/	thick	
6	/r/ /e/ /d/	red	
7	/sh/ /u/ /t/	shut	
8	/b/ /l/ /ee/ /d/	bleed	
9	/t/ /r/ /oo/ /p/ /er/	trooper	
10	/m/ /i/ /s/ /t/ /a/ /ke/	mistake	
Total Correct			

OPM Task 2 - Probe 2: Phoneme Blending

G1

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 /ch/ /ip/, I know the word is *chip*. What would the word be if I say /sh/ /ort/? (*short*)

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

If incorrect, say: **Let's try again.../sh/ /ort/ is the word *short*.**

Practice 2. What would the word be if I say /g/ /r/ /ow/? (*grow*)

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

If incorrect, say: **Let's try again.../g/ /r/ /ow/ is the word *grow*.**

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/ /aw/	paw	
2	/r/ /ope/	rope	
3	/h/ /ike/	hike	
4	/ch/ /ain/	chain	
5	/sh/ /arp/	sharp	
6	/n/ /e/ /ck/	neck	
7	/f/ /r/ /o/ /s/ /t/	frost	
8	/c/ /r/ /ee/ /p/	creep	
9	/s/ /t/ /r/ /i/ /pe/	stripe	
10	/f/ /ea/ /th/ /er/	feather	
Total Correct			

OPM Task 2 - Probe 3: Phoneme Blending

G1

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 /ch/ /ip/, I know the word is *chip*. What would the word be if I say /sh/ /ort/? (*short*)
 If correct, say: **Yes, the word is short.**
 If incorrect, say: **Let's try again.../sh/ /ort/ is the word short.**

Practice 2. What would the word be if I say /g/ /r/ /ow/? (*grow*)
 If correct, say: **Yes, the word is grow.**
 If incorrect, say: **Let's try again.../g/ /r/ /ow/ is the word grow.**

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	/m/ /ow/	mow	
2	/h/ /ome/	home	
3	/b/ /ite/	bite	
4	/sh/ /ape/	shape	
5	/th/ /ing/	thing	
6	/f/ /e/ /d/	fed	
7	/r/ /e/ /s/ /t/	rest	
8	/s/ /p/ /ea/ /k/	speak	
9	/g/ /r/ /ou/ /n/ /d/	ground	
10	/s/ /m/ /ar/ /t/ /er/	smarter	
Total Correct			

OPM Task 2 - Probe 4: Phoneme Blending

G1

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 /ch/ /ip/, I know the word is *chip*. What would the word be if I say /sh/ /ort/? (*short*)

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

If incorrect, say: **Let's try again.../sh/ /ort/ is the word *short*.**

Practice 2. What would the word be if I say /g/ /r/ /ow/? (*grow*)

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

If incorrect, say: **Let's try again.../g/ /r/ /ow/ is the word *grow*.**

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/ /aw/	jaw	
2	/r/ /ode/	rode	
3	/l/ /ine/	line	
4	/sh/ /op/	shop	
5	/wh/ /ale/	whale	
6	/m/ /e/ /t/	met	
7	/ch/ /e/ /s/ /t/	chest	
8	/b/ /r/ /ea/ /k/	break	
9	/s/ /t/ /r/ /ea/ /m/	stream	
10	/h/ /u/ /n/ /t/ /er/	hunter	
Total Correct			

OPM Task 2 - Probe 5: Phoneme Blending

G1

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 /ch/ /ip/, I know the word is *chip*. What would the word be if I say /sh/ /ort/? (*short*)

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

If incorrect, say: **Let's try again.../sh/ /ort/ is the word *short*.**

Practice 2. What would the word be if I say /g/ /r/ /ow/? (*grow*)

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

If incorrect, say: **Let's try again.../g/ /r/ /ow/ is the word *grow*.**

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	/t/ /oe/	toe	
2	/n/ /ote/	note	
3	/d/ /ime/	dime	
4	/ch/ /ore/	chore	
5	/sh/ /ark/	shark	
6	/n/ /e/ /t/	net	
7	/p/ /l/ /a/ /te/	plate	
8	/s/ /t/ /oo/ /d/	stood	
9	/b/ /l/ /a/ /s/ /t/	blast	
10	/th/ /u/ /n/ /d/ /er/	thunder	
Total Correct			

OPM Task 2 - Probe 6: Phoneme Blending

G1

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 /ch/ /ip/, I know the word is *chip*. What would the word be if I say /sh/ /ort/? (*short*)

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

If incorrect, say: **Let's try again.../sh/ /ort/ is the word *short*.**

Practice 2. What would the word be if I say /g/ /r/ /ow/? (*grow*)

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

If incorrect, say: **Let's try again.../g/ /r/ /ow/ is the word *grow*.**

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	/d/ /ew/	dew	
2	/s/ /old/	sold	
3	/w/ /ide/	wide	
4	/th/ /in/	thin	
5	/ch/ /alk/	chalk	
6	/j/ /e/ /t/	jet	
7	/b/ /ea/ /s/ /t/	beast	
8	/s/ /t/ /a/ /ck/	stack	
9	/p/ /ai/ /n/ /t/ /er/	painter	
10	/s/ /o/ /f/ /t/ /er/	softer	
Total Correct			

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

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

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

If correct, say: **Yes, feet without saying /f/ is eat.**

If incorrect, say: **Let's try again...feet without saying /f/ is eat.**

Say _____. (Pause for student response.) **Now say ____ without saying _____.**
(administer all items)

Phoneme Deletion (Initial)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	fly	/f/	lie	
2	head	/h/	Ed	
3	drip	/d/	rip	
4	task	/t/	ask	
5	still	/s/	till	
Total Correct				

OPM Task 3 - Probe 2: Phoneme Deletion (Initial)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

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

If correct, say: **Yes, *feet* without saying */f/* is *eat*.**

If incorrect, say: **Let's try again...*feet* without saying */f/* is *eat*.**

Say _____. (Pause for student response.) **Now say _____ without saying _____.**
(administer all items)

Phoneme Deletion (Initial)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	cold	/c/	old	
2	beat	/b/	eat	
3	block	/b/	lock	
4	trip	/t/	rip	
5	charm	/ch/	arm	
Total Correct				

OPM Task 3 - Probe 3: Phoneme Deletion (Initial)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

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

If correct, say: **Yes, feet without saying /f/ is eat.**

If incorrect, say: **Let's try again...feet without saying /f/ is eat.**

Say _____. (Pause for student response.) **Now say ____ without saying ____.**
(administer all items)

Phoneme Deletion (Initial)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	fox	/f/	ox	
2	goat	/g/	oat	
3	clip	/c/	lip	
4	flight	/f/	light	
5	brain	/b/	rain	
Total Correct				

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

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

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

If correct, say: **Yes, feet without saying /f/ is eat.**

If incorrect, say: **Let's try again...feet without saying /f/ is eat.**

Say _____. (Pause for student response.) **Now say ____ without saying _____.**
(administer all items)

Phoneme Deletion (Initial)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	fear	/f/	ear	
2	stop	/s/	top	
3	pout	/p/	out	
4	think	/th/	ink	
5	snail	/s/	nail	
Total Correct				

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

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

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

If correct, say: **Yes, feet without saying /f/ is eat.**

If incorrect, say: **Let's try again...feet without saying /f/ is eat.**

Say _____. (Pause for student response.) **Now say ____ without saying ____.**
(administer all items)

Phoneme Deletion (Initial)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	spot	/s/	pot	
2	bend	/b/	end	
3	glad	/g/	lad	
4	cheer	/ch/	ear	
5	trust	/t/	rust	
Total Correct				

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

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

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

If correct, say: **Yes, feet without saying /f/ is eat.**

If incorrect, say: **Let's try again...feet without saying /f/ is eat.**

Say _____. (Pause for student response.) **Now say ____ without saying ____.**
(administer all items)

Phoneme Deletion (Initial)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	cage	/c/	age	
2	hair	/h/	air	
3	flake	/f/	lake	
4	thread	/th/	read	
5	slump	/s/	lump	
Total Correct				

OPM Task 4 - Probe 1: Phoneme Deletion (Final)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

Script: Practice 1. **Let's play a word game. Say neat.** (Pause for student response.) **Now say neat without saying /t/.**

If correct, say: **Yes, neat without saying /t/ is knee.**

If incorrect, say: **Let's try again...neat without saying /t/ is knee.**

Say _____. (Pause for student response.) **Now say _____ without saying _____.**
(administer all items)

Phoneme Deletion (Final)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	card	/d/	car	
2	limp	/p/	limb	
3	note	/t/	no	
4	socks	/s/	sock	
5	plant	/t/	plan	
Total Correct				

OPM Task 4 - Probe 2: Phoneme Deletion (Final)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme

Script: Practice 1. **Let's play a word game. Say *neat*.** (Pause for student response.) **Now say *neat* without saying /t/.**

If correct, say: **Yes, *neat* without saying /t/ is *knee*.**

If incorrect, say: **Let's try again...*neat* without saying /t/ is *knee*.**

Say _____. (Pause for student response.) **Now say _____ without saying _____.**
(administer all items)

Phoneme Deletion (Final)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	seed	/d/	see	
2	boat	/t/	bow	
3	tooth	/th/	too	
4	plate	/t/	play	
5	house	/s/	how	
Total Correct				

OPM Task 4 - Probe 3: Phoneme Deletion (Final)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

Script: Practice 1. **Let's play a word game. Say neat.** (Pause for student response.) **Now say neat without saying /t/.**

If correct, say: **Yes, neat without saying /t/ is knee.**

If incorrect, say: **Let's try again...neat without saying /t/ is knee.**

Say _____. (Pause for student response.) **Now say ____ without saying ____.**
(administer all items)

Phoneme Deletion (Final)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	goat	/t/	go	
2	herd	/d/	her	
3	like	/k/	lie	
4	storm	/m/	store	
5	teach	/ch/	tea	
Total Correct				

OPM Task 4 - Probe 4: Phoneme Deletion (Final)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

Script: Practice 1. **Let's play a word game. Say *neat*.** (Pause for student response.) **Now say *neat* without saying /t/.**

If correct, say: **Yes, *neat* without saying /t/ is *knee*.**

If incorrect, say: **Let's try again...*neat* without saying /t/ is *knee*.**

Say _____. (Pause for student response.) **Now say ____ without saying _____.**
(administer all items)

Phoneme Deletion (Final)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	heat	/t/	he	
2	road	/d/	row	
3	stork	/k/	store	
4	might	/t/	my	
5	team	/m/	tea	
Total Correct				

OPM Task 4 - Probe 5: Phoneme Deletion (Final)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

Script: Practice 1. **Let's play a word game. Say neat.** (Pause for student response.) **Now say neat without saying /t/.**

If correct, say: **Yes, neat without saying /t/ is knee.**

If incorrect, say: **Let's try again...neat without saying /t/ is knee.**

Say _____. (Pause for student response.) **Now say ____ without saying ____.**
(administer all items)

Phoneme Deletion (Final)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	meat	/t/	me	
2	lime	/m/	lie	
3	bake	/k/	bay	
4	paint	/t/	pain	
5	spine	/n/	spy	
Total Correct				

OPM Task 4 - Probe 6: Phoneme Deletion (Final)

G1

Directions: Follow the script and clearly pronounce the deleted phoneme.

Script: Practice 1. **Let's play a word game. Say neat.** (Pause for student response.) **Now say neat without saying /t/.**

If correct, say: **Yes, neat without saying /t/ is knee.**

If incorrect, say: **Let's try again...neat without saying /t/ is knee.**

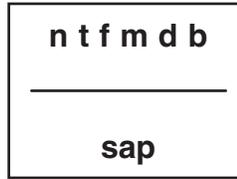
Say _____. (Pause for student response.) **Now say ____ without saying ____.**
(administer all items)

Phoneme Deletion (Final)				
	Word	Phoneme to Delete	Answer	OPM Score (0, 1)
1	mice	/s/	my	
2	rain	/n/	ray	
3	treat	/t/	tree	
4	loan	/n/	low	
5	grape	/p/	gray	
Total Correct				

OPM Task 5 - Probe 1: Word Building (Consonants)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is sap. If I take away the letter s and put n in its place, I make the word nap.** Replace the letter s with the letter n to make the word nap. **What is this word?** Pause for student response ("nap"). **Now you move the letters. Make the word tap.** Pause for student response. (Student builds the word tap).

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

If incorrect, say: **Let's try again. Changing the n to t makes the word tap.** Demonstrate by building the word tap.

Practice 2. Keep the word tap on the card. **Let's build some more words. This word is tap. Make the word tan.** Pause for student response (student builds the word tan).

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

Now you will move the letters to make more words.

If incorrect, say: **Changing the p to n makes the word tan.** Demonstrate by building the word tan.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

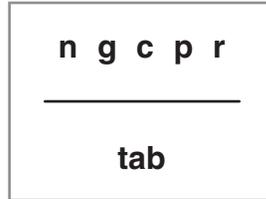
This word is _____. Make the word _____.

Word Building (Consonants)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	tan to fan	initial	fan	
2	fan to man	initial	man	
3	man to mad	final	mad	
4	mad to mat	final	mat	
5	mat to bat	initial	bat	
6	bat to pat	initial	pat	
Total Correct				

OPM Task 5 - Probe 2: Word Building (Consonants)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is *tab*. If I take away the letter *t* and put *c* in its place, I make the word *cab*.** Replace the letter *t* with the letter *c* to make the word *cab*. **What is this word?** Pause for student response ("*cab*"). **Now you move the letters. Make the word *nab*.** Pause for student response. (Student builds the word *nab*).

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

If incorrect, say: **Let's try again. Changing the *c* to *n* makes the word *nab*.** Demonstrate by building the word *nab*.

Practice 2. Keep the word *nab* on the card. **Let's build some more words. This word is *nab*. Make the word *nap*.** Pause for student response (student builds the word *nap*).

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

Now you will move the letters to make more words.

If incorrect, say: **Changing the *b* to *p* makes the word *nap*.** Demonstrate by building the word *nap*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Consonants)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	nap to tap	initial	tap	
2	tap to tag	final	tag	
3	tag to nag	initial	nag	
4	nag to rag	initial	rag	
5	rag to rat	final	rat	
6	rat to rap	final	rap	
Total Correct				

OPM Task 5 - Probe 3: Word Building (Consonants)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:

d t m h p m t

log

Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is *log*. If I take away the letter *l* and put *d* in its place, I make the word *dog*.** Replace the letter *l* with the letter *d* to make the word *dog*. **What is this word?** Pause for student response ("*dog*"). **Now you move the letters. Make the word *hog*.** Pause for student response. (Student builds the word *hog*).

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

If incorrect, say: **Let's try again. Changing the *d* to *h* makes the word *hog*.** Demonstrate by building the word *hog*.

Practice 2. Keep the word *hog* on the card. **Let's build some more words. This word is *hog*. Make the word *hot*.** Pause for student response (student builds the word *hot*).

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

Now you will move the letters to make more words.

If incorrect, say: **Changing the *g* to *t* makes the word *hot*.** Demonstrate by building the word *hot*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Consonants)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	hot to dot	initial	dot	
2	dot to lot	initial	lot	
3	lot to tot	initial	tot	
4	tot to top	final	top	
5	top to mop	initial	mop	
6	mop to mom	final	mom	
Total Correct				

OPM Task 5 - Probe 4: Word Building (Consonants)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *fit*. If I take away the letter *f* and put *p* in its place, I make the word *pit*.** Replace the letter *f* with the letter *p* to make the word *pit*. **What is this word?** Pause for student response ("*pit*"). **Now you move the letters. Make the word *kit*.** Pause for student response. (Student builds the word *kit*).

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

If incorrect, say: **Let's try again. Changing the *p* to *k* makes the word *kit*.** Demonstrate by building the word *kit*.

Practice 2. Keep the word *pit* on the card. **Let's build some more words. This word is *kit*. Make the word *kin*.** Pause for student response (student builds the word *kin*).

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

Now you will move the letters to make more words.

If incorrect, say: **Changing the *t* to *n* makes the word *kin*.** Demonstrate by building the word *kin*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

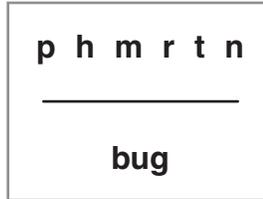
This word is _____. Make the word _____.

Word Building (Consonants)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	kin to pin	initial	pin	
2	pin to win	initial	win	
3	win to wit	final	wit	
4	wit to hit	initial	hit	
5	hit to hip	final	hip	
6	hip to dip	initial	dip	
Total Correct				

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

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *bug*. If I take away the letter *b* and put *r* in its place, I make the word *rug*.** Replace the letter *b* with the letter *r* to make the word *rug*. **What is this word?** Pause for student response ("*rug*"). **Now you move the letters. Make the word *tug*.** Pause for student response. (Student builds the word *tug*).

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

If incorrect, say: **Let's try again. Changing the *r* to *t* makes the word *tug*.** Demonstrate by building the word *tug*.

Practice 2. Keep the word *tug* on the card. **Let's build some more words. This word is *tug*. Make the word *tub*.** Pause for student response (student builds the word *tub*).

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

Now you will move the letters to make more words.

If incorrect, say: **Changing the *g* to *b* makes the word *tub*.** Demonstrate by building the word *tub*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

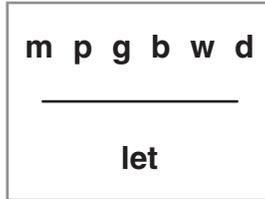
This word is _____. Make the word _____.

Word Building (Consonants)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	tub to rub	initial	rub	
2	rub to run	final	run	
3	run to pun	initial	pun	
4	pun to pug	final	pug	
5	pug to mug	initial	mug	
6	mug to hug	initial	hug	
Total Correct				

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

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *let*. If I take away the letter *l* and put *b* in its place, I make the word *bet*.** Replace the letter *l* with the letter *b* to make the word *bet*. **What is this word?** Pause for student response ("*bet*"). **Now you move the letters. Make the word *pet*.** Pause for student response. (Student builds the word *pet*).

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

If incorrect, say: **Let's try again. Changing the *b* to *p* makes the word *pet*.** Demonstrate by building the word *pet*.

Practice 2. Keep the word *pet* on the card. **Let's build some more words. This word is *pet*. Make the word *peg*.** Pause for student response (student builds the word *peg*).

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

Now you will move the letters to make more words.

If incorrect, say: **Changing the *t* to *g* makes the word *peg*.** Demonstrate by building the word *peg*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

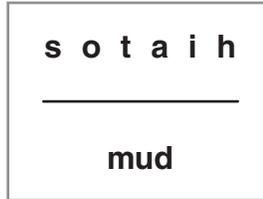
This word is _____. Make the word _____.

Word Building (Consonants)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	peg to beg	initial	beg	
2	beg to leg	initial	leg	
3	leg to led	final	led	
4	led to wed	initial	wed	
5	wed to wet	final	wet	
6	wet to met	initial	met	
Total Correct				

OPM Task 6 - Probe 1: Word Building (Vowels)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *mud*. If I take away the letter *u* and put *o* in its place, I make the word *mod*.** Replace the letter *u* with the letter *o* to make the word *mod*. **What is this word?** Pause for student response ("*mod*"). **Now you move the letters. Make the word *mad*.** Pause for student response (student builds the word *mad*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. Changing the *o* to *a* makes the word *mad*.** Demonstrate by building the word *mad*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Vowels)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	mad to sad	initial	sad	
2	sad to sat	final	sat	
3	sat to sit	medial	sit	
4	sit to hit	initial	hit	
5	hit to hot	medial	hot	
6	hot to hut	medial	hut	
Total Correct				

OPM Task 6 - Probe 2: Word Building (Vowels)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *nut*. If I take away the letter *u* and put *i* in its place, I make the word *nit*.** Replace the letter *u* with the letter *i* to make the word *nit*. **What is this word?** Pause for student response ("*nit*"). **Now you move the letters. Make the word *nip*.** Pause for student response (student builds the word *nip*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. Changing the *t* to *p* makes the word *nip*.** Demonstrate by building the word *nip*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Vowels)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	nip to tip	initial	tip	
2	tip to top	medial	top	
3	top to tap	medial	tap	
4	tap to tag	final	tag	
5	tag to tug	medial	tug	
6	tug to pug	initial	pug	
Total Correct				

OPM Task 6 - Probe 3: Word Building (Vowels)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:

u o b i a e <hr style="width: 50%; margin: 10px auto;"/> dig

Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *dig*. If I take away the letter *i* and put *o* in its place, I make the word *dog*.** Replace the letter *i* with the letter *o* to make the word *dog*. **What is this word?** Pause for student response ("*dog*"). **Now you move the letters. Make the word *dug*.** Pause for student response (student builds the word *dug*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. Changing the *i* to *u* makes the word *dug*.** Demonstrate by building the word *dug*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

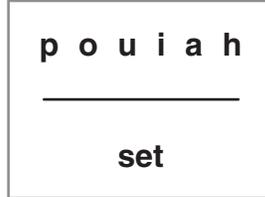
This word is _____. Make the word _____.

Word Building (Vowels)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	dug to lug	initial	lug	
2	lug to bug	initial	bug	
3	bug to big	medial	big	
4	big to bag	medial	bag	
5	bag to beg	medial	beg	
6	beg to bet	final	bet	
Total Correct				

OPM Task 6 - Probe 4: Word Building (Vowels)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is set. If I take away the letter e and put a in its place, I make the word sat. Replace the letter e with the letter a to make the word sat. What is this word?** Pause for student response ("sat"). **Now you move the letters. Make the word sit.** Pause for student response (student builds the word sit).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. Changing the a to i makes the word sit.** Demonstrate by building the word sit.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

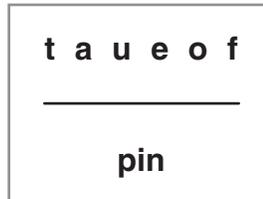
This word is _____. Make the word _____.

Word Building (Vowels)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	sit to pit	initial	pit	
2	pit to pet	medial	pet	
3	pet to pat	medial	pat	
4	pat to pot	medial	pot	
5	pot to hot	initial	hot	
6	hot to hut	medial	hut	
Total Correct				

OPM Task 6 - Probe 5: Word Building (Vowels)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *pin*. If I take away the letter *i* and put a in its place, I make the word *pan*.** Replace the letter *i* with the letter *a* to make the word *pan*. **What is this word?** Pause for student response ("*pan*"). **Now you move the letters. Make the word *pun*.** Pause for student response (student builds the word *pun*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. Changing the *a* to *u* makes the word *pun*.** Demonstrate by building the word *pun*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Vowels)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	pun to fun	initial	fun	
2	fun to fan	medial	fan	
3	fan to tan	initial	tan	
4	tan to ten	medial	ten	
5	ten to ton	medial	ton	
6	ton to tin	medial	tin	
Total Correct				

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

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:

h a e m i

bud

Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *bud*. If I take away the letter *u* and put *e* in its place, I make the word *bed*.** Replace the letter *u* with the letter *e* to make the word *bed*. **What is this word?** Pause for student response ("*bed*"). **Now you move the letters. Make the word *bad*.** Pause for student response (student builds the word *bad*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. Changing the *e* to *a* makes the word *bad*.** Demonstrate by building the word *bad*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback. Say: **Changing the ___ to ___ makes the word ____.** Replace the incorrect letter with the correct letter then move forward to the next item.

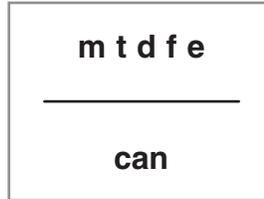
This word is _____. Make the word _____.

Word Building (Vowels)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	bad to had	initial	had	
2	had to hid	medial	hid	
3	hid to him	final	him	
4	him to hum	medial	hum	
5	hum to ham	medial	ham	
6	ham to hem	medial	hem	
Total Correct				

OPM Task 7 - Probe 1: Word Building (CVC and CVCe)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is *can*. If I put the letter *e* at the end, I make the word *cane*.** Take the letter *e* and place it at the end of *can* to make the word *cane*. **What is this word?** Pause for student response ("*cane*"). **Now you move the letters. This word is *cane*. Make the word *can*.** Pause for student response (student builds the word *can*).

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

If incorrect, say: **Let's try again. If I take away the letter *e*, I make the word *can*.**
Demonstrate by building the word *can*.

Practice 2. Keep the word *can* on the card. **Let's build some more words. This word is *can*. If I take away the letter *c* and put *m* in its place, I make the word *man*.** Replace the letter *c* with the letter *m* to make the word *man*. **What is this word?** Pause for student response ("*man*"). **Now you move the letters. This word is *man*. Make the word *mane*.** Pause for student response (student builds the word *mane*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter *e* at the end of *man*, I make the word *mane*.** Demonstrate by building the word *mane*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 2, 4, 5 Say: **If I take away the letter ___ and put the letter ___ in its place, I make the word ____.**

Item 1, 6 Say: **If I take away the letter *e*, I make the word ____.**

Item 3 Say: **If I add the letter *e*, at the end of ___, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (CVC and CVCe)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	mane to man	final e	man	
2	man to mat	final	mat	
3	mat to mate	final e	mate	
4	mate to date	initial	date	
5	date to fate	initial	fate	
6	fate to fat	final e	fat	
Total Correct				

OPM Task 7 - Probe 2: Word Building (CVC and CVCe)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is *mat*. If I put the letter *e* at the end, I make the word *mate*.** Take the letter *e* and place it at the end of *mat* to make the word *mate*. **What is this word?** Pause for student response ("*mate*"). **Now you move the letters. This word is *mate*. Make the word *mat*.** Pause for student response (student builds the word *mat*).

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

If incorrect, say: **Let's try again. If I take away the letter *e*, I make the word *mat*.**
Demonstrate by building the word *mat*.

Practice 2. Keep the word *mat* on the card. **Let's build some more words. This word is *mat*. If I take away the letter *m* and put *h* in its place, I make the word *hat*.** Replace the letter *m* with the letter *h* to make the word *hat*. **What is this word?** Pause for student response ("*hat*"). **Now you move the letters. This word is *hat*. Make the word *hate*.** Pause for student response (student builds the word *hate*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter *e* at the end of *hat*, I make the word *hate*.** Demonstrate by building the word *hate*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 1, 3, 4, 6 Say: **If I take away the letter ___ and put the letter ___ in its place, I make the word ____.**

Item 2 Say: **If I take away the letter *e*, I make the word ____.**

Item 5 Say: **If I add the letter *e*, at the end of ___, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

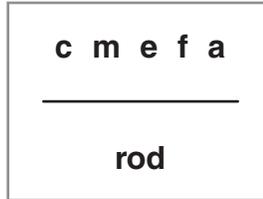
This word is _____. Make the word _____.

Word Building (CVC and CVCe)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	hate to rate	initial	rate	
2	rate to rat	final e	rat	
3	rat to rad	final	rad	
4	rad to rid	medial	rid	
5	rid to ride	final e	ride	
6	ride to hide	initial	hide	
Total Correct				

OPM Task 7 - Probe 3: Word Building (CVC and CVCe)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is rod. If I put the letter e at the end, I make the word rode.** Take the letter e and place it at the end of rod to make the word rode. **What is this word?** Pause for student response ("rode"). **Now you move the letters. This word is rode. Make the word rod.** Pause for student response (student builds the word rod).

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

If incorrect, say: **Let's try again. If I take away the letter e, I make the word rod.**
Demonstrate by building the word rod.

Practice 2. Keep the word rod on the card. **Let's build some more words. This word is rod. If I take away the letter r and put c in its place, I make the word cod.** Replace the letter r with the letter c to make the word cod. **What is this word?** Pause for student response ("cod"). **Now you move the letters. This word is cod. Make the word code.** Pause for student response (student builds the word code).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter e at the end of cod, I make the word code.** Demonstrate by building the word code.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 1, 3, 5 Say: **If I take away the letter ___ and put the letter ___ in its place, I make the word ____.**

Item 2, 6 Say: **If I take away the letter e, I make the word ____.**

Item 4 Say: **If I add the letter e, at the end of ___, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (CVC and CVCe)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	code to mode	initial	mode	
2	mode to mod	final e	mod	
3	mod to mad	medial	mad	
4	mad to made	final e	made	
5	made to fade	initial	fade	
6	fade to fad	final e	fad	
Total Correct				

OPM Task 7 - Probe 4: Word Building (CVC and CVCe)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is *mat*. If I put the letter *e* at the end, I make the word *mate*.** Take the letter *e* and place it at the end of *mat* to make the word *mate*. **What is this word?** Pause for student response ("*mate*"). **Now you move the letters. This word is *mate*. Make the word *mat*.** Pause for student response (student builds the word *mat*).

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

If incorrect, say: **Let's try again. If I take away the letter *e*, I make the word *mat*.**
Demonstrate by building the word *mat*.

Practice 2. Keep the word *mat* on the card. **Let's build some more words. This word is *mat*. If I take away the letter *m* and put *r* in its place, I make the word *rat*.** Replace the letter *m* with the letter *r* to make the word *rat*. **What is this word?** Pause for student response ("*rat*"). **Now you move the letters. This word is *rat*. Make the word *rate*.** Pause for student response (student builds the word *rate*).

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter *e* at the end of *rat*, I make the word *rate*.**
Demonstrate by building the word *rate*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 1, 3, 4, 6 Say: **If I take away the letter ___ and put the letter ___ in its place, I make the word ____.**

Item 2 Say: **If I take away the letter *e*, I make the word ____.**

Item 5 Say: **If I add the letter *e*, at the end of ___, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

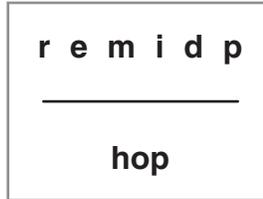
This word is _____. Make the word _____.

Word Building (CVC and CVCe)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	rate to fate	initial	fate	
2	fate to fat	final e	fat	
3	fat to bat	initial	bat	
4	bat to bit	medial	bit	
5	bit to bite	final e	bite	
6	bite to kite	initial	kite	
Total Correct				

OPM Task 7 - Probe 5: Word Building (CVC and CVCe)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is hop. If I put the letter e at the end, I make the word hope. Take the letter e and place it at the end of hop to make the word hope. What is this word? Pause for student response ("hope"). Now you move the letters. This word is hope. Make the word hop. Pause for student response (student builds the word hop).**

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

If incorrect, say: **Let's try again. If I take away the letter e, I make the word hop.**
 Demonstrate by building the word hop.

Practice 2. Keep the word hop on the card. **Let's build some more words. This word is hop. If I take away the letter h and put m in its place, I make the word mop. Replace the letter h with the letter m to make the word mop. What is this word? Pause for student response ("mop"). Now you move the letters. This word is mop. Make the word mope. Pause for student response (student builds the word mope).**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter e at the end of mop, I make the word mope.** Demonstrate by building the word mope.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 1, 2, 3, 5 Say: **If I take away the letter ___ and put the letter ___ in its place, I make the word ____.**

Item 4 Say: **If I take away the letter e, I make the word ____.**

Item 6 Say: **If I add the letter e, at the end of ___, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

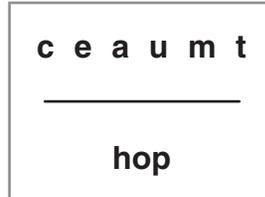
This word is _____. Make the word _____.

Word Building (CVC and CVCe)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	mope to pope	initial	pope	
2	pope to pipe	medial	pipe	
3	pipe to ripe	initial	ripe	
4	ripe to rip	final e	rip	
5	rip to rid	final	rid	
6	rid to ride	final e	ride	
Total Correct				

OPM Task 7 - Probe 6: Word Building (CVC and CVCe)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is hop. If I put the letter e at the end, I make the word hope. Take the letter e and place it at the end of hop to make the word hope. What is this word? Pause for student response ("hope"). Now you move the letters. This word is hope. Make the word hop. Pause for student response (student builds the word hop).**

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

If incorrect, say: **Let's try again. If I take away the letter e, I make the word hop.**
Demonstrate by building the word hop.

Practice 2. Keep the word hop on the card. **Let's build some more words. This word is hop. If I take away the letter h and put c in its place, I make the word cop. Replace the letter h with the letter c to make the word cop. What is this word? Pause for student response ("cop"). Now you move the letters. This word is cop. Make the word cope. Pause for student response (student builds the word cope).**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter e at the end of cop, I make the word cope. Demonstrate by building the word cope.**

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 1, 3, 4, 6 Say: **If I take away the letter ___ and put the letter ___ in its place, I make the word ____.**

Item 2 Say: **If I take away the letter e, I make the word ____.**

Item 5 Say: **If I add the letter e, at the end of ___, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

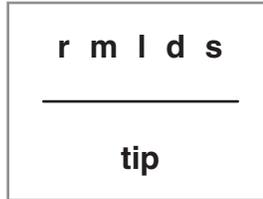
This word is _____. Make the word _____.

Word Building (CVC and CVCe)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	cope to cape	medial	cape	
2	cape to cap	final e	cap	
3	cap to cup	medial	cup	
4	cup to cut	final	cut	
5	cut to cute	final e	cute	
6	cute to mute	initial	mute	
Total Correct				

OPM Task 8 - Probe 1: Word Building (Blends)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is *tip*. If I place the letter *r* between the *t* and *i*, I make the word *trip*.** Take the letter *r* and place it between the letters *t* and *i* to make the word *trip*. **What is this word?** Pause for student response ("*trip*"). **Now you move the letters. This word is *trip*. Make the word *rip*.** Pause for student response (student builds the word *rip*).

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

If incorrect, say: **Let's try again. If I take away the letter *t*, I make the word *rip*.**
Demonstrate by building the word *rip*.

Practice 2. Keep the word *rip* on the board. **Let's build some more words. This word is *rip*. Make the word *lip*.**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I take away the letter *r* and put the letter *l* in its place, I make the word *lip*.** Demonstrate by building the word *lip*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

- Item 4** Say: **If I take away the letter ____, I make the word ____.**
- Item 1, 3, 5** Say: **If I take away the letter(s) ____ and put the letter(s) ____ in its place, I make the word ____.**
- Item 2** Say: **If I add the letter ____, I make the word ____.**
- Item 6** Say: **If I add the letter(s) ____ between the ____ and the ____, I make the word ____.**
Replace the incorrect letter with the correct letter then move forward to the next item.

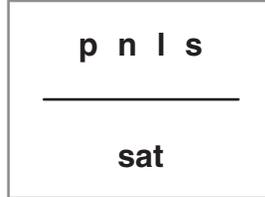
This word is _____. Make the word _____.

Word Building (Blends)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	lip to lid	final	lid	
2	lid to slid	initial	slid	
3	slid to slit	final	slit	
4	slit to lit	initial	lit	
5	lit to sit	initial	sit	
6	sit to spit	initial	spit	
Total Correct				

OPM Task 8 - Probe 2: Word Building (Blends)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is sat. If I add the letter p between the s and a, I make the word spat. Take the letter p and place it between the letters s and a to make the word spat. What is this word? Pause for student response ("spat"). Now you move the letters. This word is spat. Make the word pat.** Pause for student response (student builds the word pat).

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

If incorrect, say: **Let's try again. If I take away the letter s, I make the word pat.**
Demonstrate by building the word pat.

Practice 2. Keep the word pat on the board. **Let's build some more words. This word is pat. Make the word pant.**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter n between the a and the t, I make the word pant.** Demonstrate by building the word pant.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

- Item 1 Say: **If I take away the letter ____, I make the word ____.**
- Item 4, 5 Say: **If I take away the letter(s) ____ and put the letter(s) ____ in its place, I make the word ____.**
- Item 3, 6 Say: **If I add the letter ____, I make the word ____.**
- Item 2 Say: **If I add the letter(s) ____ between the ____ and the ____, I make the word ____.**
Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Blends)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	pan to pan	final	pan	
2	pan to plan	initial	plan	
3	plan to plans	final	plans	
4	plans to plant	final	plant	
5	plant to slant	initial	slant	
6	slant to slants	final	slants	
Total Correct				

OPM Task 8 - Probe 3: Word Building (Blends)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is *pod*. If I place the letter *n* between the *o* and *d*, I make the word *pond*.** Take the letter *n* and place it between the letters *o* and *d* to make the word *pond*. **What is this word?** Pause for student response ("*pond*"). **Now you move the letters. This word is *pond*. Make the word *pod*.** Pause for student response (student builds the word *pod*).

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

If incorrect, say: **Let's try again. If I take away the letter *n* I make the word *pod*.**
Demonstrate by building the word *pod*.

Practice 2. Keep the word *pod* on the board. **Let's build some more words. This word is *pod*. Make the word *plod*.**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter *l* between the *p* and the *o*, I make the word *plod*.** Demonstrate by building the word *plod*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 5 Say: **If I take away the letter _____, I make the word _____.**

Item 1, 2, 3, 4, 6 Say: **If I take away the letter(s) _____ and put the letter(s) _____ in its place, I make the word _____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

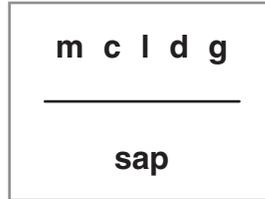
This word is _____. Make the word _____.

Word Building (Blends)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	plod to plot	final	plot	
2	plot to slot	initial	slot	
3	slot to slop	final	slop	
4	slop to stop	initial	stop	
5	stop to top	initial	top	
6	top to lop	initial	lop	
Total Correct				

OPM Task 8 - Probe 4: Word Building (Blends)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script:

Practice 1. **Let's build some words. This word is sap. If I place the letter l between the s and a, I make the word slap. Take the letter l and place it between the letters s and a to make the word slap. What is this word? Pause for student response ("slap"). Now you move the letters. This word is slap. Make the word lap. Pause for student response (student builds the word lap).**

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

If incorrect, say: **Let's try again. If I take away the letter l, I make the word lap.** Demonstrate by building the word lap.

Practice 2. Keep the word lap on the board. **Let's build some more words. This word is lap. Make the word clap.**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I add the letter c, I make the word clap.** Demonstrate by building the word clap.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

- Item 2 Say: **If I take away the letter ____, I make the word ____.**
- Item 3, 4 Say: **If I take away the letter(s) ____ and put the letter(s) ____ in its place, I make the word ____.**
- Item 5, 6 Say: **If I add the letter ____, I make the word ____.**
- Item 1 Say: **If I add the letter(s) ____ between the ____ and the ____, I make the word ____**
Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Blends)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	clap to clamp	final	clamp	
2	clamp to clam	final	clam	
3	clam to clad	final	clad	
4	clad to glad	initial	glad	
5	glad to lad	initial	lad	
6	lad to lads	final	lads	
Total Correct				

OPM Task 8 - Probe 5: Word Building (Blends)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *ban*. If I place the letter *r* between the *b* and *a*, I make the word *bran*.** Take the letter *r* and place it between the letters *b* and *a* to make the word *bran*. **What is this word?** Pause for student response ("*bran*"). **Now you move the letters. This word is *bran*. Make the word *brand*.** Pause for student response (student builds the word *brand*).

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

If incorrect, say: **Let's try again. If I add the letter *d* to *bran*, I make the word *brand*.** Demonstrate by building the word *brand*.

Practice 2. Keep the word *brand* on the board. **Let's build some more words. This word is *brand*. Make the word *band*.**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I take away the letter *r*, I make the word *band*.** Demonstrate by building the word *band*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 1, 5, 6 Say: **If I take away the letter ____, I make the word ____.**

Item 2 Say: **If I take away the letter(s) ____ and put the letter(s) ____ in its place, I make the word ____.**

Item 4 Say: **If I add the letter ____, I make the word ____.**

Item 3 Say: **If I add the letter(s) ____ between the ____ and the ____, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Blends)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	band to ban	final	ban	
2	ban to pan	initial	pan	
3	pan to plan	initial	plan	
4	plan to plant	final	plant	
5	plant to pant	initial	pant	
6	pant to pat	final	pat	
Total Correct				

OPM Task 8 - Probe 6: Word Building (Blends)

G1

Directions: Use the Word Building letters. Place the letters on the Word Building Task Card (p. 3) as shown:



Place the Task Card in front of the student.

Script: Practice 1. **Let's build some words. This word is *bet*. If I place the letter *n* between the *b* and *t*, I make the word *bent*.** Take the letter *n* and place it between the letters *b* and *t* to make the word *bent*. **What is this word?** Pause for student response ("*bent*"). **Now you move the letters. This word is *bent*. Make the word *bend*.** Pause for student response (student builds the word *bend*).

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

If incorrect, say: **Let's try again. If I take away the letter *t* and put the letter *d* in its place, I make the word *bend*.** Demonstrate by building the word *bend*.

Practice 2. Keep the word *bend* on the board. **Let's build some more words. This word is *bend*. Make the word *send*.**

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

Now you will move the letters to make more words.

If incorrect, say: **Let's try again. If I take away the letter *b* and put the letter *s* in its place, I make the word *send*.** Demonstrate by building the word *send*.

Stop if the practice item is incorrect.

Corrective Feedback: If the student forms the incorrect word, provide corrective feedback.

Item 3 Say: **If I take away the letter ____, I make the word ____.**

Item 2, 4, 5 Say: **If I take away the letter(s) ____ and put the letter(s) ____ in its place, I make the word ____.**

Item 1, 6 Say: **If I add the letter ____, I make the word ____.**

Replace the incorrect letter with the correct letter then move forward to the next item.

This word is _____. Make the word _____.

Word Building (Blends)				
	Build the Word	Word Part	Answer	OPM Score (0, 1)
1	send to spend	final	spend	
2	spend to spent	final	spent	
3	spent to sent	initial	sent	
4	sent to lent	initial	lent	
5	lent to lend	initial	lend	
6	lend to blend	initial	blend	
Total Correct				

Florida Assessments for Instruction in Reading

First Grade Task Cards

1

**Ongoing Progress Monitoring - TDI Tasks
Blackline Masters**



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B b
K k
Z z
S s
P p
T t
D d
A a
J j
V v
M m
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E e
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W w
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b	c	n
f	t	u
l	h	p
m	m	a
s	p	i

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Florida Assessments for Instruction in Reading

First Grade Oral Reading Fluency Student Summary Sheet

1

Ongoing Progress Monitoring Blackline Masters

Student Name: _____
First *Last*

County: _____

School: _____

Teacher: _____

Administration Dates: _____

OPM passage #	Date	WCPM	RC Question
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
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_____	_____	_____	_____



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OPM: Oral Reading Fluency

G1

Directions: Place the passage from the OPM Student Oral Reading Fluency Passages in front of the student (Task Cards pgs. 3-13). Using the script, instruct him/her to read each story out loud and start the stopwatch when the student reads the first word. Stop the student reading after 60 seconds. Mark all errors made by slashing (/) the word (see scoring rules below). After the student has read for 60 seconds or completed the passage, place a bracket (]) after the last word read by the student, then administer the comprehension question that follows each passage on the OPM Oral Reading Fluency Score Sheet.

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? (If the student seems unsure, repeat the task order: 1) Read Story Aloud 2) Then Answer 1 Question). **This story is called ____ . Begin here.** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

--Story Reading--

Now, I'm going to ask you a question about the story you just read.

Scoring: Reading Accuracy and Fluency – Indicate that an error occurred by slashing (/) the word stated incorrectly. When an error occurs, count it as an error and move on. After the student finishes reading tally all errors for a total number of errors.

Use rules below to determine errors:

ERRORS	NOT ERRORS
Mispronunciations (leaving off inflections like -s, -ed and -ing; reading "talk" for talked or China for China)	Insertions of words (reading "big, bad dog" instead of "bad dog")
Omissions (leaving out a word)	Self-corrections (mark as sc)
Substitutions (reading "beg" for big)	Repetitions (re-reading a word or phrase)
Reversals (reading "Tom said" instead of "said Tom") * This counts as 2 errors.	Loss of place (e.g., skipping a line) Redirect the student to the correct place and keep the stopwatch running.
Hesitations (waiting 4 seconds) * Provide the word and move on.	Misarticulation * f → th fumb → thumb * w → r wabbit → rabbit
Proper nouns (any capitalized word) * If student hesitates for four seconds or mispronounces the proper noun, provide the word and count as an error the first time only.	Multiple misreads of the proper noun DO NOT count as errors.

Record the student's time and errors in the boxes provided on the OPM Oral Reading Fluency Score Sheet.



Do not begin progress monitoring first grade students' oral reading fluency until they have successfully met the Assessment Period 2 Target Story (Cake) criteria on the Reading Comprehension task (on the BDI).



The question following the passage was designed to remind students the importance of attending to what they read. The questions are easily answered and found in the early part of the passage.



The end of year target fluency goal for first grade is 60 wcpm.

OPM: Oral Reading Fluency - Passage 1

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Trip to the Farm*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Trip to the Farm

My class went to a farm. An old man was there who told us what it is like to live on	21
the farm. He walked us to the barn. In the barn he let us pet a big horse. The horse	41
takes the man over the open land to round up his cows.	53
We did not get to see the cows. They were far away eating grass. At this farm the	71
cows do not give milk. They are sold for meat.	81
Next to the barn was a pig pen. The pigs were tan and brown. They did not	98
smell too good! The man said that he sells the pigs so that we can have ham, pork,	116
and ribs.	118
The last stop we made was at the hen house. The hens give eggs every day. The	135
old man does not sell the eggs or the hens. He eats them! The man fixed our class	153
some fresh eggs, too. It was a fun trip.	162

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
162	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Name one animal that the child in the story saw at the farm.	horse; cow; pig; hen	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Cat and the Fish*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Cat and the Fish

A big, fat cat sat by the pond. She wanted a fish to eat for her lunch. Soon a little fish swam by. The cat could not get to the fish. It was too far away. The fish swam round and round. Then it jumped out of the pond. PLOP! Back into the pond it went. The cat looked and looked at that little fish. She wanted to eat that fish, but she could not get to it. "What can I do to make that fish swim by me?" said the cat. "I know, I can make a big splash and make the fish jump up again. Let me find a rock to splash into the pond. Here is a big rock that will be good for a big splash." PLUNK went the rock. Out of the pond came the fish. It landed by the cat. The cat snatched the fish up fast and ate it all in one bite! "M-m-m! What a good lunch! I am one smart cat to get such a clever fish!" said the cat.

Fluency Rate Formula if Student Reads for 60 Seconds

$$\frac{\text{Total Words Attempted in Story in 60 Seconds} - \# \text{ Errors}}{60} = \text{Fluency (WCPM)}$$

	-		=	
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Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

$$\frac{\# \text{ of words in story} - \# \text{ Errors}}{\text{Total Seconds}} \times 60 = \text{Fluency (WCPM)}$$

179	-		=		÷		x 60 =	
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Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What did the cat want to do with the fish?	eat it (for lunch)	

OPM: Oral Reading Fluency - Passage 3

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Dogs Can Help*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Dogs Can Help

My dad is a policeman. He has a dog that helps him at his job. His dog, Mike, is	19
big and black. He jumps and runs when my dad tells him to jump and run. Mike is	37
smart! Mike can run after a bad man. Once he ran after a robber and made him	54
stop. Once he helped find a lost little girl. Mike can smell well. He sniffed the girl's	71
shirt and then he could find her by her smell. Dad likes to have Mike with him.	88
There is a big dog I see when I ride my bike. This dog must be good, too. He	107
walks with a man who can not see. The dog stops when the red light says to stop.	125
The dog is next to the man at all times. He takes the man everywhere he must go.	143
This dog knows how to help the man. Dogs are good helpers!	155

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds		-	# Errors	=	Fluency (WCPM)
		-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
155	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Name one way that dogs are good helpers.	they can help stop robbers; they can help find lost girls; they can help people cross the street; run/chase after bad men	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Little Blue Bird*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Little Blue Bird

A little blue bird sat on the branch. He was by himself and he was sad. He 17
 wanted to play with other birds. He wanted to fly up, up, up with them. It would be 35
 so much fun! The little blue bird hopped from branch to branch to find some bird 51
 friends. After a bit, he saw a pretty yellow bird in a nest. 64
 "Maybe this bird will play with me," said the little blue bird to himself. "Yellow 79
 bird, will you play with me? We can fly up, up, up and then down, down, down. We 97
 can have fun," he said. 102
 "No, I can not play with you now. I must sit on my egg. A new little bird is in it 123
 and will come out soon. You may sit with me and we can talk together. That will be 141
 fun," said the yellow bird. 146
 The two birds sat together and talked. Soon the yellow bird popped up. She 160
 looked at the egg and saw a crack. Then, ONE, TWO, THREE, out came a new little 177
 yellow bird. Now the blue bird had two new friends to play with. 190

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds		-	# Errors	=	Fluency (WCPM)
		-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
190	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why was the little bird sad?	he was by himself; he wanted to play with other birds	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Kite Flying*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Kite Flying

I just got a new kite for my birthday. It is really pretty with big blue stars on it.	19
My brother and I took my kite to the lake. He said it would fly really high there.	37
We went to the lake and there were so many people there. My brother told me	53
that he would help at first, but then it would be my turn. He let the string go and ran	73
around the lake. There it went; the kite flew up and over all the people. It was so	91
fast, flying through the air!	96
Then, it was my turn. I did just as he did, but the kite was not going up. I	115
wanted it to go as high as before. So I started to run. I ran as fast as I could to make	137
the kite go high up in the sky. The kite was flying! It was so much fun. I can not wait	158
to go again!	161

Fluency Rate Formula if Student Reads for 60 Seconds

$$\begin{array}{rcccl}
 \text{Total Words} & & & & \\
 \text{Attempted in Story} & & & & \\
 \text{in 60 Seconds} & - & \# \text{ Errors} & = & \text{Fluency} \\
 & & & & \text{(WCPM)} \\
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 \end{array}$$



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
161	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Who helped the child in the story fly his kite?	his brother	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Rainy Day*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Rainy Day

It is raining outside. We can not play outside today. It is going to rain all day.	17
What should we do? I guess we will have to play inside the house today.	32
There is a lot of fun to be had inside. We can do many things. First, we will	50
build a fort. We can climb in and out of the fort. It will be fun. Next, we will dress up	71
like pirates. We can play pirates in the house. If that is not fun, we can draw animals	89
with crayons. I have many crayons. I have crayons of all colors.	101
When it stops raining, we can play in the puddles. I like to jump in puddles. If	118
we have raincoats, we can play in the rain. But if we're not careful, we could get	135
sick. We better stay in the house to be safe. There is lots of fun we can have indoors.	154

Fluency Rate Formula if Student Reads for 60 Seconds

$$\frac{\text{Total Words Attempted in Story in 60 Seconds} - \# \text{ Errors}}{\text{Fluency (WCPM)}} =$$

	-		=	
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NOTE Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

$$\frac{\# \text{ of words in story} - \# \text{ Errors}}{\text{Words Correct}} \div \frac{\text{Total Seconds}}{\text{x 60}} = \text{Fluency (WCPM)}$$

154	-		=		÷		x 60 =	
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Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why did the child in the story say she might have to play inside the house today?	because it was raining	

OPM: Oral Reading Fluency - Passage 7

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Time for a Bath*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Time for a Bath

It's time to give my big dog a bath. He does not like it, not one bit! He spent	19
the day outside, rolling around in my mom's garden. He is covered with mud and	34
bits of grass. He ran up to me wagging his tail and wanting to play. He does not	52
know that I have a plan.	58
First, I have to put on his leash. My mom helps me hook his leash to a pipe so	77
that he can't get away. He has guessed what I'm going to do and is starting to bark	95
and jump around. I use a soft voice to calm him down, and give him hugs. He has	113
long hair so it takes a lot of soap to get him clean, and then a lot of water to get out	135
the soap! I always get soap on me, too.	144
When I finish, I rub him with a towel and then stand back. He shakes his body	170
so hard that nearly every drop of water flies off! Next, I use a large brush to make his	187
fur shiny and sleek. The funniest thing is that when I am all done, I am clean, too!	198

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
198	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Why did the dog need a bath?	he was dirty; he rolled in the garden	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *A Present for Grandpa*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

A Present for Grandpa

I helped my mom pick out a present for my grandpa. We took it home and	16
wrapped it up, then put it in a box. We wrote my grandpa's address on the outside	33
of the box. Then we went to the post office.	43
My mom paid money and gave the box to the worker. He put the box in a bin	61
with other boxes that are going to the same city. The boxes will go on an airplane to	79
the town where my grandpa lives. A mail truck will pick them up from the airport and	96
take them to the post office there. My grandpa's mailman will find our box and put it	113
in his truck. He will take it to my grandpa's house.	124
I wish I could fly on the plane and ride in the mail truck! It would be funny if the	144
mailman put me in the mailbox, too!	151

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
151	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Who did the child in the story and her mom mail a gift to?	her grandpa	

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Great White Shark*. **Begin here. Ready?** (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Great White Shark

The great white shark is one of the biggest sharks around. It can grow to be 20	17
feet long. The great white shark has a white belly and a gray back and lives in most	35
of the oceans in the world.	41
When they are born, these sharks are about five feet long. They must swim	55
away from their mother or she might eat them!	64
The great white has thousands of teeth. When it loses a tooth, a new one takes	80
its place. It eats meat, including fish, dolphins, seals and sea lions. After a big meal,	96
the shark might not eat again for one or two months. It is the only shark known to lift	115
its head out of the water, maybe to look around and see what it can eat.	131
The shark must swim all the time, even when sleeping, or it will sink. I don't ever	148
want to meet a great white!	154

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds		-	# Errors	=	Fluency (WCPM)



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
154								

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
Is the great white shark one of the biggest sharks around?	yes	

OPM: Oral Reading Fluency - Passage 10

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *Mitch and the Boat Race*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

Mitch and the Boat Race

“There is a boat race at Loon Lake!” Mitch tells his mom and dad. Mitch wants to race his new boat. Mom and Dad think it is a good race for Mitch. 16
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Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds	-	# Errors	=	Fluency (WCPM)
	-		=	



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
181	-		=		÷		x 60 =	

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
What does Mitch want to do in this story?	race his new boat	

OPM: Oral Reading Fluency - Passage 11

G1

Script: I would like you to read out loud for me. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read. Do you understand what we will be doing? This story is called *The Colors of the Rainbow*. Begin here. Ready? (Point to the first word of the text. Start the stopwatch when the student reads the first word.)

The Colors of the Rainbow

Have you ever seen a rainbow? I saw one today, far away, after a rain shower.	21
It was very big and bright. I went for a walk so I could look at it for a while.	41
Did you know that a rainbow shows up only when there is rain and sunshine?	53
The sun shines on little drops of water in the air and light is reflected into the sky.	71
Even when there is rain and sunshine, a rainbow will not be seen if the sun is too high. Rainbows are almost always seen in the early morning or late afternoon, when the sun is in just the right place.	81 98 116
Every rainbow has the same colors. Red is always the top color, followed by orange, yellow, green, blue, and purple.	118 135
I hope I get to see another rainbow soon. Some people say that rainbows are lucky. I just think they are pretty!	153 162

Fluency Rate Formula if Student Reads for 60 Seconds

Total Words Attempted in Story in 60 Seconds		-	# Errors	=	Fluency (WCPM)



Use the table below if the student finishes the passage before 60 seconds have elapsed.

Fluency Rate Formula if Student Completes Passage in Less Than 60 Seconds

# of words in story	-	# Errors	=	Words Correct	÷	Total Seconds	x 60 =	Fluency (WCPM)
162								

Script: Now I'm going to ask you a question about the story you just read.

Question	Answer	OPM RC Score (0,1)
When did the child in the story see a rainbow?	after a rain shower	

Florida Assessments for Instruction in Reading

First Grade Oral Reading Fluency
Passages

1

Ongoing Progress Monitoring Blackline Masters



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Trip to the Farm

My class went to a farm. An old man was there who told us what it is like to live on the farm. He walked us to the barn. In the barn he let us pet a big horse. The horse takes the man over the open land to round up his cows.

We did not get to see the cows. They were far away eating grass. At this farm the cows do not give milk. They are sold for meat.

Next to the barn was a pig pen. The pigs were tan and brown. They did not smell too good! The man said that he sells the pigs so that we can have ham, pork, and ribs.

The last stop we made was at the hen house. The hens give eggs every day. The old man does not sell the eggs or the hens. He eats them! The man fixed our class some fresh eggs, too. It was a fun trip.

The Cat and the Fish

A big fat cat sat by the pond. She wanted a fish to eat for her lunch. Soon a little fish swam by. The cat could not get to the fish. It was too far away. The fish swam round and round. Then it jumped out of the pond. PLOP! Back into the pond it went.

The cat looked and looked at that little fish. She wanted to eat that fish, but she could not get to it.

“What can I do to make that fish swim by me?” said the cat. “I know, I can make a big splash and make the fish jump up again. Let me find a rock to splash into the pond. Here is a big rock that will be good for a big splash.”

PLUNK went the rock. Out of the pond came the fish. It landed by the cat. The cat snatched the fish up fast and ate it all in one bite!

“M-m-m! What a good lunch! I am one smart cat to get such a clever fish!” said the cat.

Dogs Can Help

My dad is a policeman. He has a dog that helps him at his job. His dog, Mike, is big and black. He jumps and runs when my dad tells him to jump and run. Mike is smart! Mike can run after a bad man. Once he ran after a robber and made him stop. Once he helped find a lost little girl. Mike can smell well. He sniffed the girl's shirt and then he could find her by her smell. Dad likes to have Mike with him.

There is a big dog I see when I ride my bike. This dog must be good, too. He walks with a man who can not see. The dog stops when the red light says to stop. The dog is next to the man at all times. He takes the man everywhere he must go. This dog knows how to help the man. Dogs are good helpers!

The Little Blue Bird

A little blue bird sat on the branch. He was by himself and he was sad. He wanted to play with other birds. He wanted to fly up, up, up with them. It would be so much fun! The little blue bird hopped from branch to branch to find some bird friends. After a bit, he saw a pretty yellow bird in a nest.

“Maybe this bird will play with me,” said the little blue bird to himself. “Yellow bird, will you play with me? We can fly up, up, up and then down, down, down. We can have fun,” he said.

“No, I can not play with you now. I must sit on my egg. A new little bird is in it and will come out soon. You may sit with me and we can talk together. That will be fun,” said the yellow bird.

The two birds sat together and talked. Soon the yellow bird popped up. She looked at the egg and saw a crack. Then, ONE, TWO, THREE, out came a new little yellow bird. Now the blue bird had two new friends to play with.

Kite Flying

I just got a new kite for my birthday. It is really pretty with big blue stars on it.

My brother and I took my kite to the lake. He said it would fly really high there. We went to the lake and there were so many people there. My brother told me that he would help at first, but then it would be my turn. He let the string go and ran around the lake. There it went; the kite flew up and over all the people. It was so fast, flying through the air!

Then, it was my turn. I did just as he did, but the kite was not going up. I wanted it to go as high as before. So I started to run. I ran as fast as I could to make the kite go high up in the sky. The kite was flying! It was so much fun. I can not wait to go again!

Rainy Day

It is raining outside. We can not play outside today. It is going to rain all day. What should we do? I guess we will have to play inside the house today.

There is a lot of fun to be had inside. We can do many things. First, we will build a fort. We can climb in and out of the fort. It will be fun. Next, we will dress up like pirates. We can play pirates in the house. If that is not fun, we can draw animals with crayons. I have many crayons. I have crayons of all colors.

When it stops raining, we can play in the puddles. I like to jump in puddles. If we have raincoats, we can play in the rain. But if we're not careful, we could get sick. We better stay in the house to be safe. There is lots of fun we can have indoors.

Time for a Bath

It's time to give my big dog a bath. He does not like it, not one bit! He spent the day outside, rolling around in my mom's garden. He is covered with mud and bits of grass. He ran up to me wagging his tail and wanting to play. He does not know that I have a plan.

First, I have to put on his leash. My mom helps me hook his leash to a pipe so that he can't get away. He has guessed what I'm going to do and is starting to bark and jump around. I use a soft voice to calm him down, and give him hugs. He has long hair so it takes a lot of soap to get him clean, and then a lot of water to get out the soap! I always get soap on me too.

When I finish, I rub him with a towel and then stand back. He shakes his body so hard that nearly every drop of water flies off! Next, I use a large brush to make his fur shiny and sleek. The funniest thing is that when I am all done, I am clean too!

A Present for Grandpa

I helped my mom pick out a present for my grandpa. We took it home and wrapped it up, then put it in a box. We wrote my grandpa's address on the outside of the box. Then we went to the post office.

My mom paid money and gave the box to the worker. He put the box in a bin with other boxes that are going to the same city. The boxes will go on an airplane to the town where my grandpa lives. A mail truck will pick them up from the airport and take them to the post office there. My grandpa's mailman will find our box and put it in his truck. He will take it to my grandpa's house.

I wish I could fly on the plane and ride in the mail truck! It would be funny if the mailman put me in the mailbox too!

Great White Shark

The great white shark is one of the biggest sharks around. It can grow to be 20 feet long. The great white shark has a white belly and a gray back and lives in most of the oceans in the world.

When they are born, these sharks are about five feet long. They must swim away from their mother or she might eat them!

The great white has thousands of teeth. When it loses a tooth, a new one takes its place. It eats meat, including fish, dolphins, seals and sea lions. After a big meal, the shark might not eat again for one or two months. It is the only shark known to lift its head out of the water, maybe to look around and see what it can eat.

The shark must swim all the time, even when sleeping, or it will sink. I don't ever want to meet a great white!

Mitch and the Boat Race

“There is a boat race at Loon Lake!” Mitch tells his mom and dad. Mitch wants to race his new boat. Mom and Dad think it is a good race for Mitch.

The race is marked with cones that float. Each boat has to go on the right side of all nine cones and past the flag at the end. Mitch feels good about the race.

The day of the race Mitch gets up at six. He eats a quick breakfast. Soon Dad meets Mitch by the boat and they check to see that Mitch has all the things he will need. He puts on his life vest and race number. He has two oars and two floats in the boat. He is set to go!

The race starts at nine. Dad hugs Mitch and says, “Good luck, son, take care and have fun. Just do your best!” When the race starts, Mitch’s boat is out in front. But soon a fast red boat comes next to him. Mitch passes the last flag. Did he win? No, but he had fun!

The Colors of the Rainbow

Have you ever seen a rainbow? I saw one today, far away, after a rain shower. It was very big and bright. I went for a walk so I could look at it for a while.

Did you know that a rainbow shows up only when there is rain and sunshine? The sun shines on little drops of water in the air and light is reflected into the sky. Even when there is rain and sunshine, a rainbow will not be seen if the sun is too high. Rainbows are almost always seen in the early morning or late afternoon, when the sun is in just the right place.

Every rainbow has the same colors. Red is always the top color, followed by orange, yellow, green, blue and purple.

I hope I get to see another rainbow soon. Some people say that rainbows are lucky. I just think they are pretty!