

DOCUMENT RESUME

ED 117 697

95

CS 202 172

TITLE An Evaluation of the English Language Skills Acceleration Project, FY 1974.

INSTITUTION Trust Territory of the Pacific Islands

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE 74

NOTE 158p.; Not available in hard copy due to marginal legibility of original document; Three reading tests were removed due to copyright restrictions

EDRS PRICE MF-\$0.83 Plus Postage. HC Not Available from EDRS.

DESCRIPTORS \*Accelerated Programs; Grade 9; \*Language Arts; \*Language Skills; Projects; Reading Comprehension; Reading Diagnosis; Reading Programs; Reading Readiness; \*Reading Tests; Structural Analysis; Vocabulary; Word Study Skills

IDENTIFIERS Elementary Secondary Education Act Title I; \*English Language Skills Acceleration Project; ESEA Title I

ABSTRACT

An evaluation of the English Language Skills Acceleration Project, a program used in ninth-grade reading instruction in two high schools in the Marshall Islands, is provided in this report. Included are a description of the program and its activities, a discussion and comparison of test results, an evaluation of the behavioral objectives with comments on possible revisions, and a list of recommendations for inclusion in the following year's program. The major portion of the document consists of the following material in seven appendixes: material covered by Marshall Islands High School (MIHS) target group in SRA kits I-C, II-A; histograms of Hawaii Reading Tests results for target and control groups; histograms of Stanford Diagnostic Reading Test for MIHS target group; histogram of Stanford Diagnostic Reading Test for MIHS control group; histograms of Stanford Diagnostic Reading Test for Assumption High School target group; a histogram of Roswell-Chall Word Analysis Test for MIHS target group; and a comparative summary of test results for each group. (JM)

\*\*\*\*\*

\* Documents acquired by ERIC include many informal unpublished \*  
 \* materials not available from other sources. ERIC makes every effort \*  
 \* to obtain the best copy available. Nevertheless, items of marginal \*  
 \* reproducibility are often encountered and this affects the quality \*  
 \* of the microfiche and hardcopy reproductions ERIC makes available \*  
 \* via the ERIC Document Reproduction Service (EDRS). EDRS is not \*  
 \* responsible for the quality of the original document. Reproductions \*  
 \* supplied by EDRS are the best that can be made from the original. \*

\*\*\*\*\*

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

AN EVALUATION OF  
THE ENGLISH LANGUAGE SKILLS ACCELERATION PROJECT

FY 1974

ESEA TITLE I

ACCOUNT NUMBER F-274118-2

TABLE OF CONTENTS

I. PROJECT PARTICIPANTS AND STAFF.....	1
II. PROJECT DESCRIPTION.....	2
III. DESCRIPTION OF TESTS.....	3
IV. ANALYSIS OF TEST DATA.....	3
V. EVALUATION OF BEHAVIORAL OBJECTIVES.....	5
VI. RECOMMENDATIONS.....	7

2

**BEST AVAILABLE COPY**

**BEST AVAILABLE COPY**

ED117697

S 202 172

## Introduction

The following is an evaluation of the English Language Skills Acceleration Project, a program funded by USEA Title I. In this report is a description of the program and activities; a discussion and comparison of test results; an evaluation of the behavioral Objectives and comments on possible revisions; a list of recommendations for inclusion in next year's program.

The English Language Skills Acceleration Project (ELSAP) was funded by Title I under Public Law 89-10. The total budget amounted to \$17,500, of which \$13,406 was spent for salaries and benefits while \$4000 was used for the purchase of supplies. A supplemental sum of \$2,532.67 was received in April for purchase of additional supplies. The average Title I per pupil expenditure for FY 1974 was \$102.34.

## Project Participants and Staff

The ELSAP program was actively involved in the 9th grade reading programs at Marshall Islands High School (MIHS) and at Assumption High School (AHS). The ELSAP Office was located in the MIHS Administration Building. It was within easy walking distance of the 9th grade English sections at MIHS and also within a mile of the AHS campus.

One hundred thirty-six 9th graders at MIHS were participating in the ELSAP program at the end of the school year. The twenty-four remaining MIHS 9th graders formed the Control Group. Assumption High School, a private high school in the DUD Municipality, had all thirty-five of their 9th graders enrolled in the project classes.

During the course of the school year the 9th graders, with the exception of the Control Group, received four hours a week of project related activities. Throughout the first semester the ELSAP participants worked independently in the SRA Reading Program, were given instruction in basic dictionary skills, and were administered various Informal Reading Inventories. During the second semester SRA Power Builders were deemphasized, Word Analysis instruction was implemented, Library Kits were introduced, more advanced dictionary skill exercises were presented, and the Reading for Understanding component of SRA was started with the more advanced students.

The project staff at MIHS was made up of four 9th grade English teachers. A second 9th grade English teacher was in charge of the control group. The Principal of AHS handled the project class at that school. The Project Coordinator was in charge of the overall program.

The Project Coordinator spent about two hours a week in all but two project classes. The teacher of the classes in question was actively involved in the ELSAP program during FY 1973 and did not need as much guidance or training. He received at least one visit every two weeks and consulted regularly with the Project Coordinator. During these visits to the project classes the Project Coordinator gave on-the-job training to the teachers, assisted in administering Informal Reading Inventories to project students, aided the teachers in implementing each component of the project, and monitored all project activities.

The ELSAP program started on September 10, 1973 and finished up on June 7, 1974.

## Project Description

The ELSAP program began with the administering of the Hawaii Reading Test during the first week of school. All 9th graders at MHS and AHS took the test. The second week of school brought the implementation of SRA Individualized Reading Instruction. The sections made up of students having lower scores on the English portion of the MHS Entrance Test were introduced to Kit I-C, and the three sections scoring higher on the English portion of the MHS Entrance Test started working in the III-A Kit. After the program had run a week the teachers and Site Director administered Informal Reading Inventories which took nearly the first semester to complete. The Informal Test were the Roswell-Chall Auditory Blending Test, Basic Sight Word Test, the Roswell-Chall Word Analysis Test, Form I, the Gilmore Oral Reading Test and a series of Cloze Tests. During the first quarter the students started receiving Dictionary Skills exercises, which continued until the end of the school year. Immediately after Christmas the Library Kits were introduced to the Target Group students. These Kits were composed of high interest-low readability books from the Scholastic Book Series.

The Phonics program was introduced in early February. From the results of the Roswell-Chall Word Analysis Test and the SDRT, Test 7: sound Discrimination, it was determined that the 9th grade "target groups" were weak in decoding skills. These Phonic exercises were presented by the classroom teachers in twenty minute blocks, two or three times a week. The emphasis on SRA was lessened to provide adequate time for Phonic instruction.

A two-fold approach was followed for staff training: Regular meetings with the Project Teachers were conducted by the Site Director. Tests, and new materials were distributed to the teachers and demonstrations of their use were given by the Site Director. The second approach pertained to in-class practical training in the administration of the Informal tests and the techniques in presenting the new materials.

The Phonic and Auditory Discrimination exercises presented to the "target groups" during the second semester were all developed/adapted by the Site Director. The exercises provided oral and silent practice in initial and final consonant blends, digraphs, vowels, vowel combinations, and silent letters in words. Fifty-five exercises were developed.

The Site Director was also instrumental in developing a new form of the High School Entrance Test. This activity was not written into the Program Proposal for FY 1974, primarily due to timing. In October the Principal of MHS solicited the help of the Site Director in constructing the new test. Preliminary planning for the test started in late October; the test was formulated during late December and early January. The Site Director was also involved in pretesting and completing an item analysis. The final form was administered to all 8th graders in the Marshall Islands.

The test was constructed to measure student knowledge of certain areas in reading in which the FY 1974 ELSAP Target Groups had been diagnosed as deficient. These areas of reading deficiency were ascertained from the interpreted results of the Roswell-Chall Test of Word Analysis Skills and Stanford Diagnostic Reading Test (SDRT), Level I, Form W, which were administered to all 9th graders during pretesting. It was hoped that the results of the new English Entrance Test would provide more information about each of the students selected for the 9th grade. Additionally, it was expected that the test would identify those students possessing better master of reading skills.

The Site Director also administered the test to the 8th graders in the Central and Western Islands of the Marshalls. The length of the Field Trip was five weeks. He also helped administer the test to the students at Rota Elementary School and Ebeye Elementary School. This activity was not included in the Program Proposal.

### Description of Tests

A number of Formal and Informal Reading Inventories were administered to the Target Groups and Control group in order to evaluate student achievement and to provide an index for measuring program impact. The group tests, the Hawaii Reading Test and the Stanford Diagnostic Reading Test, were administered to the MIHS and AHS Target Groups, and to the MIHS Control Group. The Informal Inventories were only administered to the Target Groups, due mainly to the amount of time available to do the testing and the number of students to be tested.

The Group Survey Test administered to all 9th graders was the Hawaii Reading Test. This test has four parts: Part I tests Phoneme-Grapheme correspondences; Part II-A, II-B & III test reading comprehension through the use of pictures and transformed grammatical structures. This test doesn't have an alternate form, so the same form was presented to all 9th graders in September and May. Scores and their frequencies are listed in Appendix G. A copy of the test is appended to this report.

The Stanford Diagnostic Reading Test, Level I, Forms W & X, were administered to the MIHS and AHS Target Groups and the MIHS Control Group in November and May. It was unfortunate that the SDRT did not arrive early enough to be administered immediately after the Hawaii Reading Test. The results of each subtest reflected some of the instruction the students had been receiving between September and mid-November. The SDRT is made up of seven subtests which check Reading Comprehension, Vocabulary knowledge, Auditory Discrimination ability, Syllabication, knowledge of Beginning and Ending Sounds, Blending ability, and their facility in Sound Discrimination. Copies of the SDRT, Level I, Forms W & X are attached:

The first Informal Reading Inventory to be administered was the Roswell-Chall Auditory Blending Test. The results of this test were analyzed by the Site Director and Project Teachers. It was decided that the results of this test gave no relevant information for possible instructional changes. This test was not administered at posttest time. A copy of the Roswell-Chall Auditory Blending Test is attached.

The second Informal Reading Inventory administered was the Roswell-Chall Word Analysis Test. This test is made up of six subtests which measure mastery of different Word Analysis Skills. The results of this test were analyzed by the Site Director and Project Teachers and instruction was started in the second semester to correct some of the weaknesses identified. Appendix F provides a summary of the pre and posttest results of the MIHS Target Group. The MIHS Control Group was not tested and the AHS results are not available at this time as the AHS Principal is off-island on vacation. The AHS results will be submitted as soon as the Principal returns and makes the test copies available to the Site Director.

A Basic Sight Word Test made up of 50 randomly selected words from the Dolch 220 Basic Sight Word List was also administered during the second quarter. The examiner had a check list of the words which were grouped in tens. The words were presented to individual students on 3" x 5" flash cards. Any mispronunciations or refusals were noted on the student's check list. A posttest of the Basic Sight Words was not administered because the minimal performance level stated in the program objectives had been fulfilled in the pretest. A copy of the check list is appended to the end of this report.

The final Informal Reading Inventory administered was the Gilmore Oral Reading Test, Form C. This test was given to individual students by the Project Teachers and the Site Director. The student read a graded paragraph out loud to the examiner and then orally answered five questions presented orally to him by the examiner. The test comes complete with a check list of possible oral reading errors which the examiner is expected to mark as the student reads the paragraph. The information provided through analysis of the results of this test would be invaluable for a remedial reading program in which in-depth study of a small group of students was planned. Administering the test took weeks and the final results were of little value in revising project instruction. It was felt that the time used in administering the Gilmore Oral Reading Test could be better used teaching Word Analysis Skills or in teaching Reading Comprehension. The Gilmore Oral Reading Test was not posttested.

#### Analysis of Test Data

In Appendix B, Table 1, the mean score improvement of the MIHS Target Group was thirteen points during the school year. Tables 2 & 3 in Appendix B give comparative Frequency Histograms for last year's MIHS Target Group and this year's MIHS Target Group. This year's MIHS Target Group did not receive the Intensive Summer Program which was held for the FY 1973 MIHS Target Group. Twenty-five more 9th graders were admitted at the start of the 1973-1974



school year than were admitted the year before. In admitting the extra students the High School Administration had to select students with lower English Entrance Test scores. Teachers of all 9th grade academic courses were in agreement that this year's 9th grade class was not as well prepared English wise as was last year's 9th grade class.

The Frequency Histograms in Appendix B, Table 4 presents the MIHS Control Group scores on the Hawaii Reading Test. The mean score improvement for this group was eleven points. The students in this group were among the weakest in the 9th grade class.

The AHS Target Group's results are given in Appendix B, Tables 5, 6 & 7. They demonstrated a seven point mean score improvement during the school year. A number of the AHS 9th graders were graduates of Government Elementary Schools in the Marshalls. They were much weaker in reading than the members of their peer group who had graduated from Assumption Elementary School. The Comparative Frequency Histograms, Tables 6 & 7 in Appendix B, bear witness to the difference between last year's AHS Target Group and this year's AHS Target Group.

The Frequency Histograms for each subtest of the Stanford Diagnostic Reading Test are located in Appendices, C, D and E. The Reading Comprehension subtest did not give an accurate index of improvement for the more advanced students at MIHS and AHS. The test was intended to measure the comprehension levels of the lower students. The MIHS Control Group showed the greatest increase in mean score with a nine point improvement. The MIHS Target Group had a five point mean score increase and the AHS Target Group increased three points mean score. 40% of the MIHS Control Group scored below 20 points on the pretest as opposed to 9% of the MIHS Target Group and 3% of the AHS Target Group. The Control Group scored 8 points lower than the Target Groups on the pretest and had much more room for improvement in the subsequent posttest. (Appendix C, Table 1; Appendix D, Table 1, Appendix E, Table 1)

The levels of improvement for the MIHS Control and Target Groups were the same on the Vocabulary test (Appendix C, Table 2; Appendix D, Table 2). The AHS Target Group gained four points mean score (Appendix E, Table 2). Vocabulary was a weak point with all 9th grade students. The AHS students did more independent reading than the MIHS students which gave them greater opportunities to increase their vocabulary.

Auditory Discrimination was one area identified in the pretest as need substantial instructional work. The AHS and MIHS Target Groups were given extensive practice in auditory discrimination before the phonics exercises were started. The AHS Target Group increased 5 points mean score, the MIHS Target Group ten points mean score and the MIHS Control Group seven points mean score. (See Appendix C, Table 3; Appendix D, Table 3; Appendix E, Table 3)

The AHS Target Group had a one point decrease in mean score in Syllabication. The MIHS Control Group displayed no improvement and the MIHS Target had a one point mean score increase. (Appendix C, Table 4; Appendix D, Table 4; Appendix E, Table 4)

The AHS and MIHS Target Groups did not increase their mean score on the test of Beginning and Ending Sounds. The MIHS Control Group, which scored considerably lower on the pretest had a two point mean score increase. (Appendix C, Table 5; Appendix D, Table 5; Appendix E, Table 5)

The MIHS Control Group increased their mean score by two points on the Blending test. The MIHS Target Group's mean score increased by one point and the AHS Target Group's mean score stayed the same. (Appendix C, Table 6; Appendix D, Table 6; Appendix E, Table 6)

On the final subtest of the SDRT, Sound Discrimination, the AHS and MIHS Target Groups increased their mean scores by three points while the MIHS Control Group had a one point increase. (Appendix C, Table 7; Appendix D, Table 7; Appendix E, Table 7) Phonics and Word Analysis Skills were strongly emphasized during the second semester in the Target Groups.

The MIHS Control Group had substantially lower pretest mean scores on all but three tests: SDRT Vocabulary, SDRT Syllabication, and SDRT Blending. The only test on which the MIHS Control Group displayed substantially greater mean score improvement was the SDRT Reading Comprehension.

The MIHS Target Group showed slightly more mean score improvement than the MIHS Control Group on the Hawaii Reading Test, SDRT Auditory Discrimination and SDRT Sound Discrimination. The number of points between mean scores, and the number of points mean score improvement for each group on each test is given in the Test Summary in Appendix G.

If a Control Group is to be a part of next year's ELSAP program, a more meaningful comparison could be drawn if that group were composed of students randomly selected from the total MIHS 9th grade population. This year's MIHS Group contained students from the lower half of the 9th grade class.

Reading deficiencies identified as a result of the testing component of the ELSAP program are as follows:

Word Analysis Skills---the majority of the students exhibited weakness in consonant blends, vowel sounds, rule of silent e, vowel combinations, and syllabication. (See Appendix F) This was to be expected due to a lack of phonic training in the Elementary School system. There was also some evidence of weakness in the ability to identify the same sounds in different words. (Appendix C, Table 7; Appendix D, Table 7; Appendix E, Table 7) Students repeatedly demonstrated an inability to relate sound to a printed letter or combination of letters. In attacking an unknown word they would randomly guess at the pronunciation.



Reading Readiness---a weakness in the readiness skill of auditory discrimination was also identified. (Appendix C, Table 3; Appendix D, Table 3; Appendix E, Table 3) When presented with two words, the students demonstrated an inability to identify which sounds in the two words were identical. After a period of instruction, the majority in the Target Groups showed substantial improvement.

Reading Comprehension--at the beginning of the school year most students were able to comprehend materials written on the 2nd and 3rd grade levels of difficulty. Anything above these levels proved to be too difficult for all but a few. Some of the reasons for their weakness in reading comprehension were a lack of reading comprehension instruction, limited knowledge of vocabulary and associated cultural implications, poor word analysis skills, more difficult syntactic constructions, and an overall lack of experiences related to the material being read.

Vocabulary-----this is a troublesome area for nearly all 2nd language learners. It can be safely assumed that students learning a 2nd language will need extra work in vocabulary development. Teachers in all subject areas should spend ample instructional time aiding the students in vocabulary development, providing clear explanations of cultural connotations when applicable, and helping them in 2nd language concept development.

Study Skills-----the vast majority of the students had never seen a dictionary or encyclopedia, and had no concept of how to use them. The same can be said of using the library. This was not unexpected as few, if any of the Outer Island schools have libraries, and if the teachers have a copy of a dictionary there usually aren't enough to provide instruction for a class. The Ebeye and Majuro students have little advantage over the Outer Island Students. The number of books available to the students is minimal.

#### Parents Council

The ELSAP Parents Council was not a roaring success. From the very first attempt to hold a meeting--only four parents attended--the response was less than enthusiastic. A second meeting was scheduled at which twelve parents were in attendance. Officers were elected at the second meeting. The President never attended another meeting and the Vice-President returned for one more. Attendance averaged about nine parents per meeting.

Evaluation of Behavioral Objectives

Parental Involvement---Product

Objective No. 1

50% of the parents will visit and observe classes at least one school day.

50% of the parents did not observe classes at least one school day. It was hard to get parents to come to school to observe classes as many of them are working and unavailable to visit classes during the day.

Objective No. 2

50% of the families in the target area will send a representative to at least two out of three informational meetings during the school year.

The average attendance at Parent Council meetings was about nine people. If each person in attendance could be considered as a representative of five or six families in the Marshallese extended family system, then it might be possible to submit that 50% of the families in the target area had a representative at two out of three meetings. However, it is very doubtful that each person attending each meeting was representing more than his own immediate family. It is more realistic to state that less than 50% of the families had representatives at two out of three informational meetings.

Objective No. 3

An Advisory Council will meet four times a year and will develop recommendations concerning program objectives and materials. The Site Director will serve as executive secretary.

The Advisory Council met only one time, in December. Only one elected member from the Parents Council was in attendance. Subsequent attempts to schedule meetings were unsuccessful.

Parental Involvement---Process

Objective No. 1

An Advisory Council consisting of parents, community representatives and Department of Education personnel will be organized and will meet quarterly to review goals and objectives of the program and the materials used; to advise the Site Director of necessary program revisions; and to make recommendations for the program.

This objective was not met.

Objective No. 2

The Parents Council President and Site Director will schedule regular visits to homes of all project students to inform parents of program progress and to encourage parents to visit the school and to attend Parents Council Meetings.

The objective was not met.

Instructional Objectives---Product

Objective No. 1

When presented flash cards by the teacher, 90% of the students will orally identify 45 out of 50 randomly selected words from the 220 Dolch Basic Sight Word List.

The Basic Sight Word List was presented during the first quarter of the school year. 94% of the students orally identified 45 out of 50 of the words. This test was not readministered in May as the performance was higher than predicted.

Objective No. 2

95% of the students will individually increase their instructional reading level at least one grade level in the SRA Individualized Reading Program.

At the end of the program 99% of the students had increased their instructional reading level one grade level and 81% of the students had a two grade instructional level increase.

Objective No. 3

Each month, 85% of the students will read at least two library books on their independent reading level and give an oral and/or written report on each.

The expected level of performance was not attained. Only 20% of the students read two library books a month and gave a report on each. 60% of the students read and reported on one book a month.

Objective No. 4

When presented with a test of 50 randomly selected words from the Hap Gillian 1000 Basic Words List, 75% of the students will demonstrate the correct usage in a sentence and/or match the words with their correct definition with 60% accuracy.

The Basic Vocabulary Word Test was never administered. It was recommended by the Project Teachers early in the first quarter that the 1000 Basic Words List be presented in weekly units. All of the students were receiving regular vocabulary units of instruction in the English 900 and I.C.E. program from teaching Oral English. Each SRA Power Builder also provided instruction in Vocabulary development. The time allotted for vocabulary instruction in the ELSAP program was used for presenting Dictionary Skills instruction.

Instructional Objectives---Process

Objective No. 1

The teachers will present the 220 Dolch Basic Sight Word List in weekly units.

In accordance with the results of the pretest, this objective was not met. The students demonstrated a level of performance on the pretest which was higher than the level stated in the objectives.

Objective No. 2

The teachers will present weekly units of vocabulary words as taken from the Hap Gilliland 1000 Basic Words List.

This objective was not met.

Objective No. 3

The teachers will follow the techniques and procedures suggested in the SRA Individualized Reading Program.

Based on observations by the Site Director, this objective was met.

Objective No. 4

After having determined each student's independent reading level through informal testing, the teachers will direct the students in selecting two books a month. The teachers will hold conferences to hear oral reports as outlined in the Scholastic program, or collect written reports for each book read.

Based upon individual student reading logs, and class observations by the Site Director, this objective was met.

Instruction/Testing Objectives---Product

Objective No. 1

As determined by the Iowa Silent Reading Test and Informal Reading Inventories, 75% of the students will increase their instructional reading level by two grade levels.

The Hawaii Reading Test was substituted for the ISRT just prior to pretesting in September. It had been expected that all 9th graders would attend an Intensive Summer Program during July and August of 1973. The program was cancelled for budgetary reasons. The ISRT would have been too difficult to administer to students just arriving from the Outer Island elementary schools. The Hawaii Reading Test, which was developed for 2nd language students and has test directions that are easier to follow, was administered in September and May. The results are not expressed in grade levels. This performance objective was not applicable for this year's program and will need to be rewritten to provide for more realistic measurement next year.

Objective No. 2

As determined by the Stanford Diagnostic Reading Test and Informal Diagnostic Reading Inventories, 75% of the students will improve 1.5 grade levels in areas of skill deficiency.

This objective was not met. The SDRT and the Informal Diagnostic Reading Inventories provided test results interpreted as "percent of mastery" and "mean score improvement." This objective will have to be rewritten to reflect these modes of interpretation.

Instruction/Testing Objectives---Process

Objective No. 1

The students will be administered alternate forms of the Iowas Silent Reading Test.

This objective was partially met. The Hawaii Reading Test was substituted for the ISRT. The Hawaii Reading Test was administered as the pre and post Reading Survey Test.

Objective No. 2

The students will be administered Informal Reading Inventories by their teachers.

This objective was met.

Objective No. 3

The students will be administered alternate forms of the Stanford Diagnostic Reading Test.

This objective was met. The SDRT, Level I, Forms W & X were administered.

Objective No. 4

The students will be administered Informal Diagnostic Reading Tests by their Teachers.

This objective was met.

Materials Development---Product

Objective No. 1

Supplementary skill building exercises will be developed.

This objective was not met. The objective is vague, not stating specifically what skill areas are to be emphasized. The objective must be rewritten.

Objective No. 2

Supplementary phonic exercises will be adapted.

Supplemental phonics materials were adapted by the Site Director.  
(Copies of materials attached.)

Objective No. 3

Materials will be developed or adapted for Cloze testing.

Materials for Cloze testing were adapted. (Copies of Cloze tests attached.)

Materials Development Objectives---Process

Objective No. 1

The Site Director and teachers will identify areas of skill deficiency in which supplemental materials are needed.

Based on the minutes of the ELSAP meetings and conferences with individual teachers, this objective was met.

Objective No. 2

The Site Director will develop/adapt supplemental materials to meet the outlined needs.

This objective was met.

Recommendations

The recommendations tendered by the Project Staff are:

1. The Informal Testing was too time consuming, only the Roswell-Chall Word Analysis Test should be retained. The time spent administering all the other Informal Reading Inventories (Roswell-Chall Auditory Blending Test, Gilmore Oral Reading Test, Basic Sight Word Test, Cloze Test) could be put to better use teaching Phonics and Reading Comprehension Skills.
2. The SRA Individualized Reading Program should serve many purposes. It will give systematic silent reading instruction to the whole class, provide time for teachers to administer Informal Inventories, and will free the teacher to offer individual or small group review/revisonal instruction to the weaker students. The SRA Power Builder Program should be deemphasized late in the first quarter to allow more time for Phonics and Reading Comprehension instruction.

3. The Cloze Tests added little to what was already know about the students. They were challenging for nearly all students and would make excellent exercises for teaching context.



4. Too much time was spent in record keeping. There is a need for an alphabetized class list with the necessary columns provided for rapid recording of exercise results.
5. The Phonics materials must be started early in the first quarter, immediately following the Roswell-Chall Word Analysis Test. A sequenced set of Phonics materials with numerous revisions and reviews must be developed. The Phonic materials already developed must be revised and expanded.
6. The Library Kits should be introduced after Thanksgiving vacation. The teachers need to concentrate more on helping the students choose books on their independent reading level. The book report form should be revised.
7. The weaker students need more small group and individualized teacher directed instruction, which can be coordinated with SRA.
8. There is a great need for a Marshallese/English dictionary. Need to find some way to get copies printed and distributed.
9. That the ELSAP program be continued into the 10th grade and that the materials be sequenced to go on through the 10th grade.
10. That additional materials be made available to attract students to do more independent reading.
11. Need to teach Reading Comprehension Skills. Should start in the second quarter and continue to the end of the school year.
12. Should offer in-service training courses to the Project Staff. These courses could be taken for college credit, maybe through CCM or through a U S. University offering extension courses.

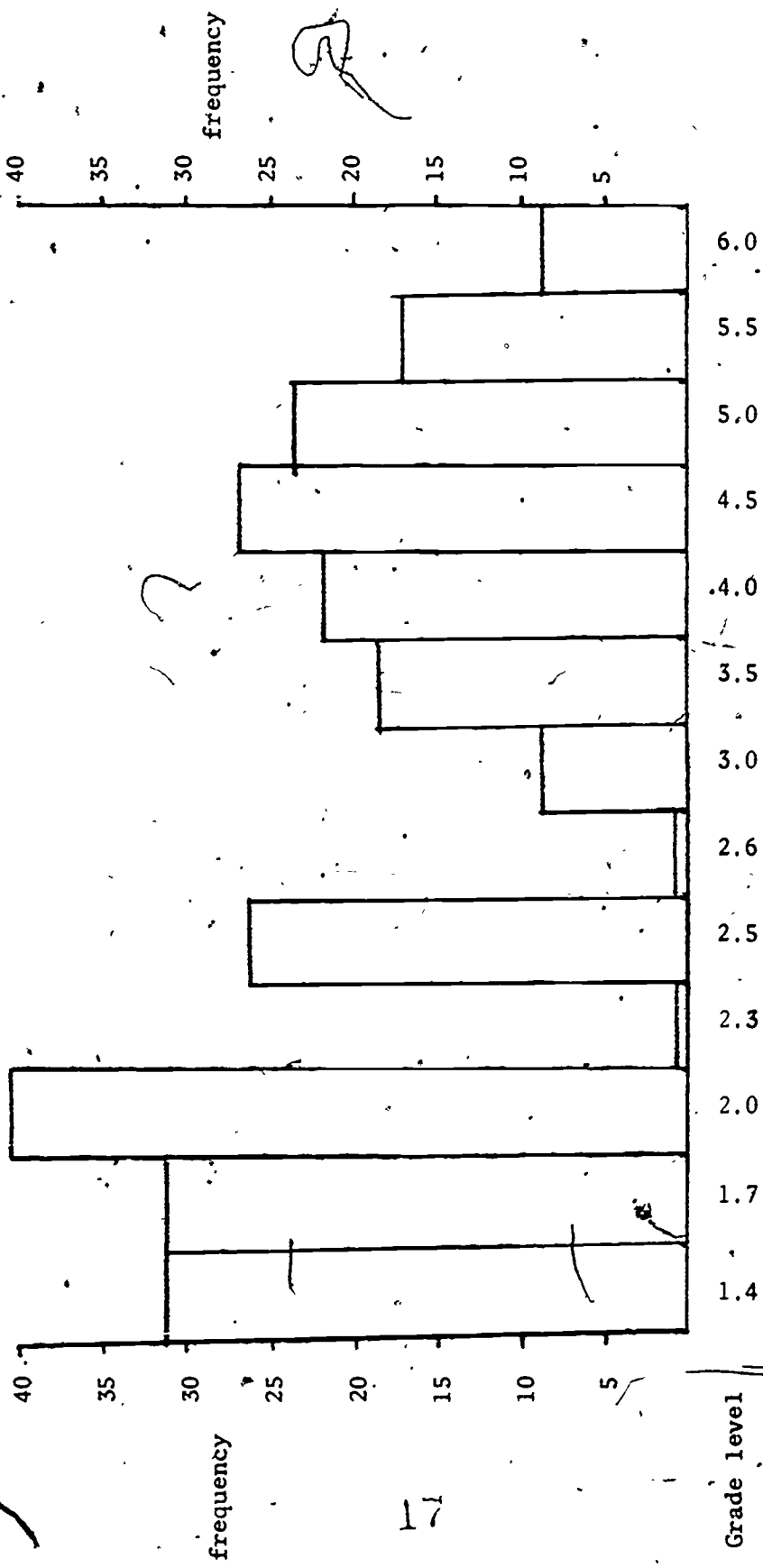
APPENDICES

- A. MATERIAL COVERED BY MIHS TARGET GROUP IN SRA KETS I-C, II-A.
- B. HISTOGRAMS OF HAWAII READING TEST RESULTS FOR TARGET AND CONTROL GROUPS.
- C. HISTOGRAMS OF STANFORD DIAGNOSTIC READING TEST FOR MIHS TARGET GROUP.
- D. HISTOGRAMS OF STANFORD DIAGNOSTIC READING TEST FOR MIHS CONTROL GROUP.
- E. HISTOGRAMS OF STANFORD DIAGNOSTIC READING TEST FOR AHS TARGET GROUP.
- F. HISTOGRAM OF ROSWELL-CHALL WORD ANALYSIS TEST FOR MIHS TARGET GROUP.
- G. COMPARATIVE SUMMARY OF TEST RESULTS FOR EACH GROUP.

# Appendix A

A Frequency Histogram of the distribution of SRA Starting Grade Levels and the SRA Finishing Grade Levels of the MIHS Target Group for the 1973 School Year

TABLE 1



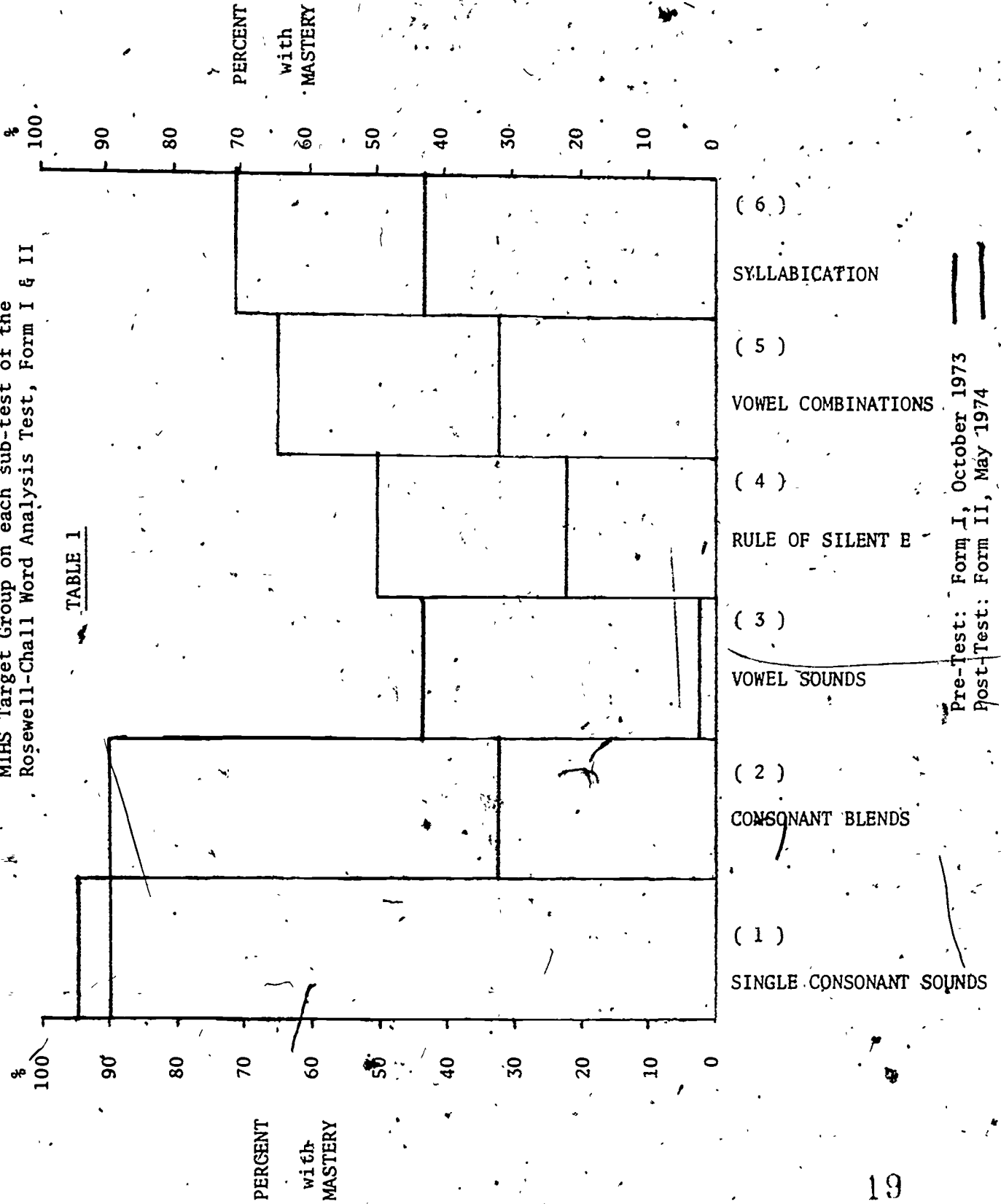
ATTACHMENTS

1. HAWAII READING TEST
2. STANFORD DIAGNOSTIC READING TEST, LEVEL I, FORMS X & X
3. ROSWELL-CHALL AUDITORY BLENDING TEST
4. ROSWELL-CHALL WORD ANALYSIS TEST, FORMS I & II
5. BASIC SIGHT WORD TEST
6. GILMORE ORAL READING TEST
7. MIHS ENGLISH ENTRANCE TEST
8. COPIES OF ALL PHONIC MATERIALS
9. COPIES OF THE CLOZE TESTS

# Appendix F

A Histogram displaying the pretest and posttest "percent with mastery" of the MIHS Target Group on each sub-test of the Rosewell-Chall Word Analysis Test, Form I & II

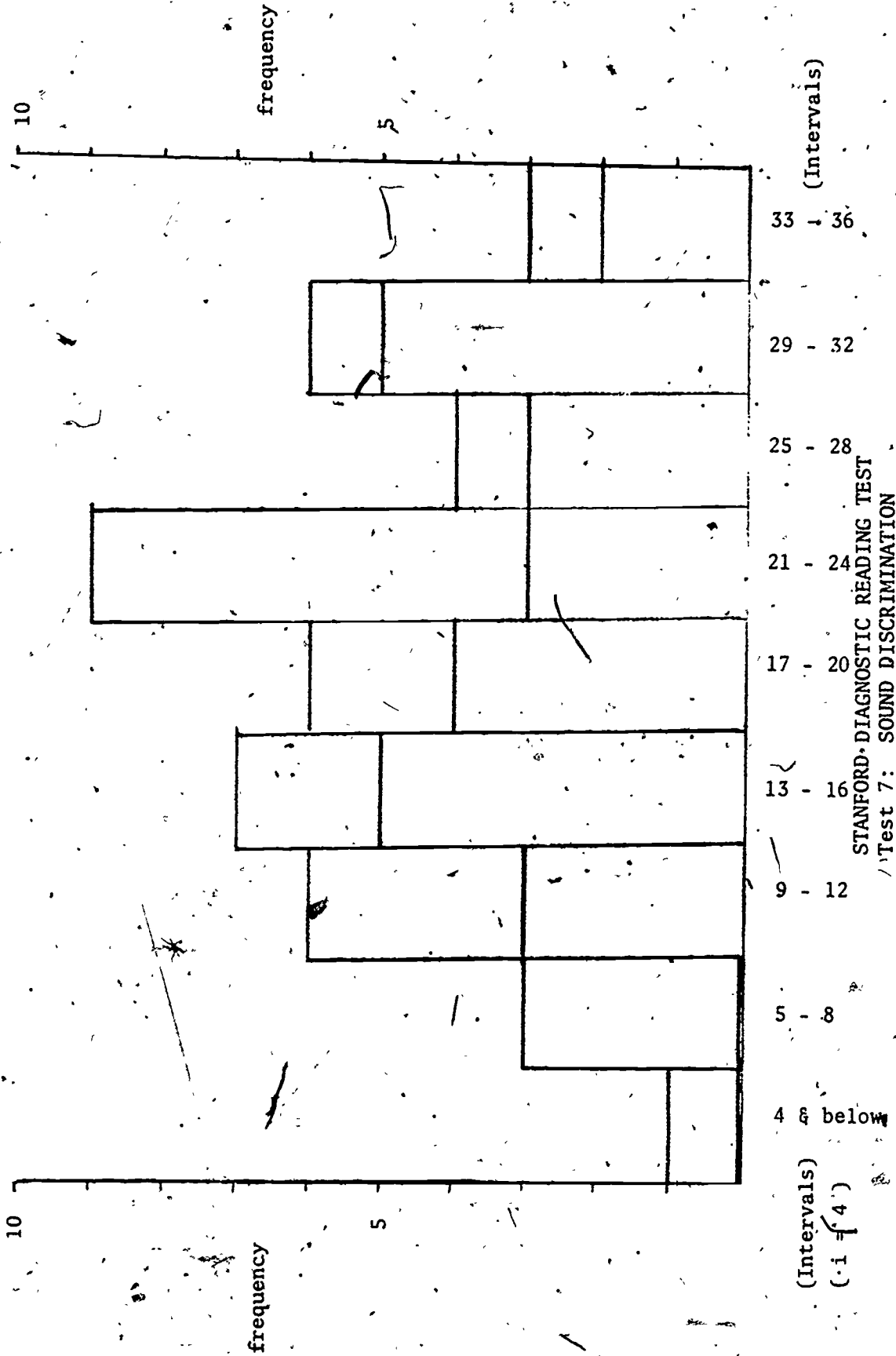
TABLE 1



Pre-Test: Form I, October 1973  
 Post-Test: Form II, May 1974

# Appendix E Table 7

A frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 7: Sound Discrimination.



STANFORD DIAGNOSTIC READING TEST  
Test 7: SOUND DISCRIMINATION

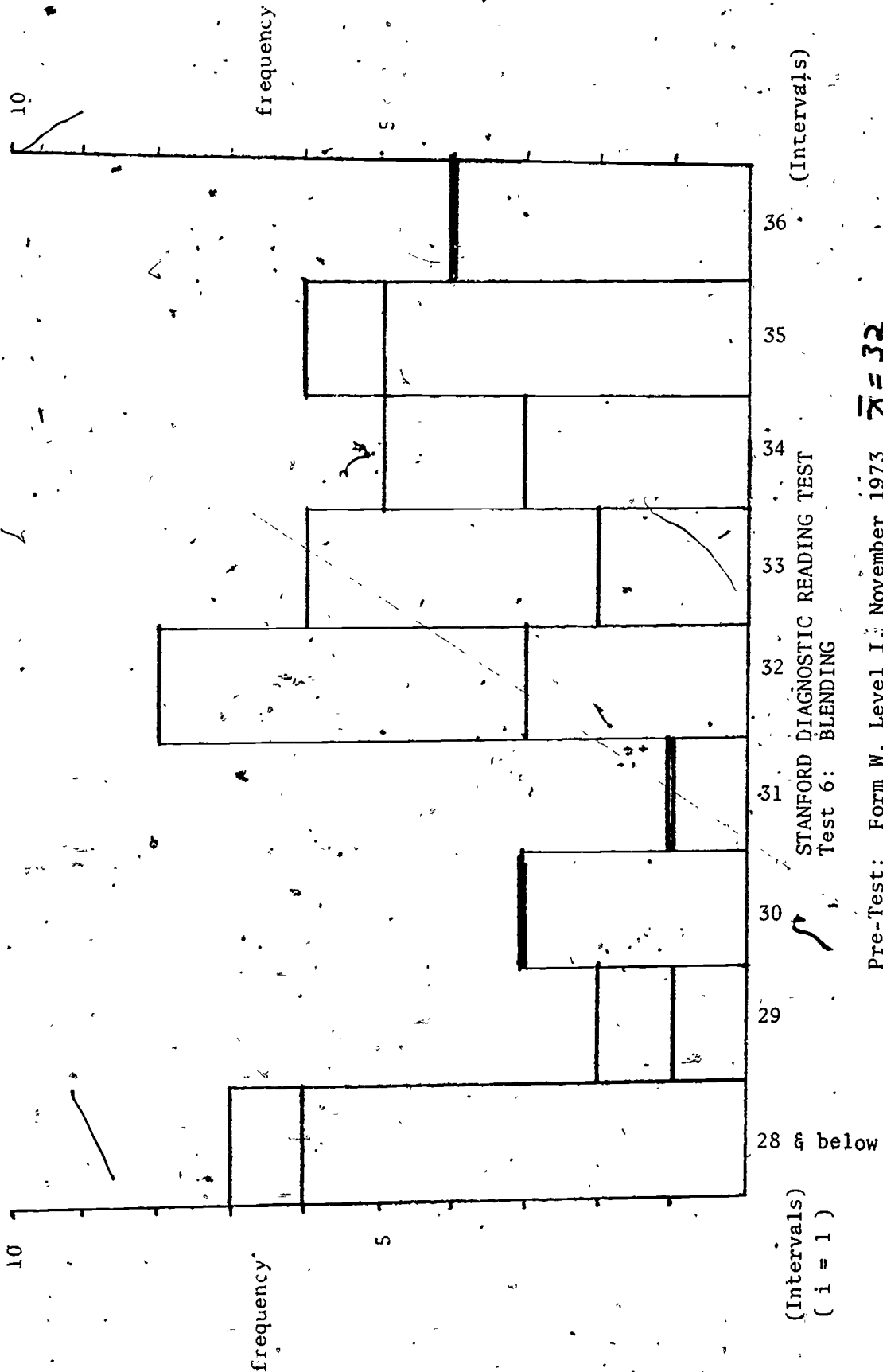
Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{x} = 19$   
 $s = 22$



Appendix E  
Table 6

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 6: Blending

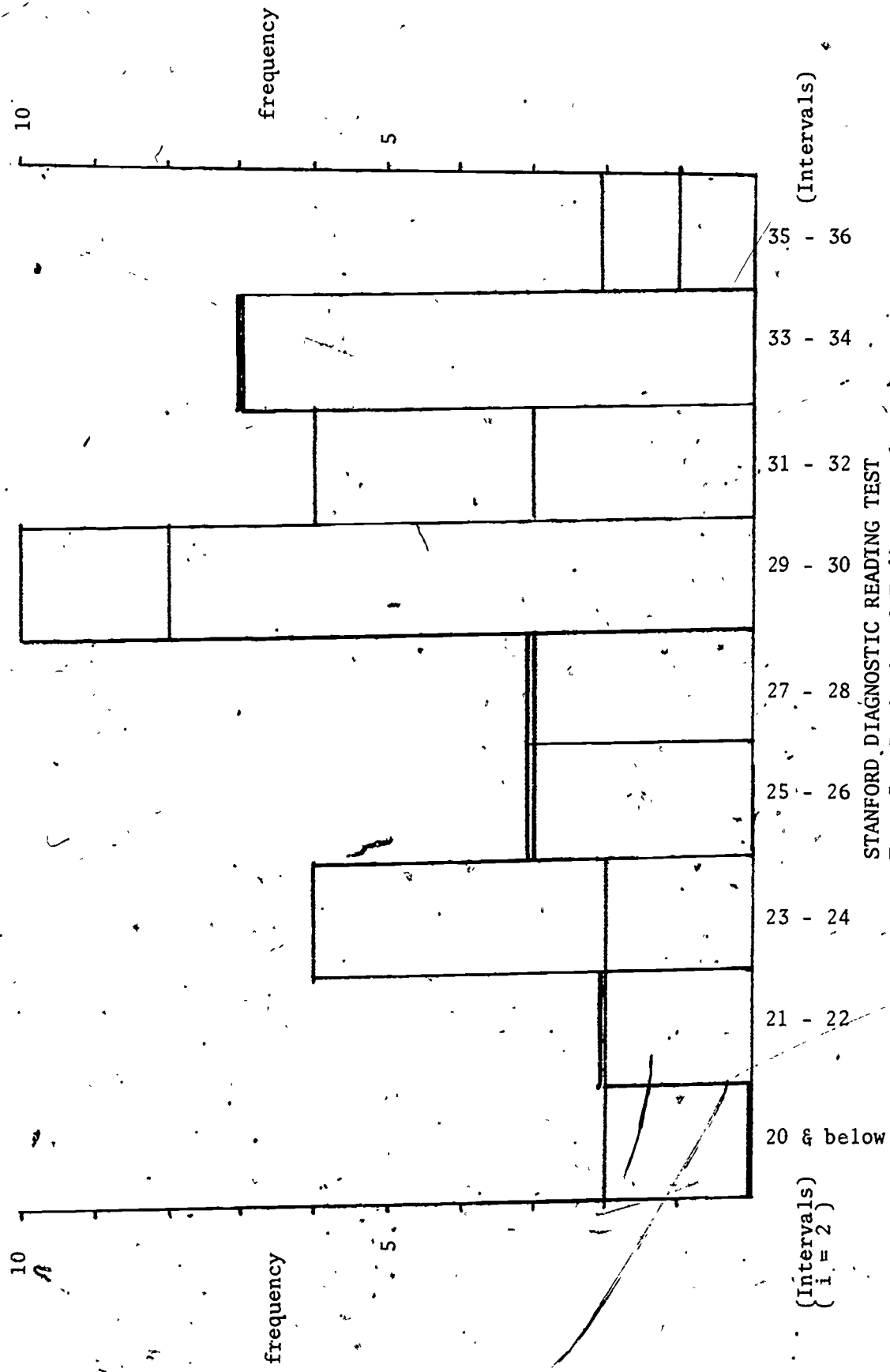


$\bar{x} = 32$   
 $s = 3.0$

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

Appendix E  
Table 5

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 5: Beginning and Ending Sounds



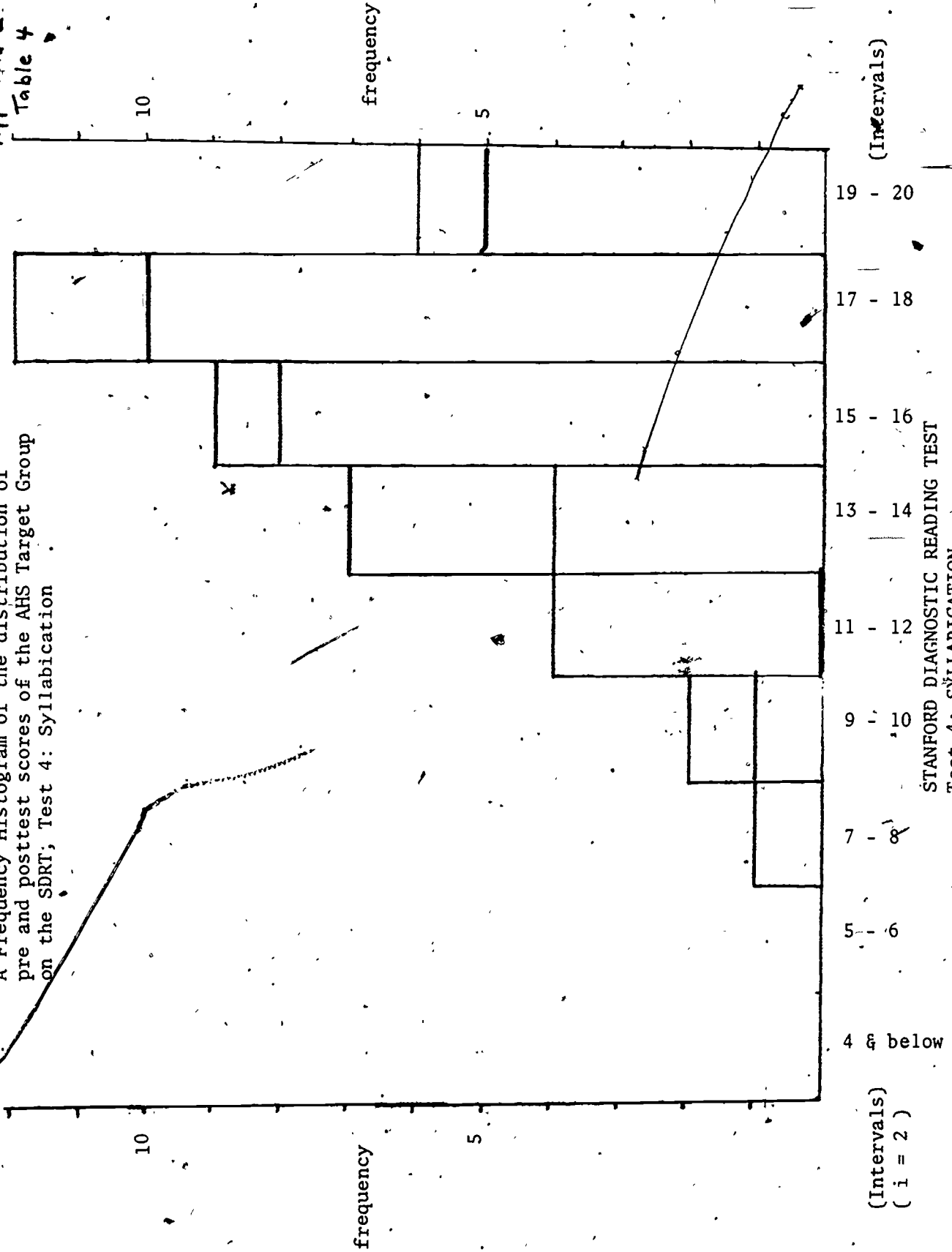
STANFORD DIAGNOSTIC READING TEST  
Test 5: Beginning & Ending Sounds

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{x} = 29$   
 $\bar{x} = 29$

Appendix E  
Table 4

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT; Test 4: Syllabication

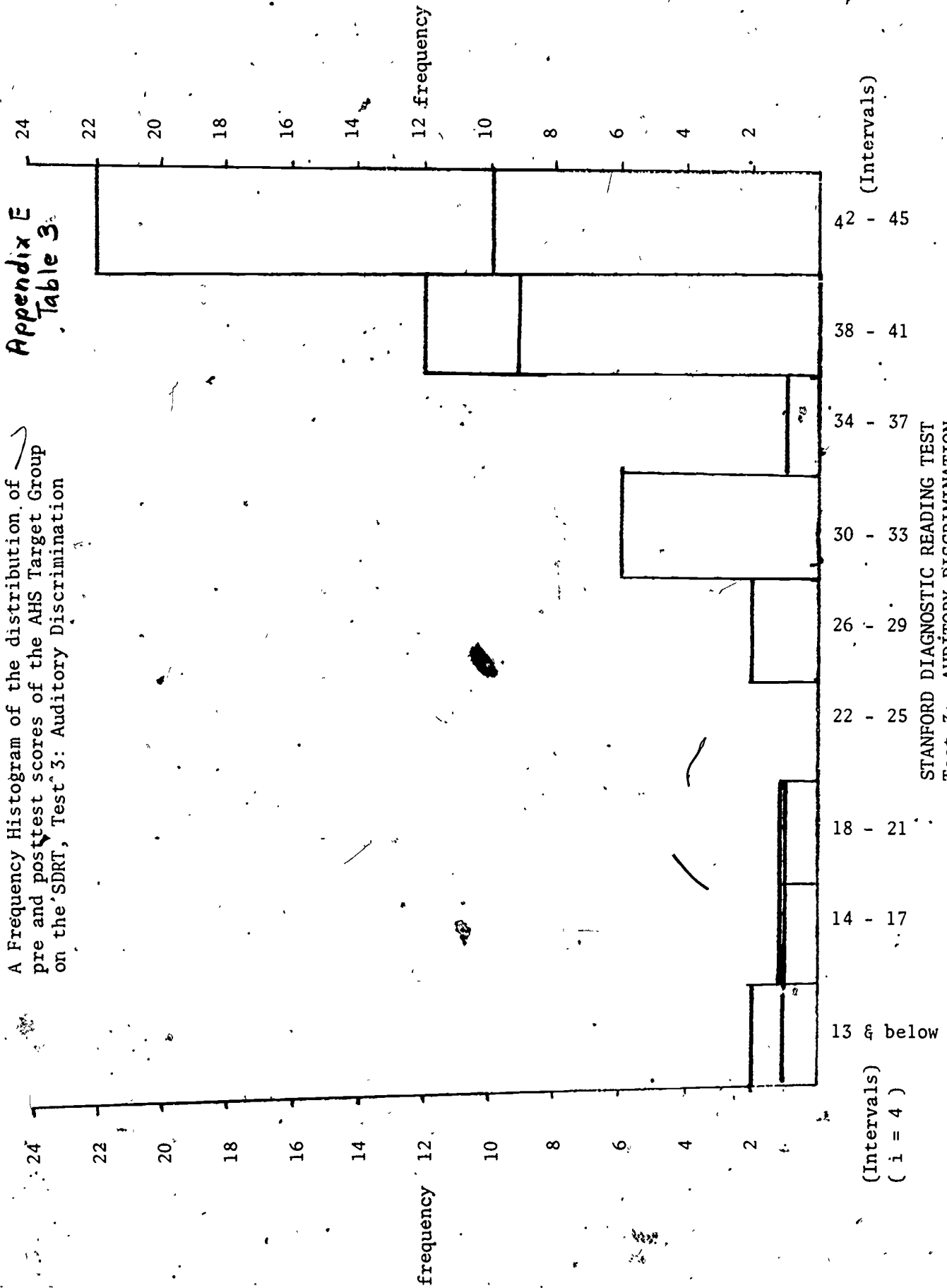


STANFORD DIAGNOSTIC READING TEST  
Test 4: SYLLABICATION

Pre-Test: Form W, Level I, November 1973  $\bar{x} = 16$   
Post-Test: Form X, Level I, May 1974  $\bar{x} = 15$

Appendix E  
Table 3

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 3: Auditory Discrimination



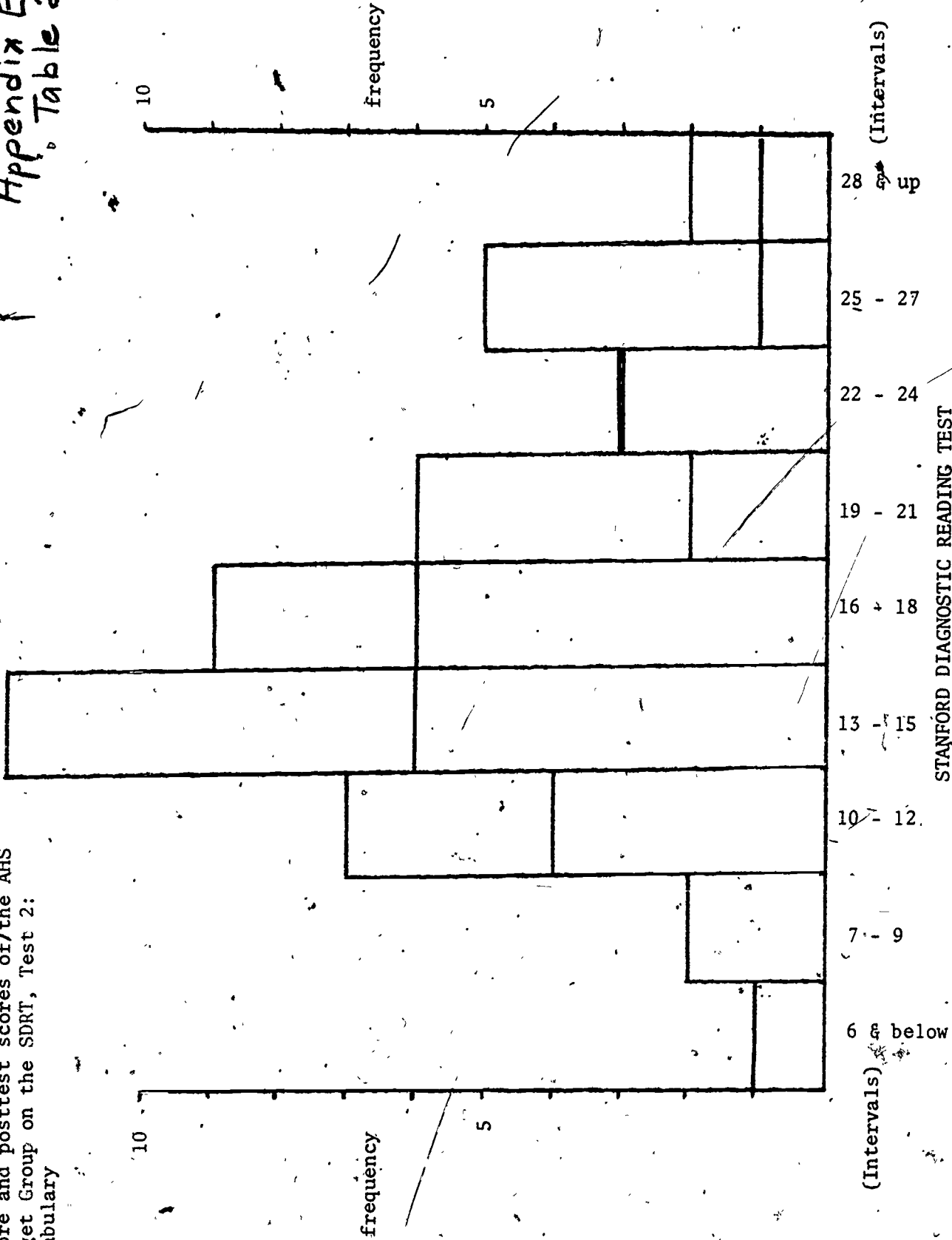
STANFORD DIAGNOSTIC READING TEST  
Test 3: AUDITORY DISCRIMINATION

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{X} = 35$   
 $\bar{X} = 40$

Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 2: Vocabulary

Appendix E  
Table 2



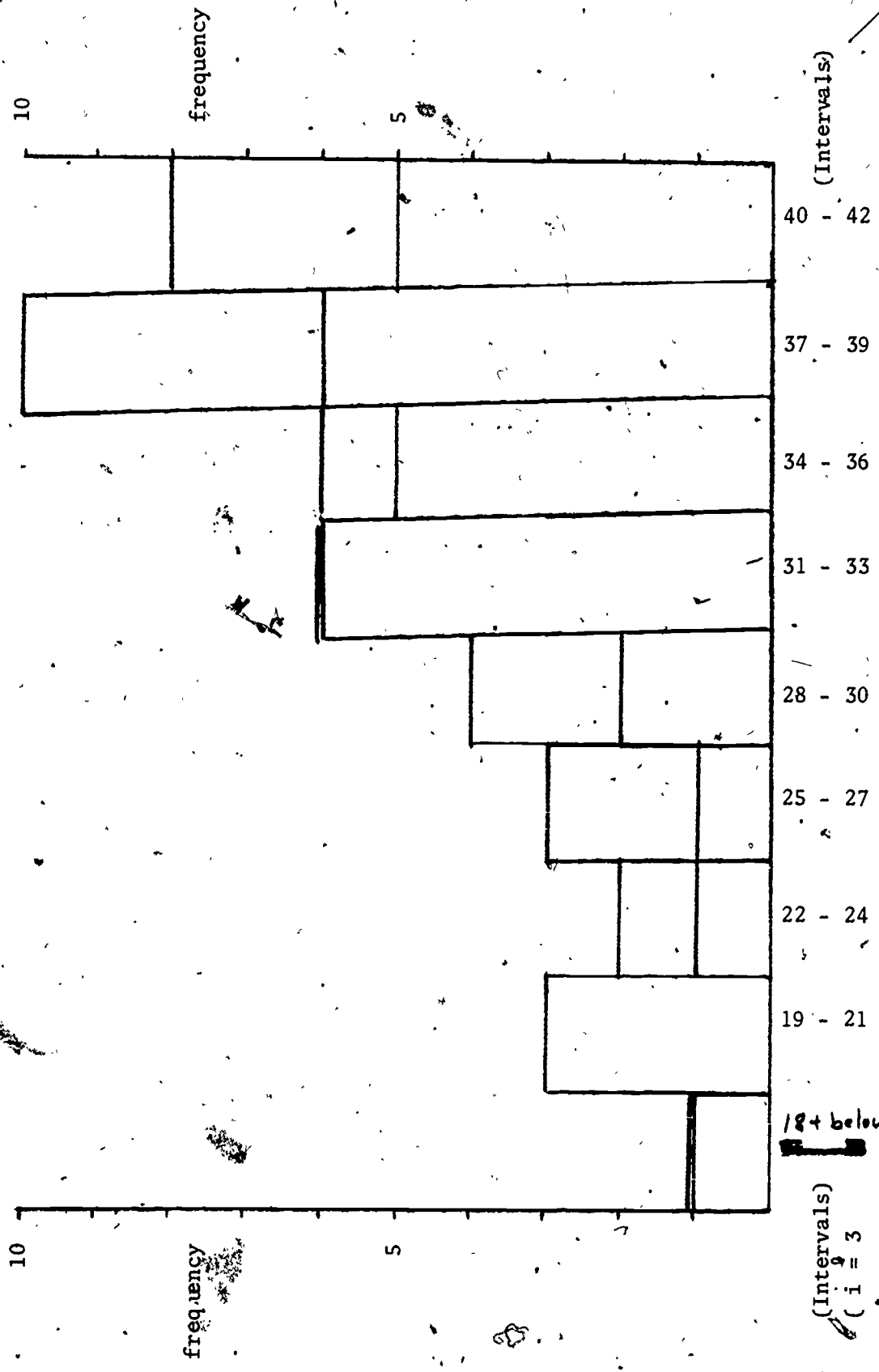
STANFORD DIAGNOSTIC READING TEST  
Test 2: VOCABULARY

Pre-Test Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{X} = 15$   
 $s = 19$

# Appendix E Table 1

A Frequency Histogram of the distribution of pre and posttest scores of the AHS Target Group on the SDRT, Test 1: Reading Comprehension



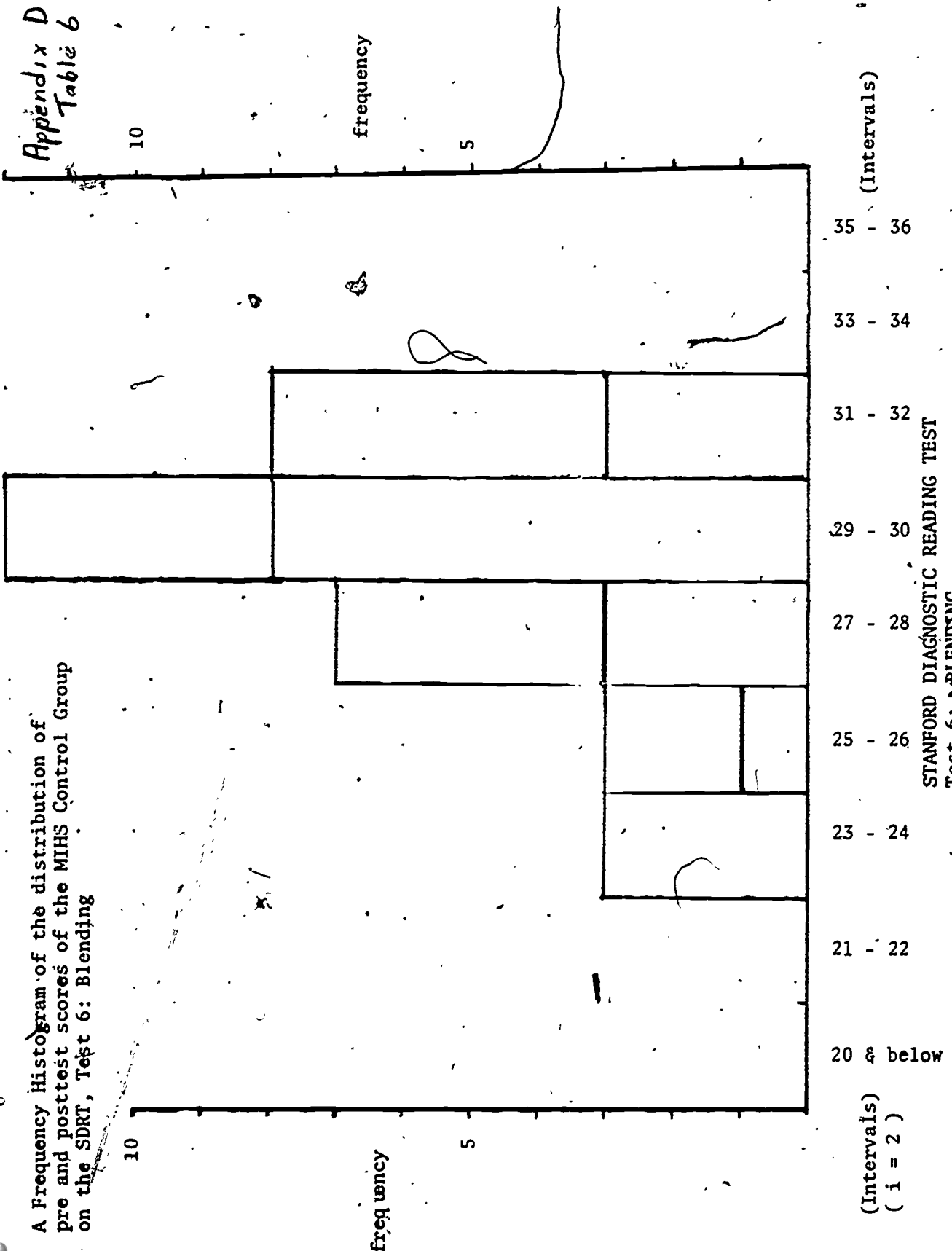
STANFORD DIAGNOSTIC READING TEST  
Test 1: Reading Comprehension

$\bar{x} = 32$   
 $\bar{x} = 35$

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974



A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 6: Blending



Appendix D  
Table 6

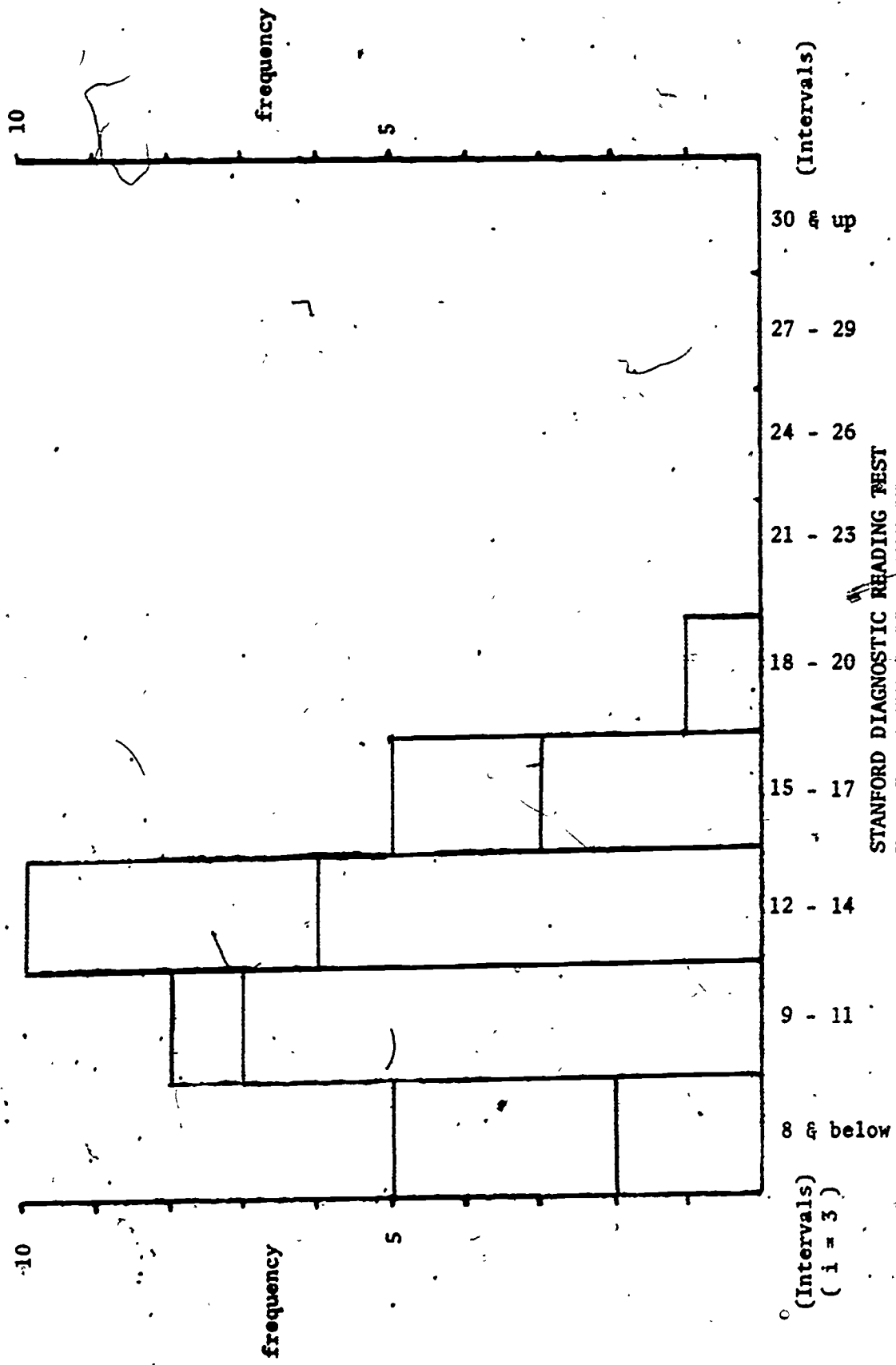
STANFORD DIAGNOSTIC READING TEST  
Test 6: BLENDING

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{X} = 28$   
 $\bar{X} = 30$

Appendix D  
Table 7

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 7: Sound Discrimination



STANFORD DIAGNOSTIC READING TEST  
Test 7: SOUND DISCRIMINATION

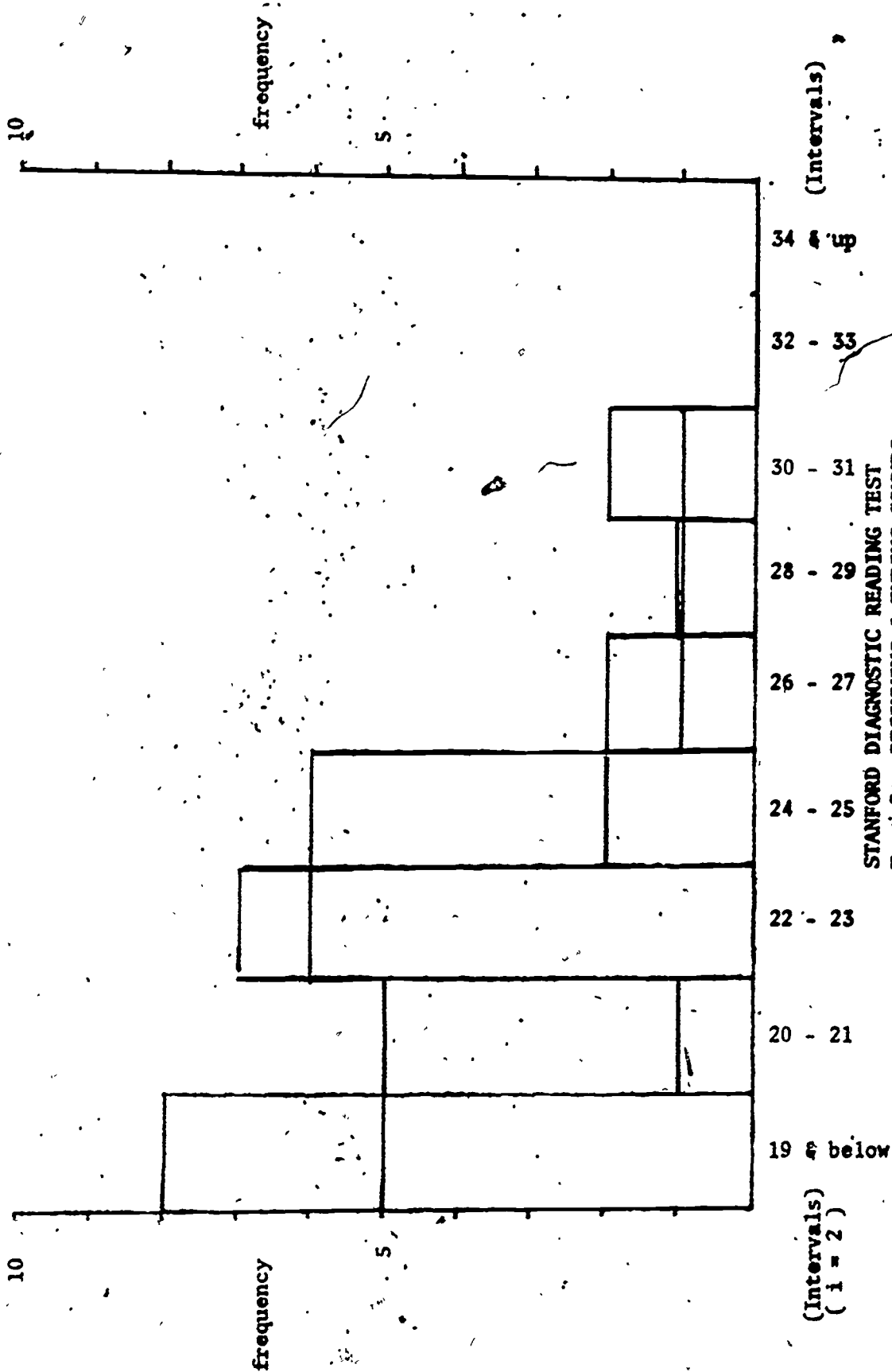
Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{X} = 11$   
 $S = 13$



# Appendix D Table 5

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 5: Beginning and Ending Sounds



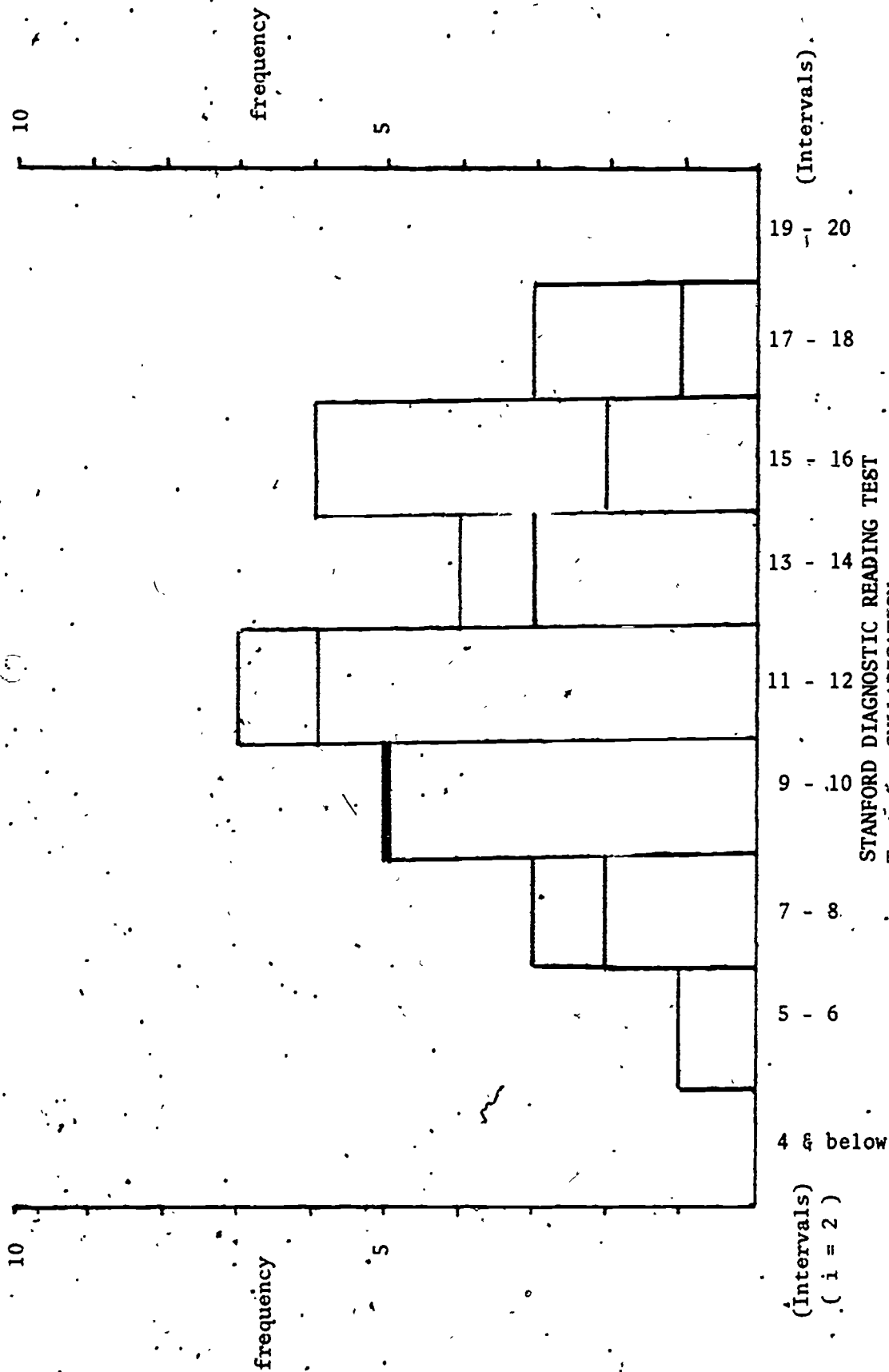
STANFORD DIAGNOSTIC READING TEST  
Test 5: BEGINNING & ENDING SOUNDS

Pre-Test: Form M, Level I, November 1973  $\bar{X} = 21$   
Post-Test: Form X, Level I, May 1974  $\bar{X} = 23$



# Appendix D Table 4

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 4: Syllabication.



$\bar{x} = 12$   
 $s = 12$

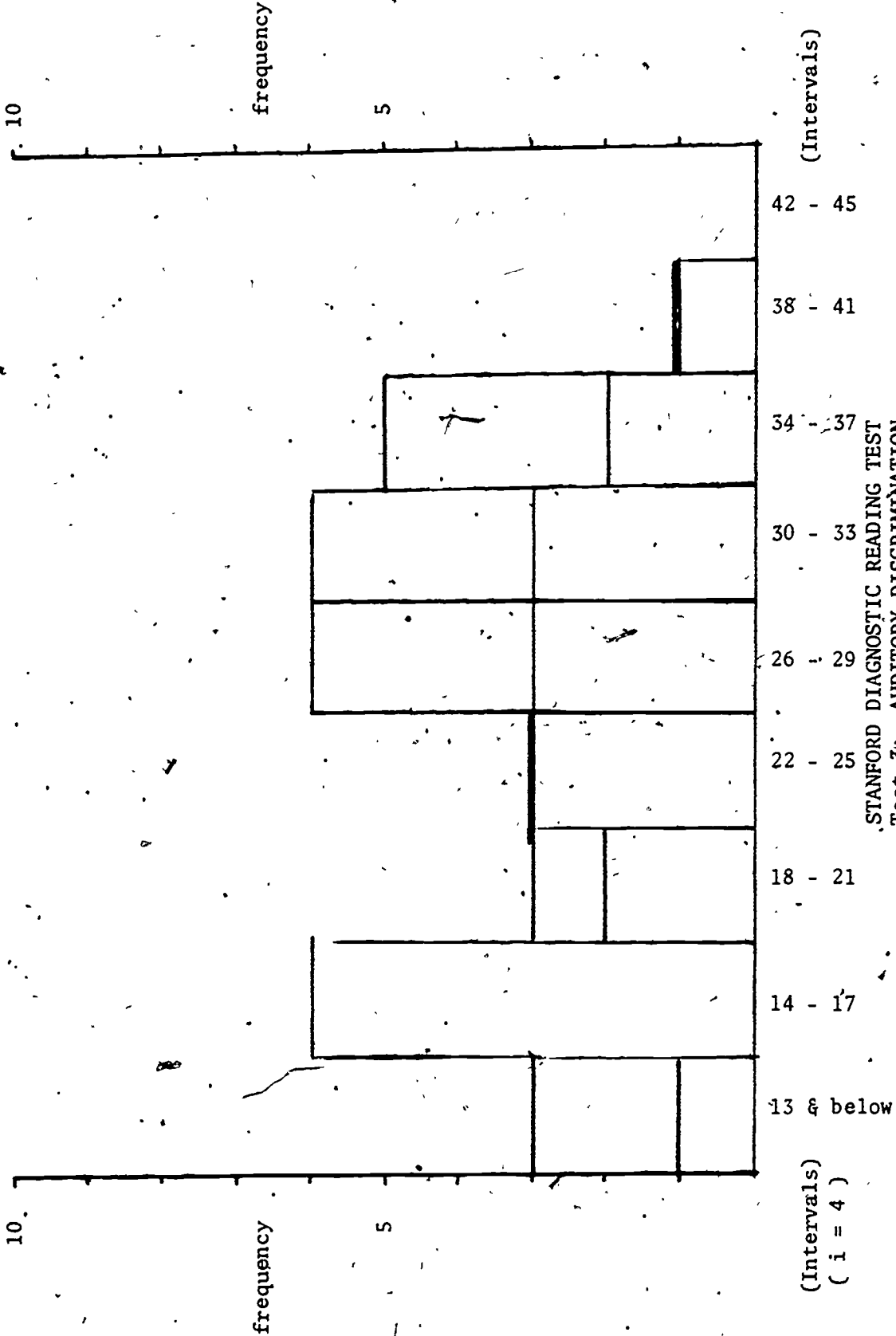
Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

STANFORD DIAGNOSTIC READING TEST  
Test 4: SYLLABICATION



# Appendix D Table 3

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT; Test 3: Auditory Discrimination



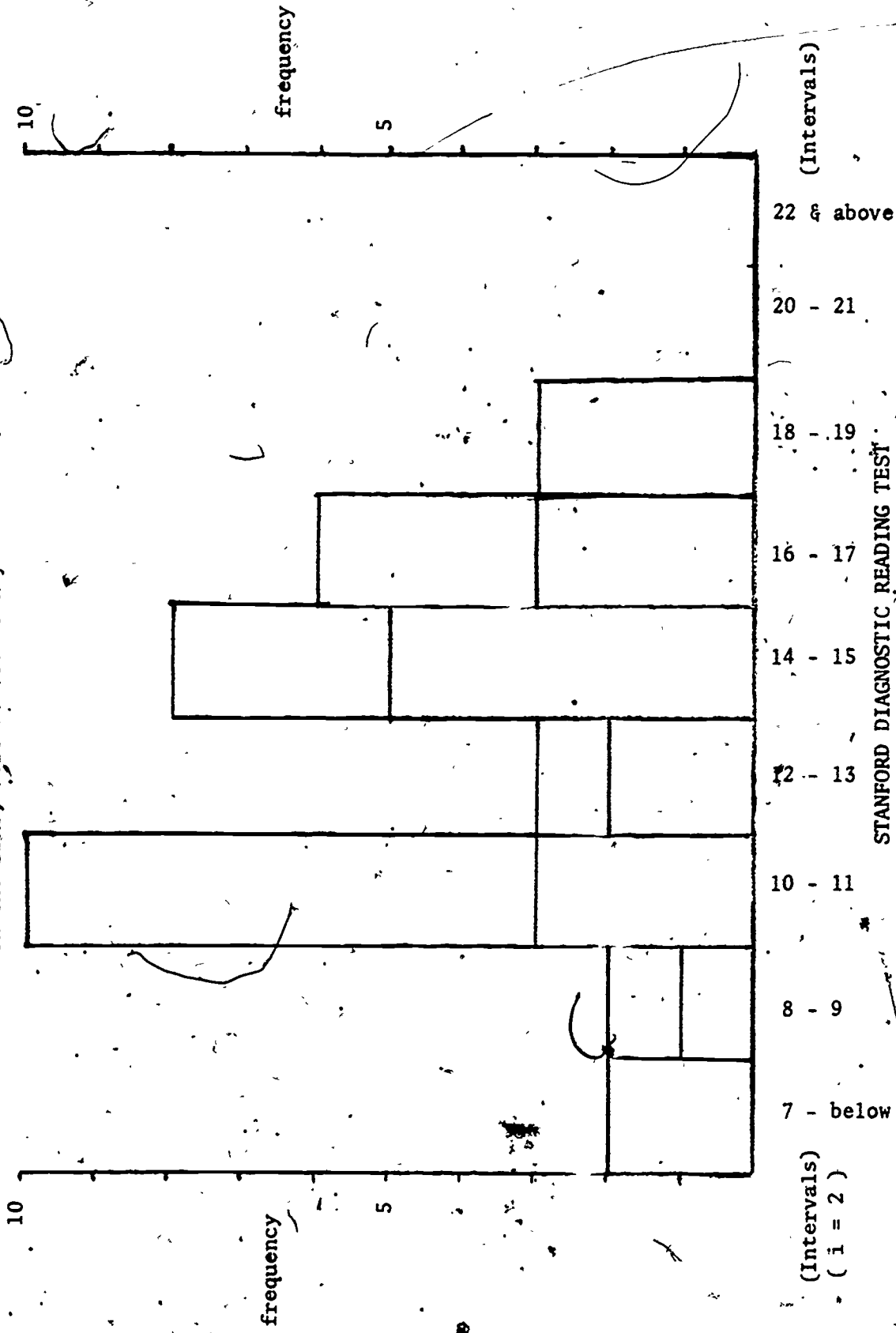
STANFORD DIAGNOSTIC READING TEST  
Test 3: AUDITORY DISCRIMINATION

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{x} = 22$   
 $\bar{x} = 29$

Appendix D  
Table 2

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 2: Vocabulary



STANFORD DIAGNOSTIC READING TEST  
Test 2: VOCABULARY

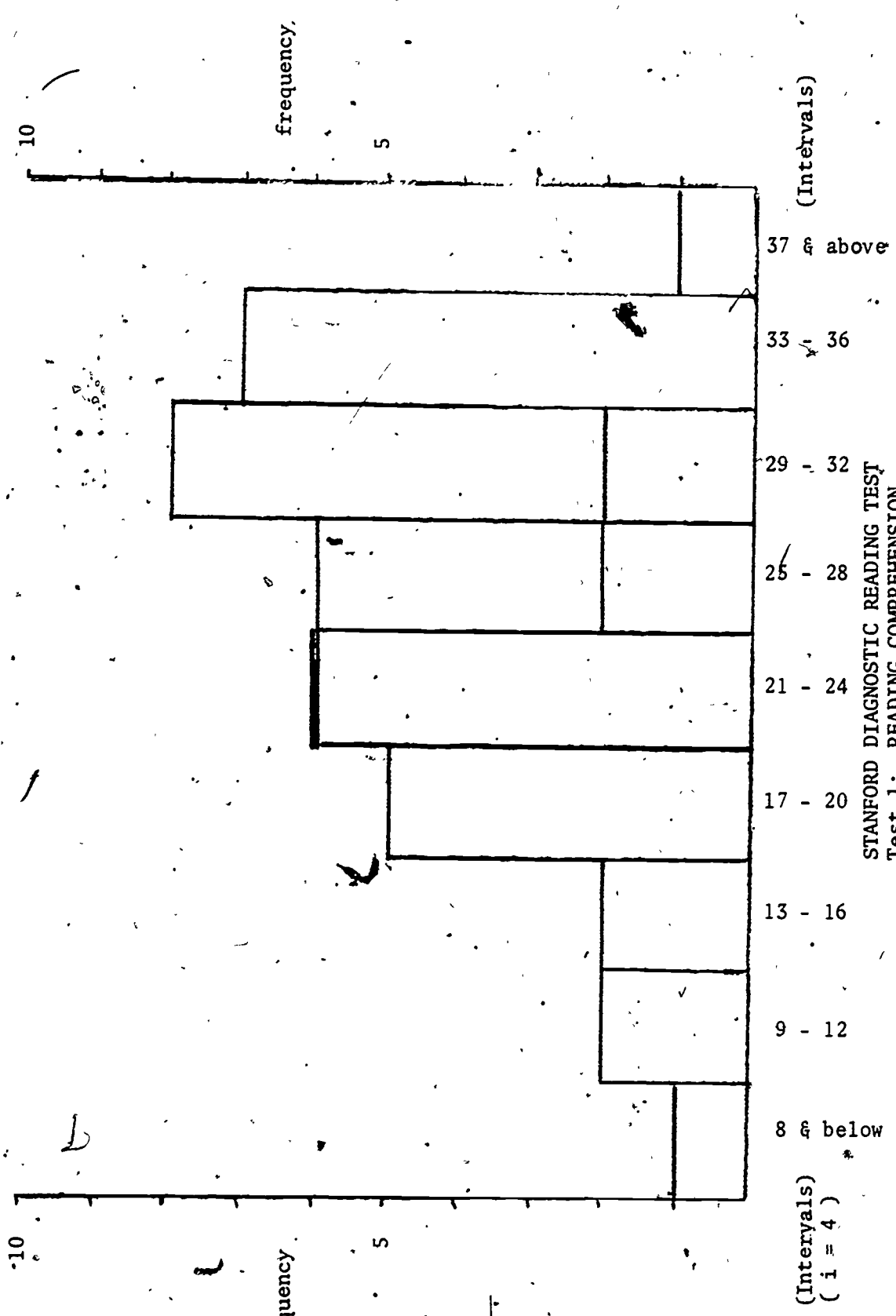
Pre-Test: Form W, Level I, November 1973  $\bar{X} = 12$   
Post-Test: Form X, Level I, May 1974  $\bar{X} = 14$





# Appendix D Table 1

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Control Group on the SDRT, Test 1: Reading Comprehension



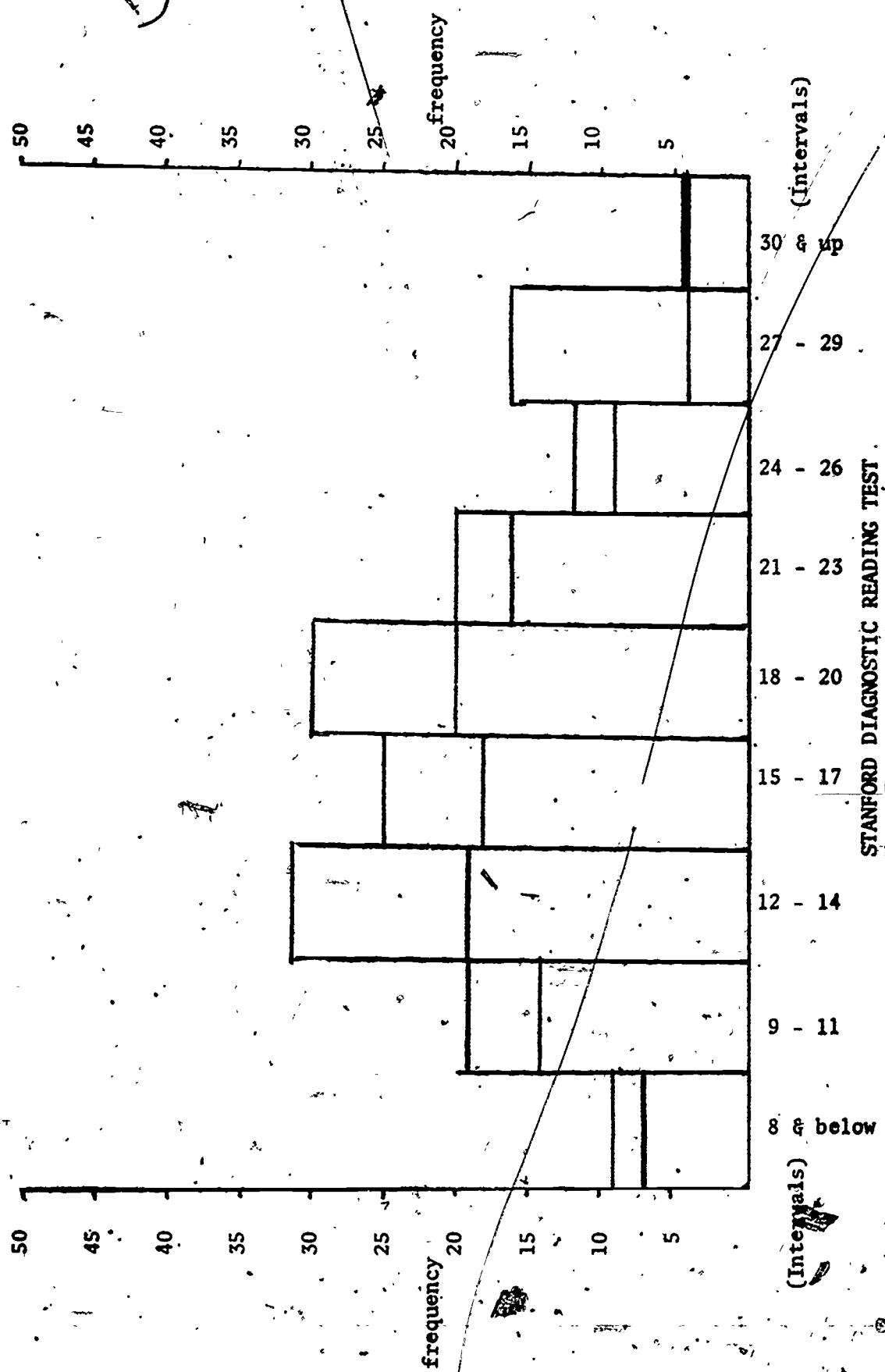
STANFORD DIAGNOSTIC READING TEST  
Test 1: READING COMPREHENSION

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{x} = 21$   
 $\bar{x} = 30$

Appendix C  
Table 7

A Frequency Histogram of the distribution of pre and posttest scores of the MHS Target Group on the SDRT, Test 7: Sound Discrimination



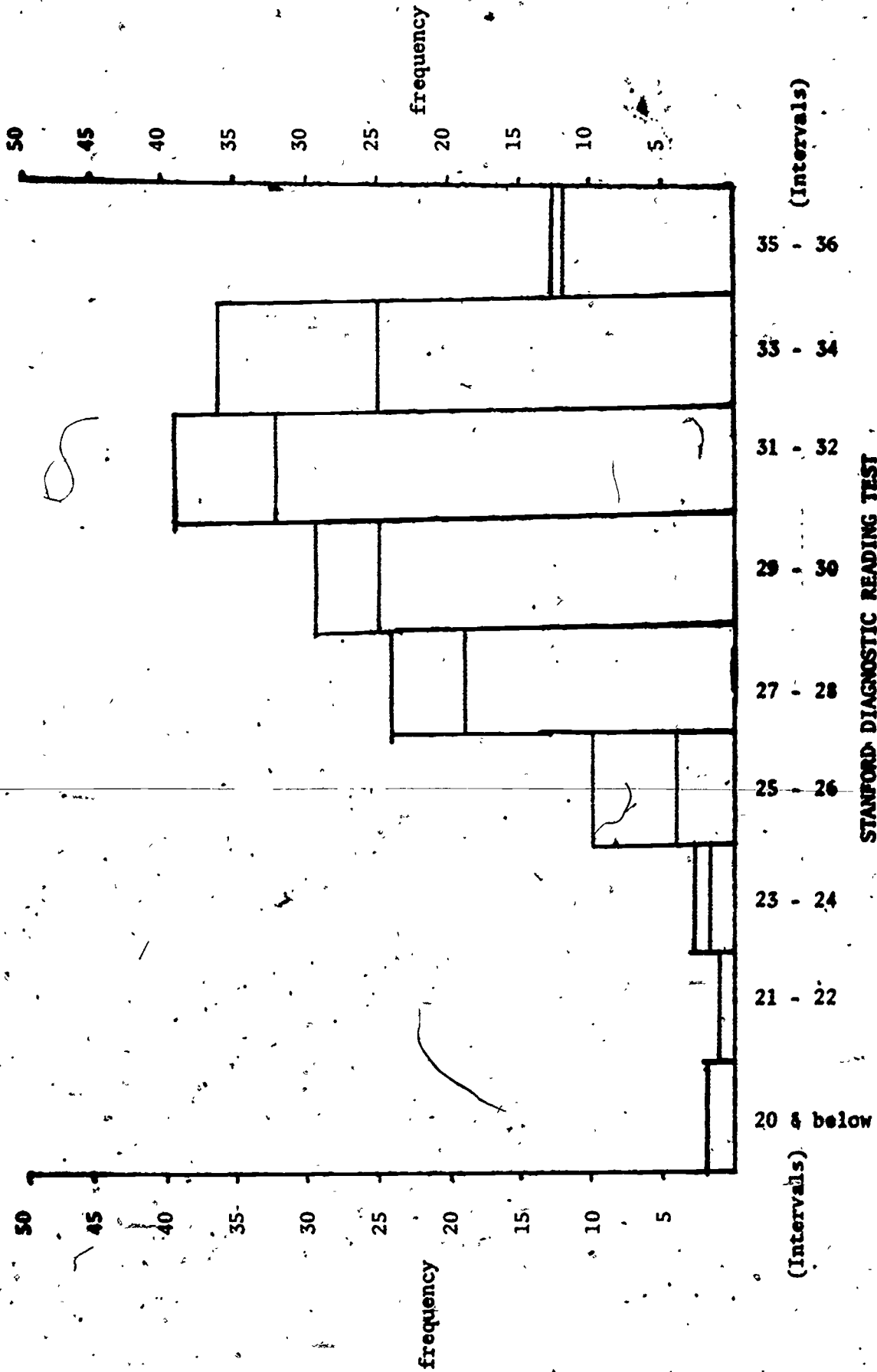
STANFORD DIAGNOSTIC READING TEST  
Test 7: SOUND DISCRIMINATION

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{X} = 16$   
 $S_x = 19$

# Appendix C Table 6

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SMT, Test 6: Blending



STANFORD DIAGNOSTIC READING TEST  
Test 6: BLENDING

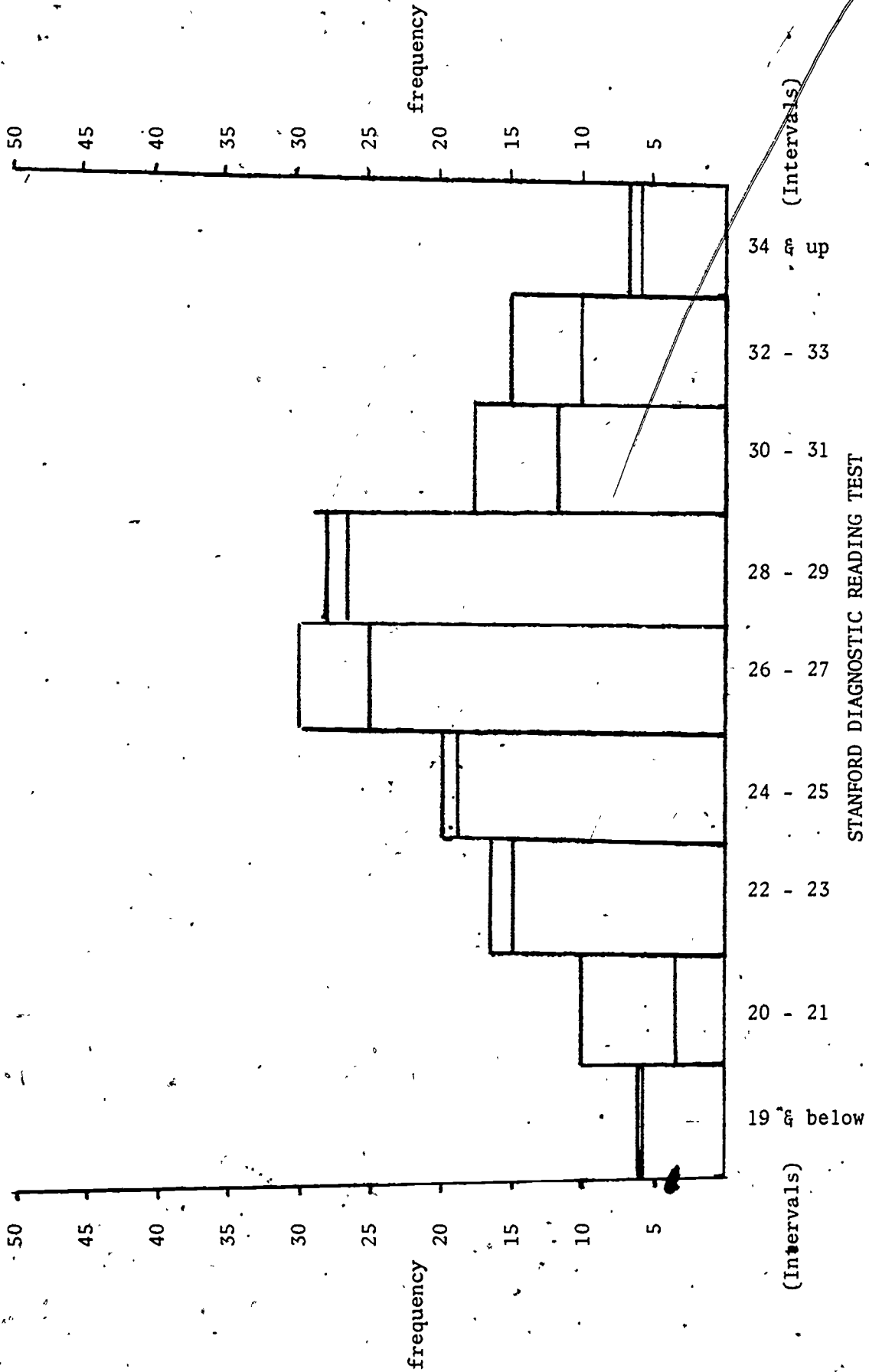
Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$$\bar{X} = 30$$

$$\bar{X} = 31$$

# Appendix C Table 5

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT, Test 5: Beginning and Ending Sounds



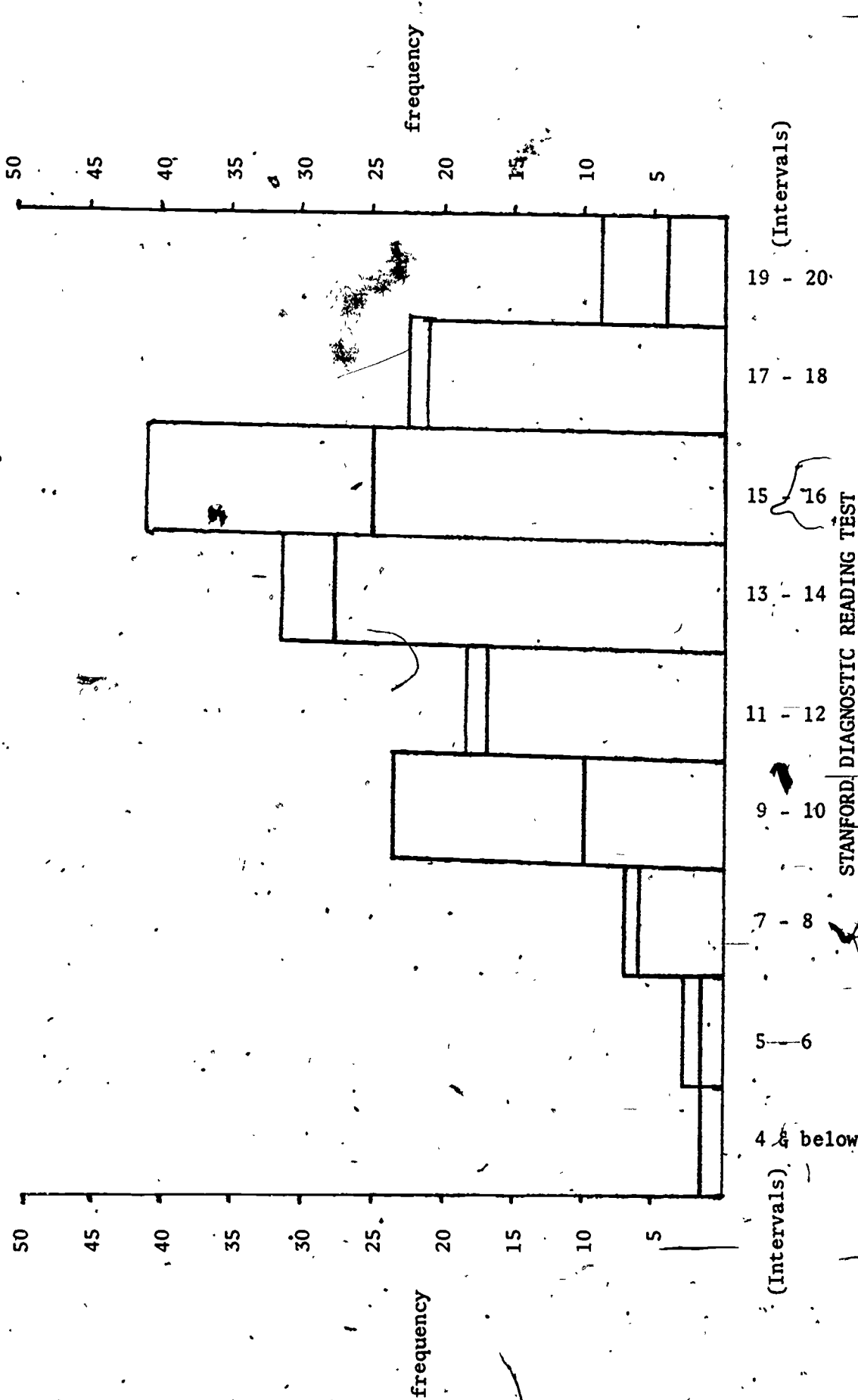
STANFORD DIAGNOSTIC READING TEST  
Test 5: BEGINNING AND ENDING SOUNDS

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{X} = 27$   
 $\bar{X} = 27$

# Appendix C Table 4

A. Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT, Test 4: Syllabication



STANFORD DIAGNOSTIC READING TEST  
Test 4: SYLLABICATION

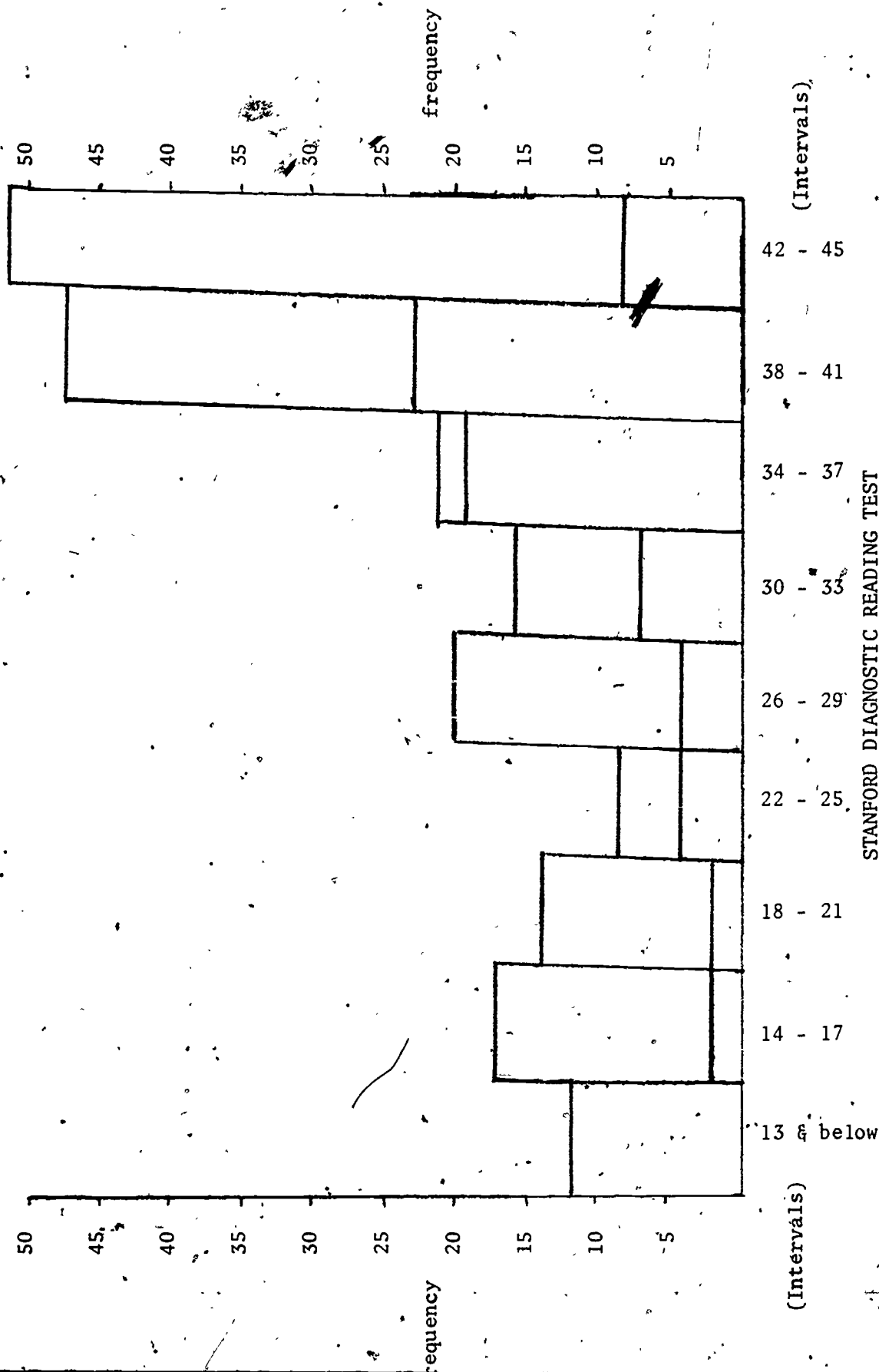
Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{X} = 13$   
 $s = 14$



# Appendix C Table 3

A Frequency Histogram of the distribution of pre and posttest scores of the MIHS Target Group on the SDRT; Test 3: Auditory Discrimination.



STANFORD DIAGNOSTIC READING TEST  
Test 3: AUDITORY DISCRIMINATION

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

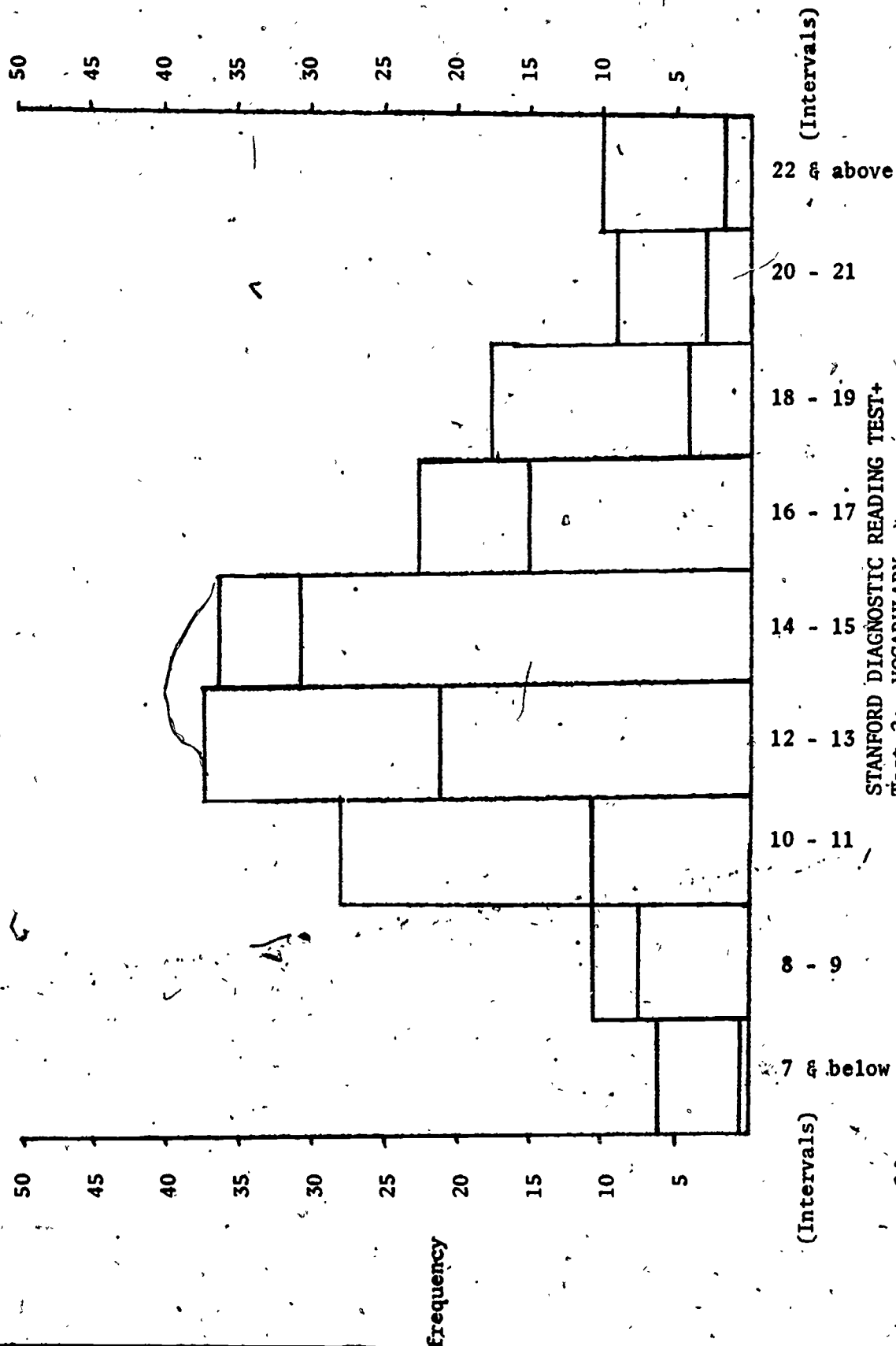
$$\bar{x} = 28$$

$$\bar{x} = 38$$



# Appendix C Table 2

A Frequency Histogram of the distribution of pre and posttest scores of the MHS Target Group on the SDRT, Test 2: Vocabulary



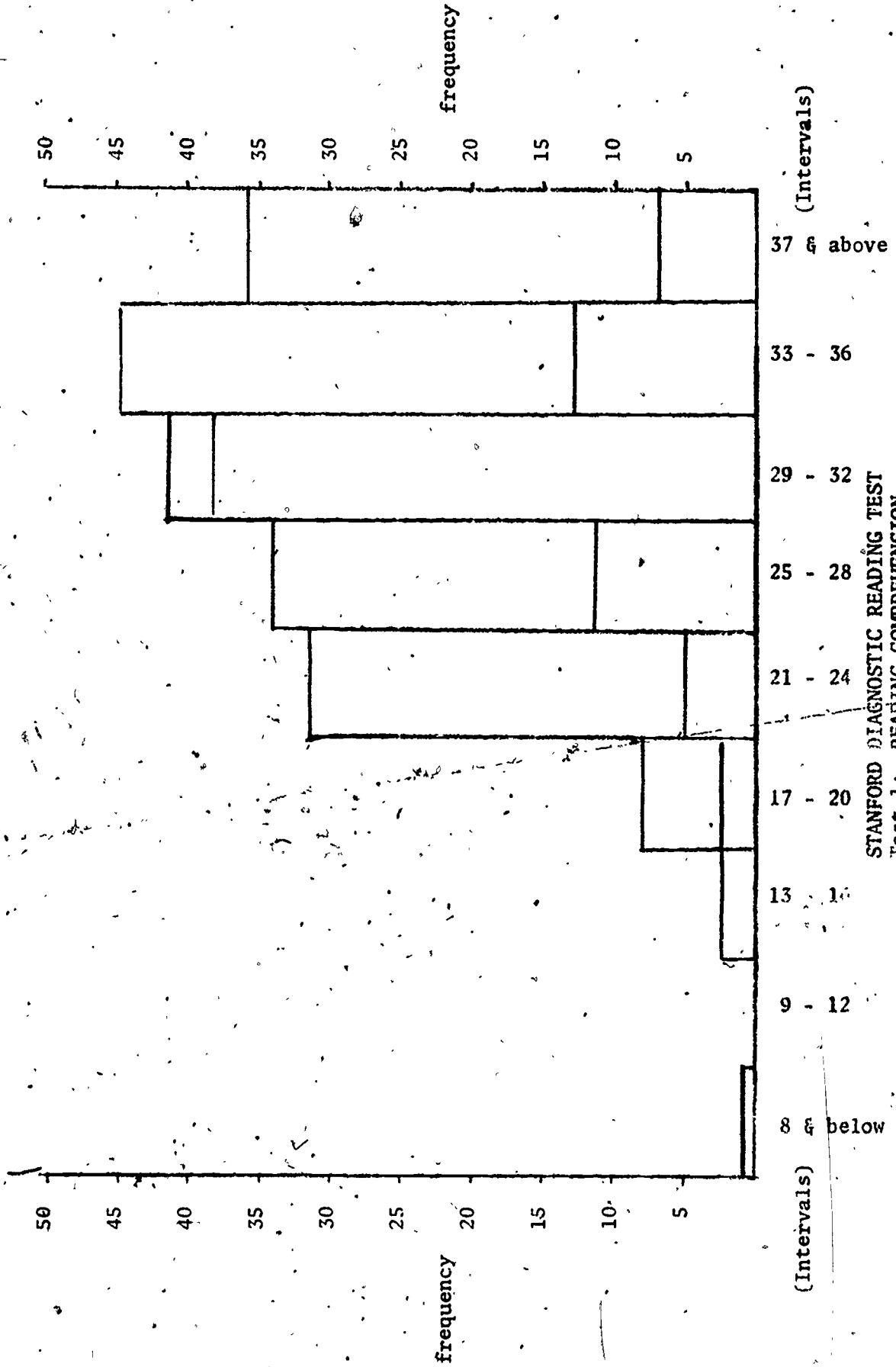
STANFORD DIAGNOSTIC READING TEST+  
Test 2: VOCABULARY

Pre-Test: Form W, Level I, November 1973  $\bar{x} = 13$   
 Post-Test: Form X, Level I, May 1974  $\bar{x} = 15$



# Appendix C Table 1

A Frequency Histogram of the distribution of the pre and posttest scores of the MIHS Target Group on SDRT, Test 1: Reading Comprehension



STANFORD DIAGNOSTIC READING TEST  
Test 1: READING COMPREHENSION

Pre-Test: Form W, Level I, November 1973  
Post-Test: Form X, Level I, May 1974

$\bar{x} = 27$   
 $\bar{x} = 33$

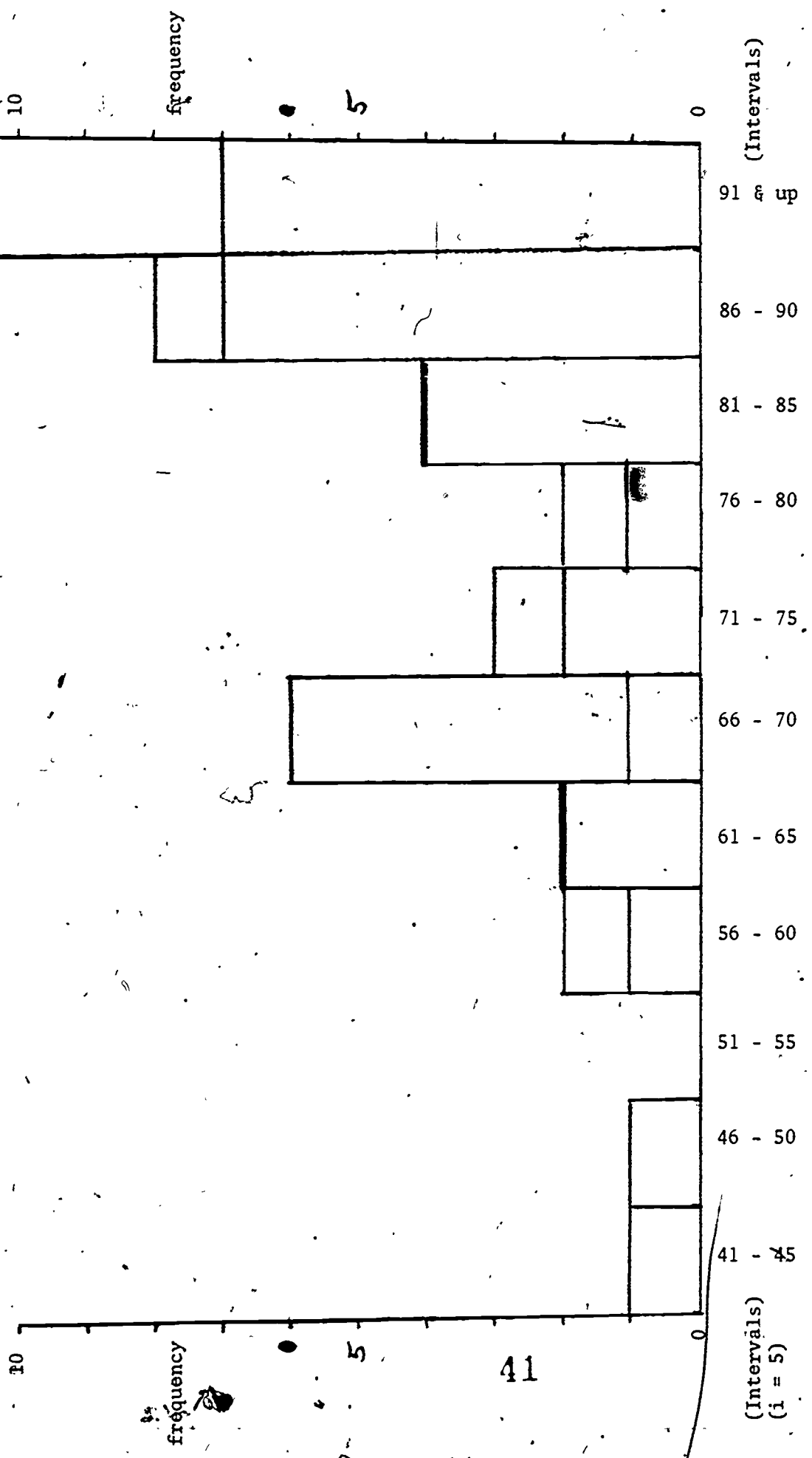




A Comparative Frequency Histogram of the distribution of posttest scores of the FY 1973 AHS Target Group and the FY 1974 AHS Target Group on the Hawaii Reading Test

Posttest: May 1973  $\bar{x} = 89$   
 Posttest: May 1974  $\bar{x} = 78$

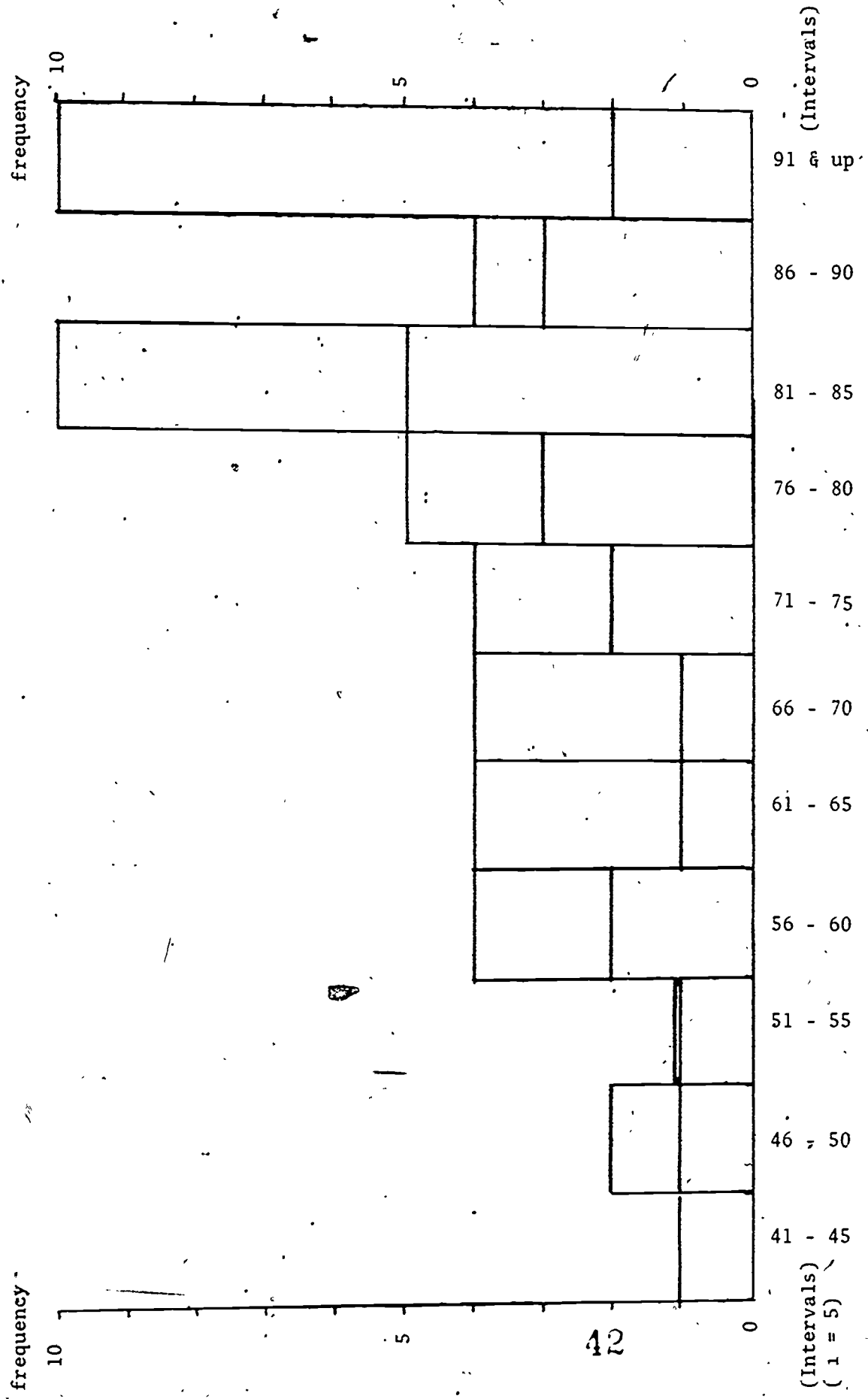
Appendix B  
 Table 7



# Appendix B Table 6

A Comparative Frequency Histogram of the distribution of pretest scores of the FY 1973 AHS Target Group and the FY 1974 AHS Target Group on the Hawaii Reading Test

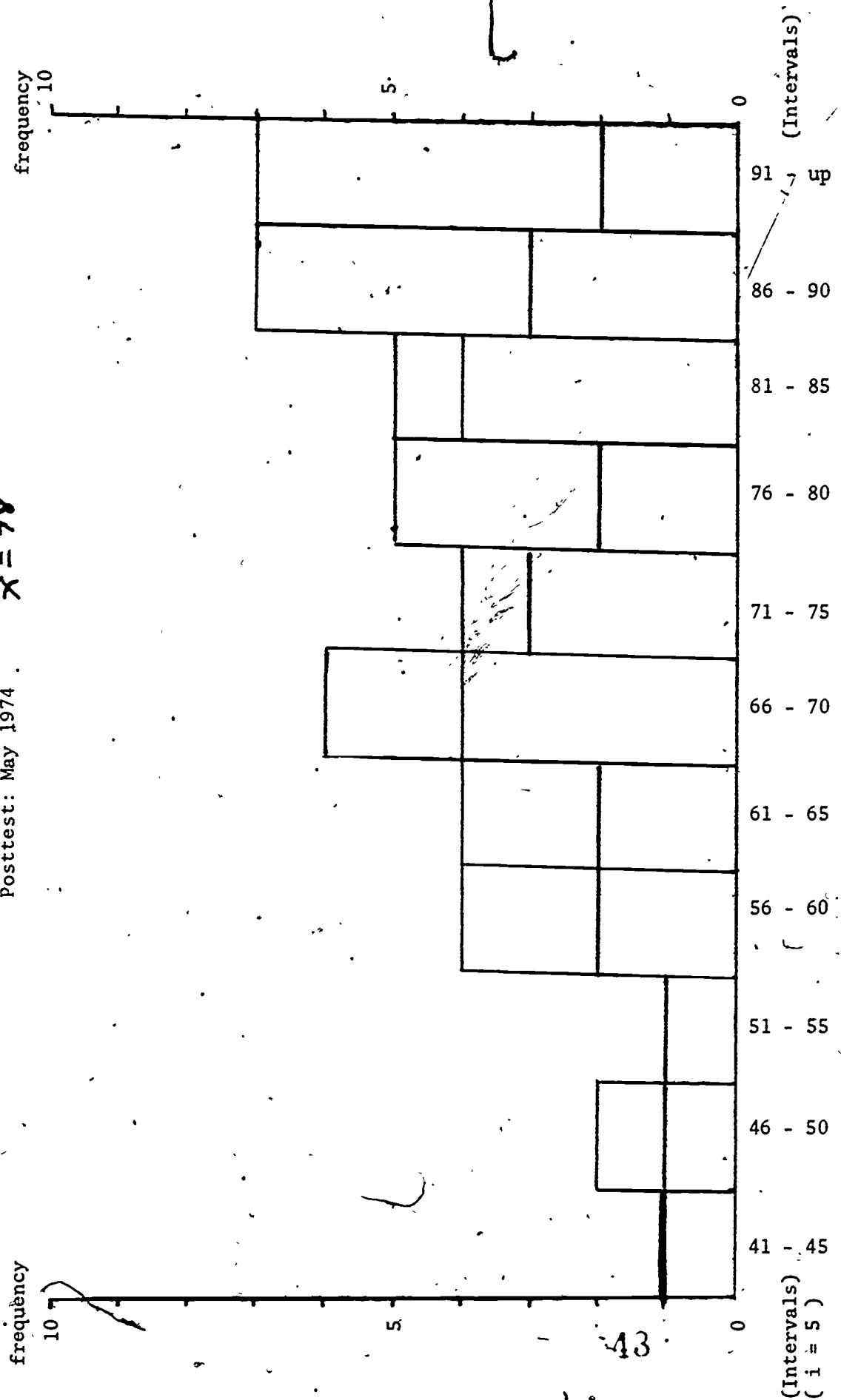
Pretest: September 1972  $\bar{x} = 84$   
 Pretest: September 1973  $\bar{x} = 71$



A Frequency Histogram of the distribution of  
 pretest-posttest scores of the AHS Target  
 Group on the Hawaii Reading Test

Pretest: September 1973  $\bar{x} = 71$   
 Posttest: May 1974  $\bar{x} = 78$

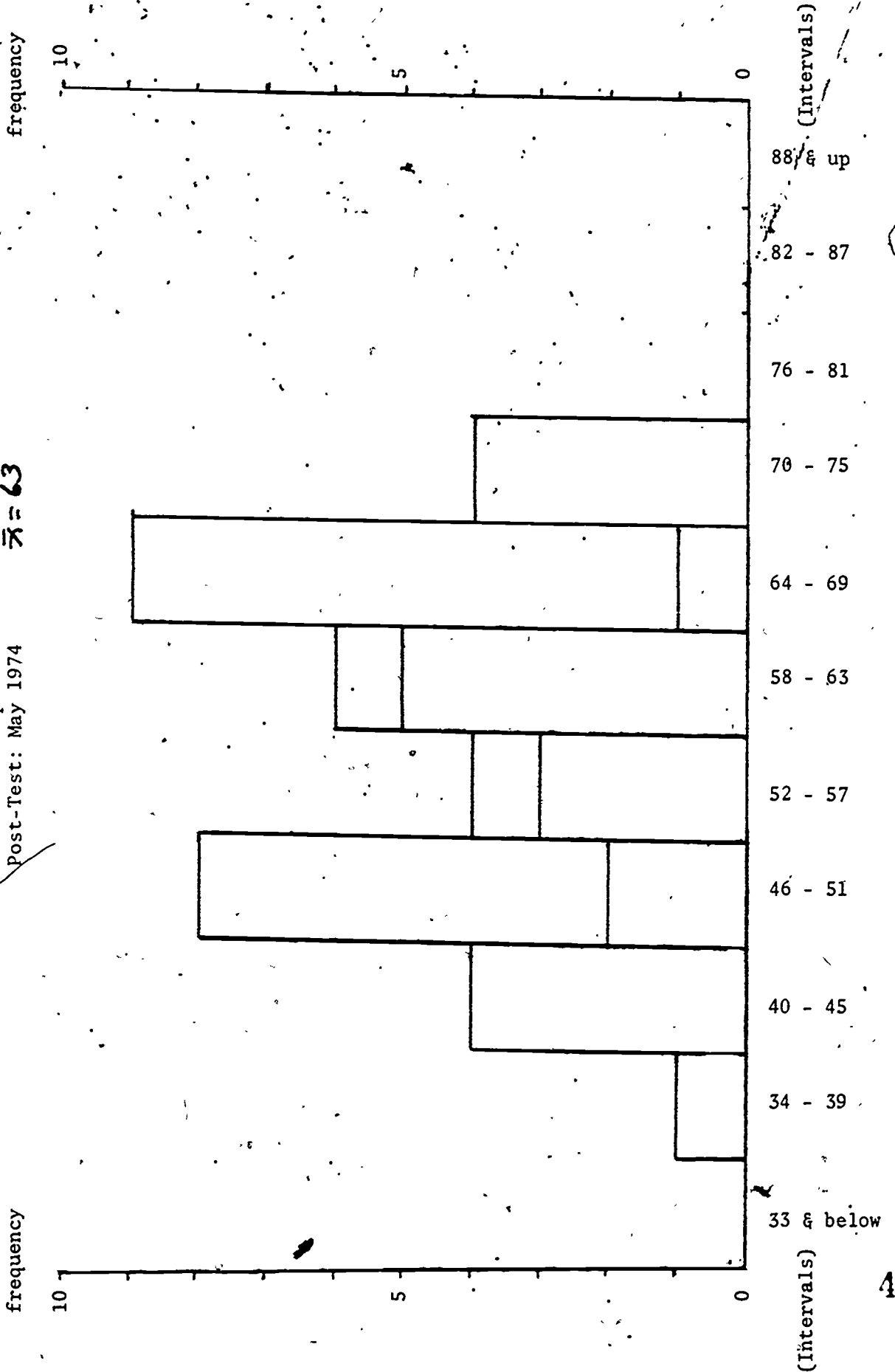
Appendix B  
 Table 5



A Frequency Histogram of the distribution of pretest--posttest scores of the MIHS Control Group on the Hawaii Reading Test

Pre-Test: September 1973  $\bar{x} = 52$   
 Post-Test: May 1974  $\bar{x} = 63$

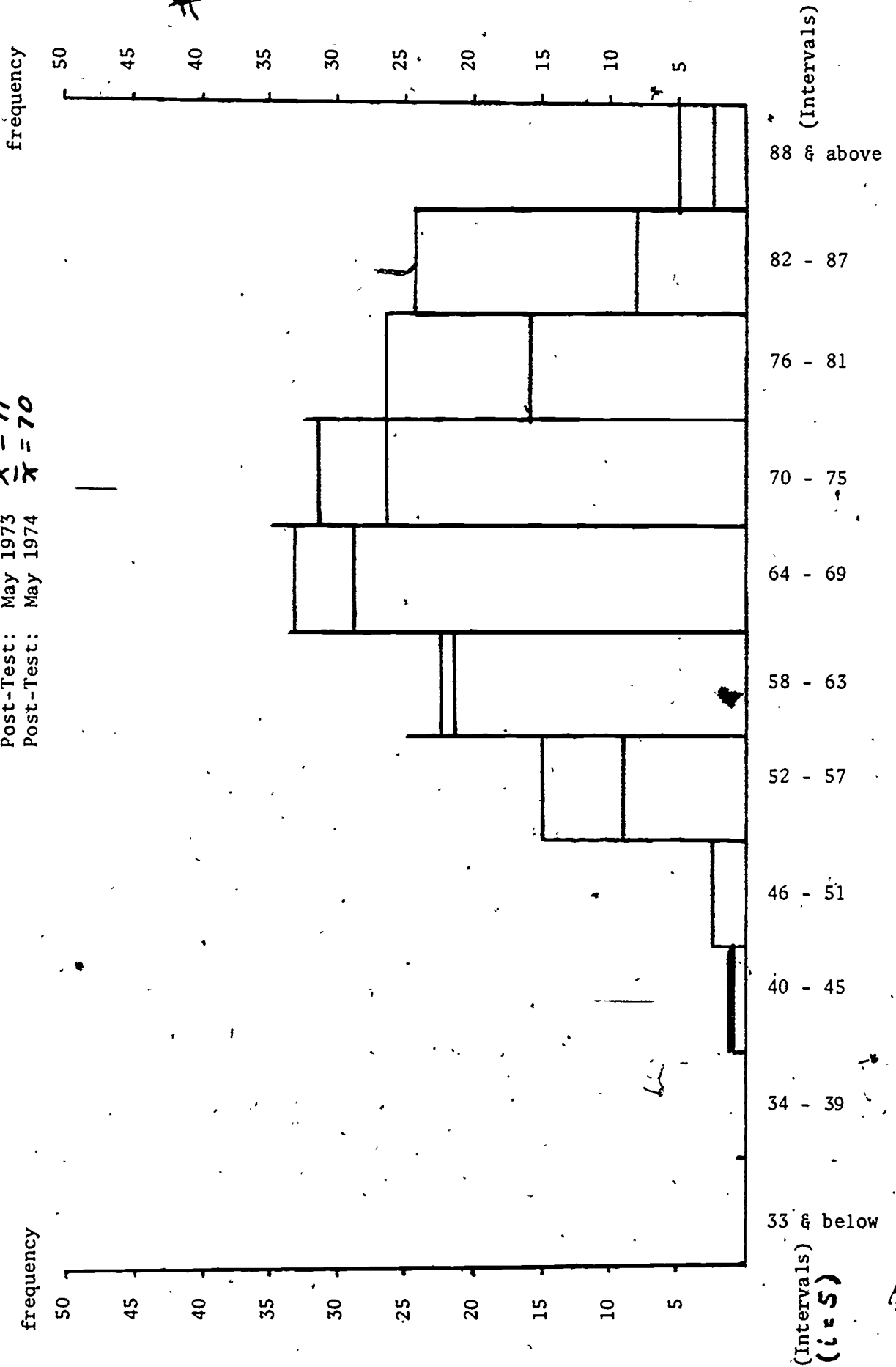
Appendix B  
 Table 4



# Appendix A Table 3

A Comparative Frequency Histogram of the distribution of posttest scores of the FY 1973 MIHS Target Group and the FY 1974 MIHS Target Group

Post-Test: May 1973  $\bar{x} = 71$   
 Post-Test: May 1974  $\bar{x} = 70$



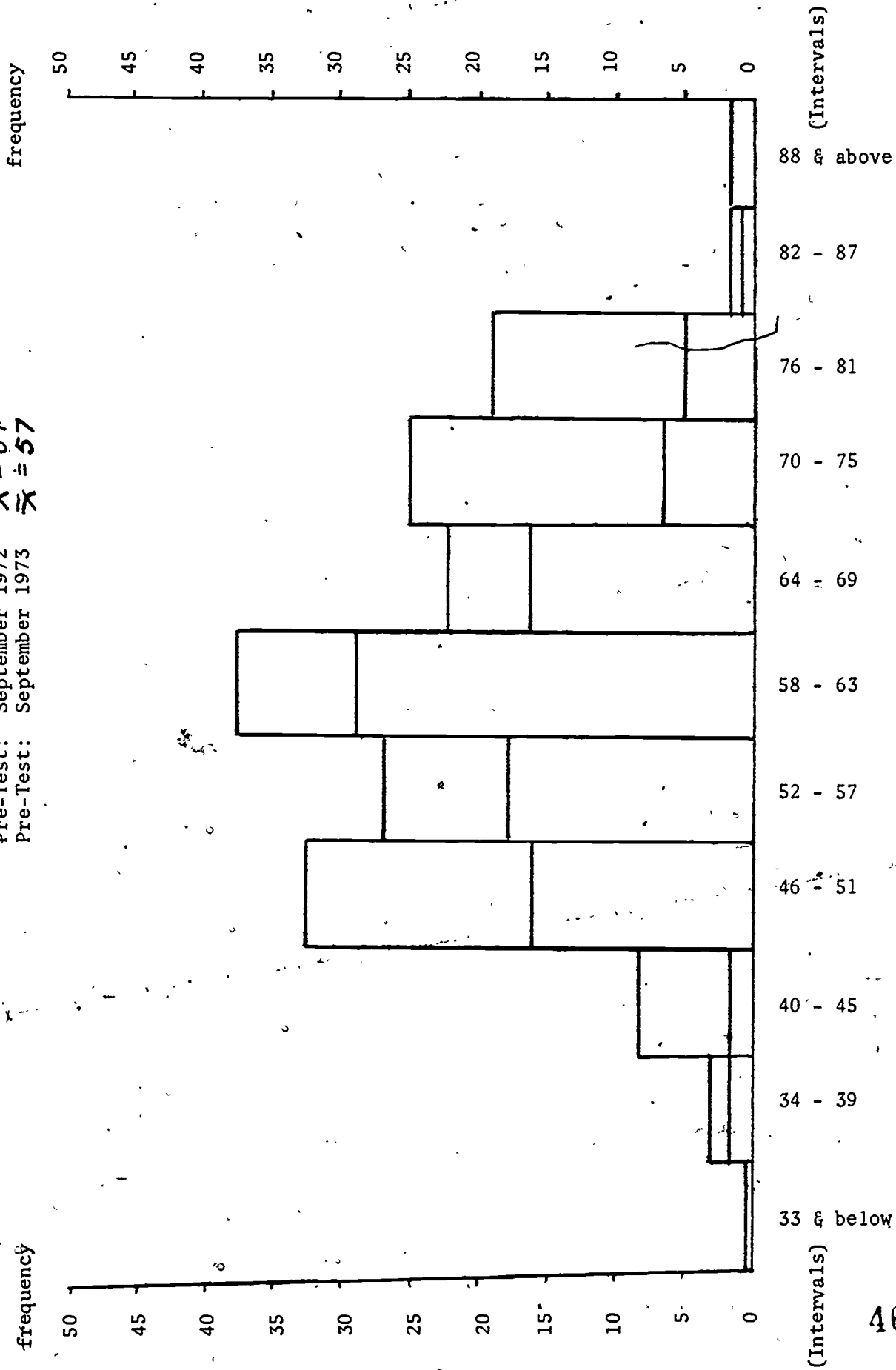
(Intervals)  
(i = 5)



A Comparative Frequency Histogram of the distribution of pretest scores of the FY 1973 MIHS Target Group and the FY 1974 MIHS Target Group

Appendix B  
Table 2

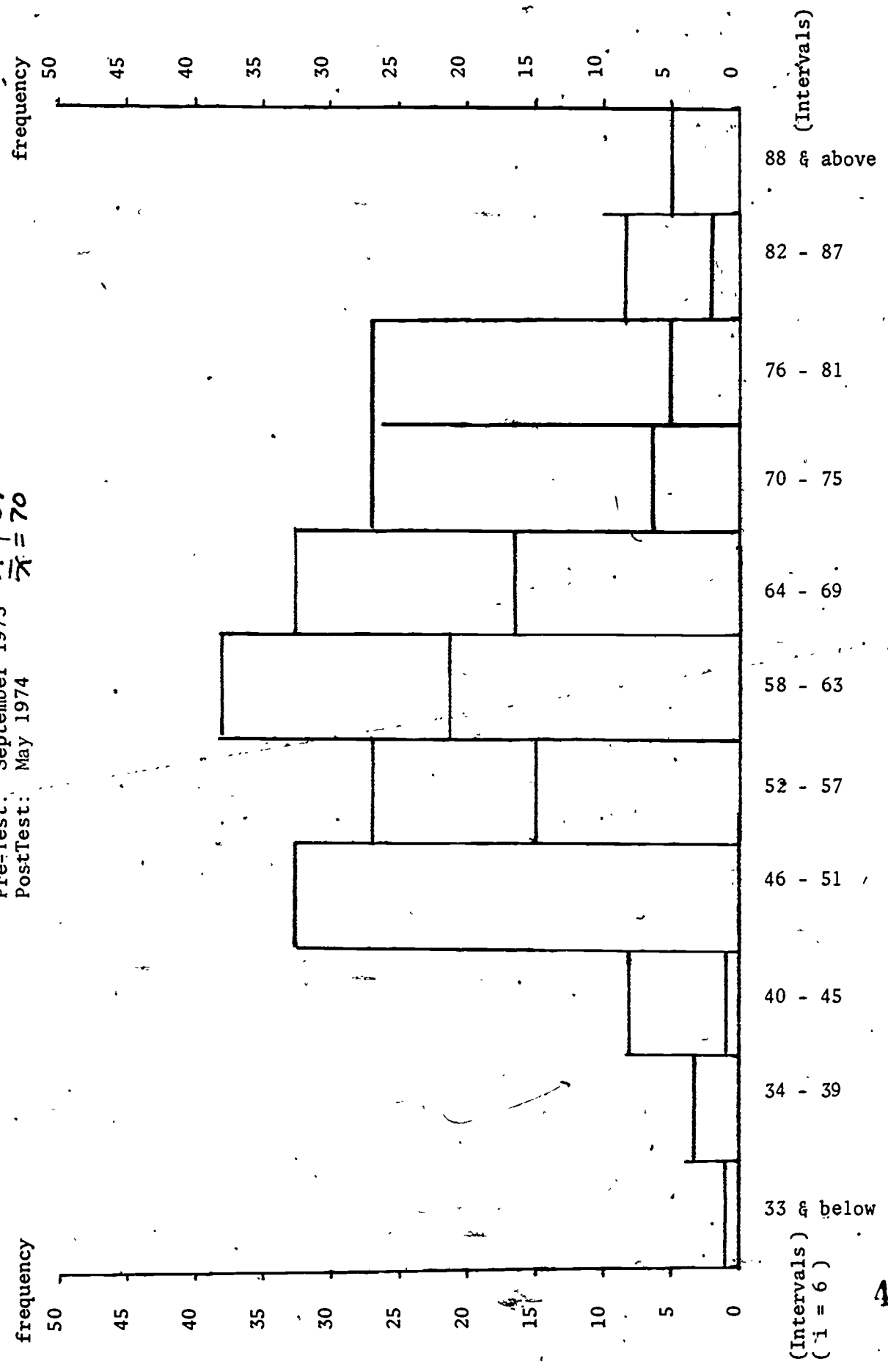
Pre-Test: September 1972  $\bar{X} = 64$   
 Pre-Test: September 1973  $\bar{X} = 57$



# Appendix B Table 1

A Frequency Histogram of the distribution of pretest--posttest scores of the MIHS Target Group on the Hawaii Reading Test

Pre-Test: September 1973  $\bar{x} = 57$   
 Post-Test: May 1974  $\bar{x} = 70$



EXAMPLE X:

X.

- A. Are there any left over?
- B. Are there any expensive cards left over?
- C. Are they expensive cards?

You should have circled letter B in example X because I read the question: "ARE THERE ANY EXPENSIVE CARDS LEFT OVER?" Now let's try example Y.

---

Y.

- D. Can you buy that kind of medicine there?
- E. Can you get several kinds of medicine here?
- F. Can you get all kinds of medicine there?

You should have circled letter F in example Y because I read the question: "CAN YOU GET ALL KINDS OF MEDICINE THERE?" Are there any questions before we start the test?

---

1.

- A. Are they very well made?
- B. Are the clothes very well made?
- C. Are the expensive clothes well made?

---

2.

- D. How many sent her cards?
- E. How much will she depend on the cards?
- F. How much did she spend on cards?

---

3.

- A. How are the buildings and the rooms?
- B. How many buildings have rooms?
- C. How are they building the rooms?

---

4.

- D. How many more were there in the men's dormitory?
- E. How many floors are there in the men's dormitory?
- F. How many men are there on this floor of the dormitory?



5.

- A. Does he watch what he eats now?
- B. Does he watch while he eats?
- C. Does he look at his watch before he eats now?

6.

- D. Does John always paint tables?
- E. Could John also paint the table?
- F. Could John paint on the table?

7.

- A. Can you buy a camera in the store?
- B. Can you find camera film in the store?
- C. Can you buy film for your camera in the store?

8.

- D. Why doesn't John get up and exercise?
- E. Why doesn't John give up and exercise?
- F. Why doesn't John get enough exercise?

9.

- A. How good has he felt?
- B. How long hasn't he felt good?
- C. How often does he feel good?

10.

- D. Did they arrive on time at the bus station?
- E. Did they have time to eat anything at the bus station?
- F. Did they have time to meet him at the bus station?

11.

- A. Do you find them shopping in the center of the suburbs?
- B. Do you find good shopping centers in the suburbs?
- C. Do you find food in shopping centers in the suburbs?

12.

- D. Has he looked in the newspaper for a boarding house?
- E. Has he looked at the newspaper regarding the house?
- F. Has he looked in the newspaper for a motor boat?

13.

- A. Have they finally learned to drive?
- B. Had they originally planned to drive?
- C. Had they originally seen the plan of the drive?

14.

- D. Which does Mrs. Smith like better--buses or trains?
- E. Which does Mrs. Smith like better than trains?
- F. Which train does Mrs. Smith like better than buses?

15.

- A. How, when, and where were the games revived in modern times?
- B. How were the games revived there in modern times?
- C. How were the games when they were revived in modern times?

EXAMPLE A:

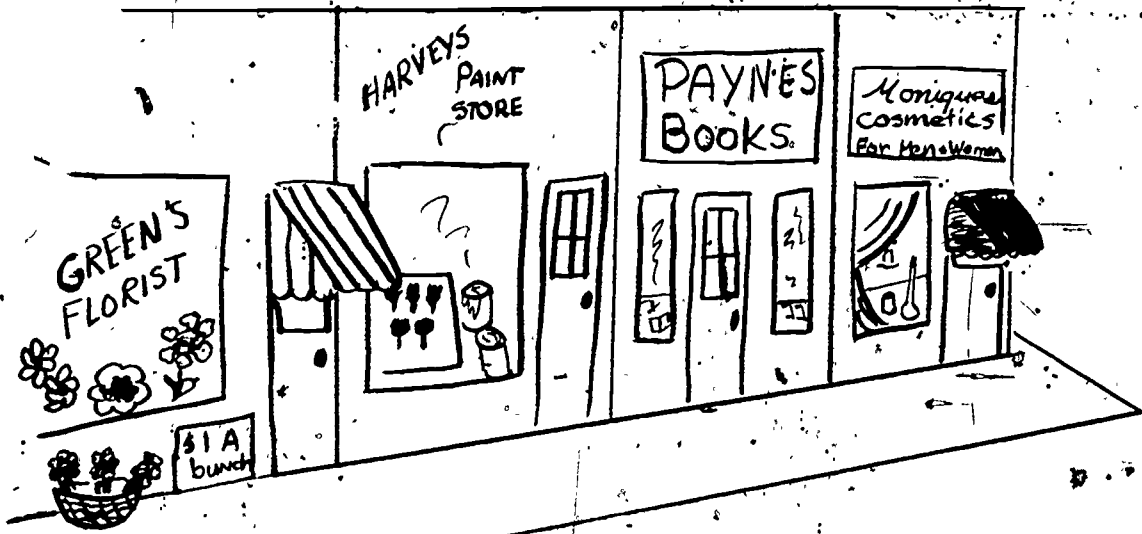


True False

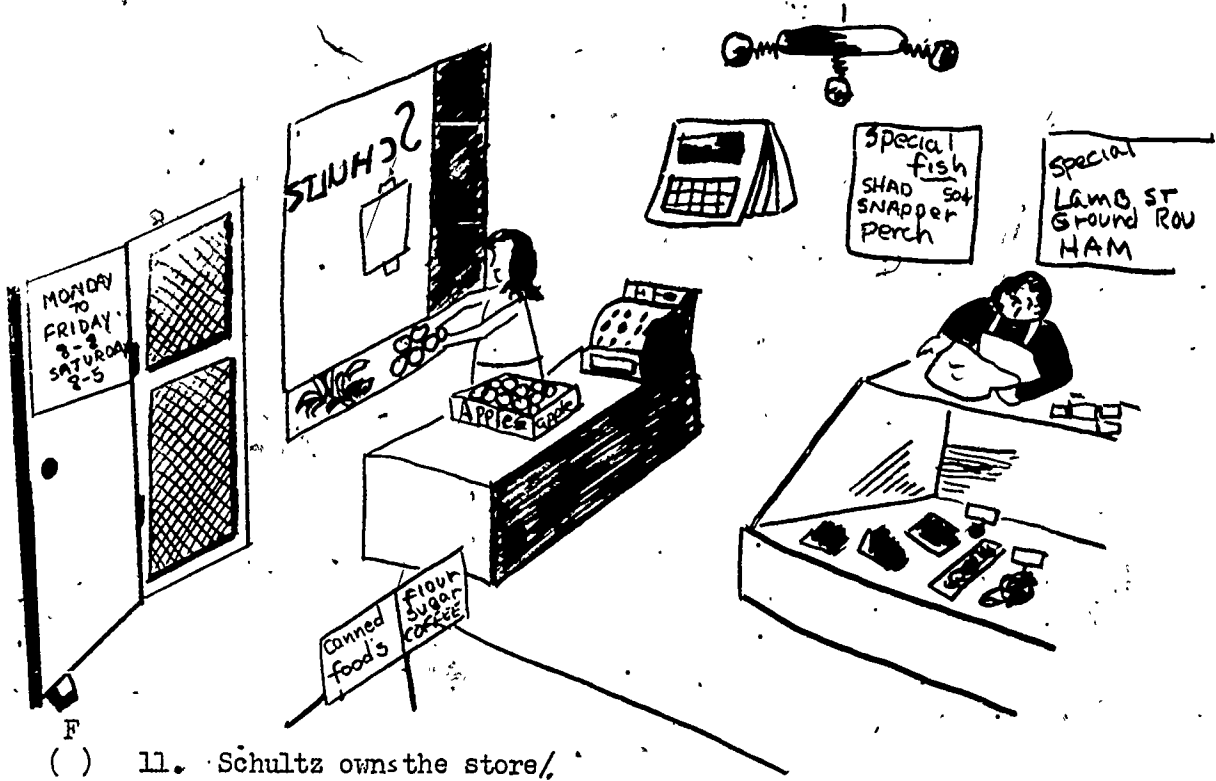
- ( ) ( ) A. There are three persons in the picture.  
( ) ( ) B. They are all at the swimming pool.  
( ) ( ) C. All three persons are seated.  
( ) ( ) D. One person is reading.  
( ) ( ) E. Two persons are not in the water.

Are there any questions before we start this part of the test?  
Go ahead and work the next 30 sentences just as you did the examples  
above.

PICTURE FOR SENTENCES 1 - 10:

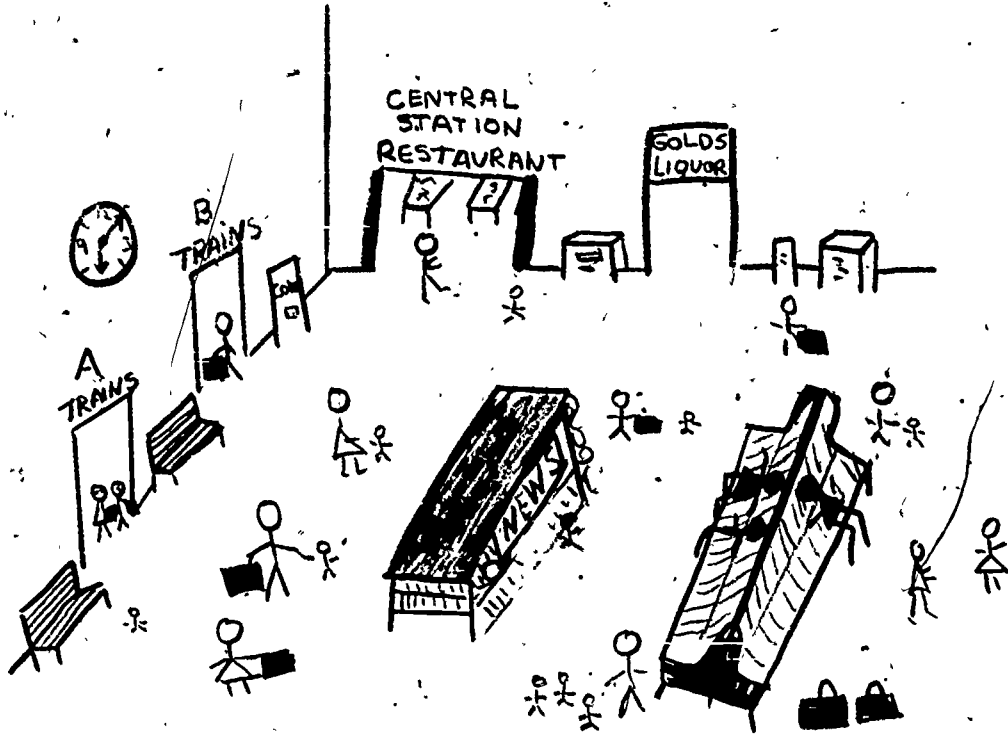


- |     |     |  |
|-----|-----|--|
| T   | F   |  |
| ( ) | ( ) | 1. There are more than four stores shown in the picture.     |
| ( ) | ( ) | 2. The paint store is to the right of the florist shop.      |
| ( ) | ( ) | 3. The cosmetic shop is on the corner.                       |
| ( ) | ( ) | 4. Payne owns a store that sells reading materials.          |
| ( ) | ( ) | 5. Every store has a door on the right of the building.      |
| ( ) | ( ) | 6. One store has a sign on the front window.                 |
| ( ) | ( ) | 7. Only Harvey's store has a sign over the front window.     |
| ( ) | ( ) | 8. You could buy all the flowers in the basket for a dollar. |
| ( ) | ( ) | 9. The products in Monique's store are not for men.          |
| ( ) | ( ) | 10. You could buy groceries in one of these stores.          |



- T F
- ( ) ( ) 11. Schultz owns the store/.
  - ( ) ( ) 12. The store is open every day from 8 a. m. to 9 p. m.
  - ( ) ( ) 13. The store sells meat.
  - ( ) ( ) 14. There is a special sale on fish.
  - ( ) ( ) 15. The screen door is closed at the front of the store.
  - ( ) ( ) 16. Schultz's name is easier to read from outside the store.
  - ( ) ( ) 17. On Wednesday the store is closed.
  - ( ) ( ) 18. Some apples are in the box.
  - ( ) ( ) 19. The cash register is closer to the front door than to the apple box.
  - ( ) ( ) 20. The store closes earlier on Saturday.

PICTURE FOR SENTENCES 21 - 30:



- |     |     |  |
|-----|-----|--|
| T   | F   |  |
| ( ) | ( ) | 21. This is a railroad station.  |
| ( ) | ( ) | 22. We can see the waiting room.                                       |
| ( ) | ( ) | 23. We don't know the name of this station                             |
| ( ) | ( ) | 24. You could buy something to eat here, but you could not buy liquor. |
| ( ) | ( ) | 25. At least three people are carrying suitcases.                      |
| ( ) | ( ) | 26. The largest seats are near Gates A and B.                          |
| ( ) | ( ) | 27. Trains come right through Gates A and B.                           |
| ( ) | ( ) | 28. Not everyone is walking toward Gates A and B.                      |
| ( ) | ( ) | 29. Gold owns a store in the train station.                            |
| ( ) | ( ) | 30. Children are probably not allowed in the waiting room.             |

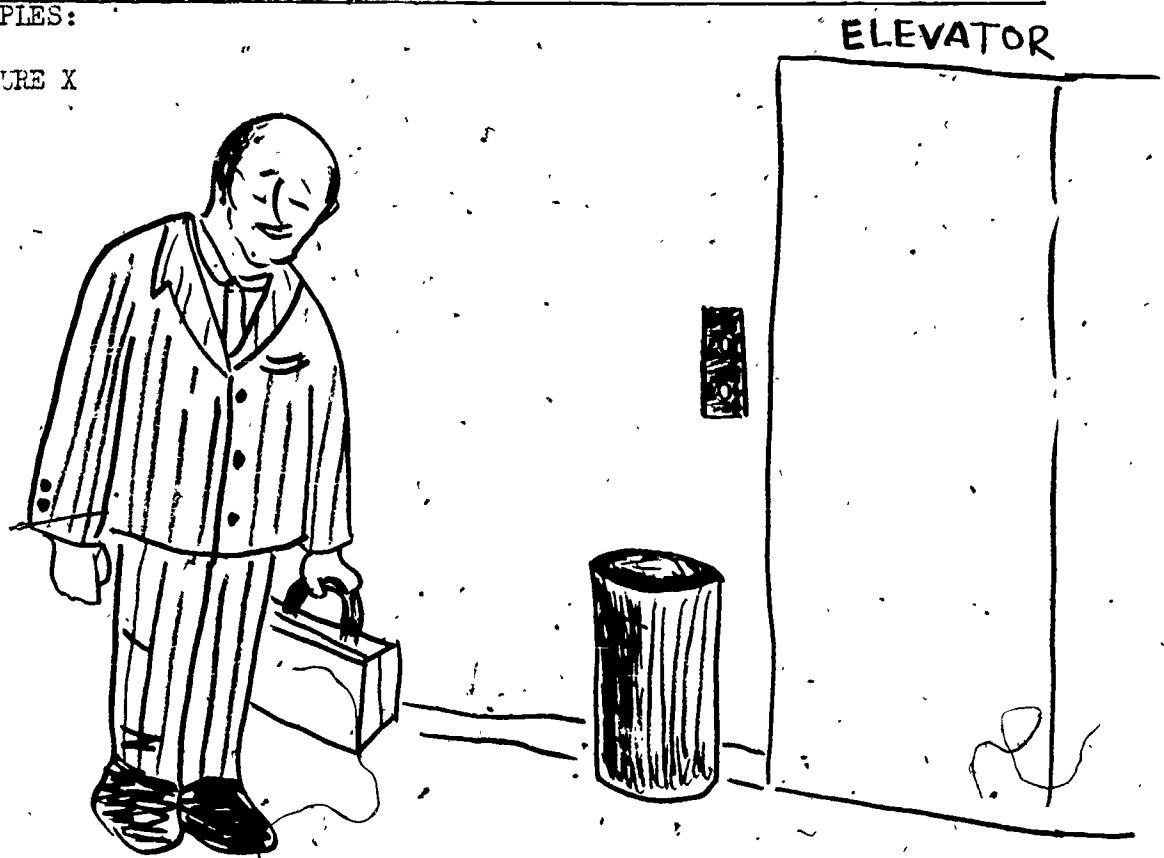
SECTION II - B: READ AND RESPOND TO PICTURE CLUES

DIRECTIONS: In this part of the test you will look at a picture and then read a question about the picture. Look at the three answers below the question and select the correct answer to the question about the picture. Remember that the picture helps you choose the right answer. On your answer sheet, put an X on the letter that you have chosen. See my examples X and Y before we start the test.

Do Not Write In This booklet!

EXAMPLES:

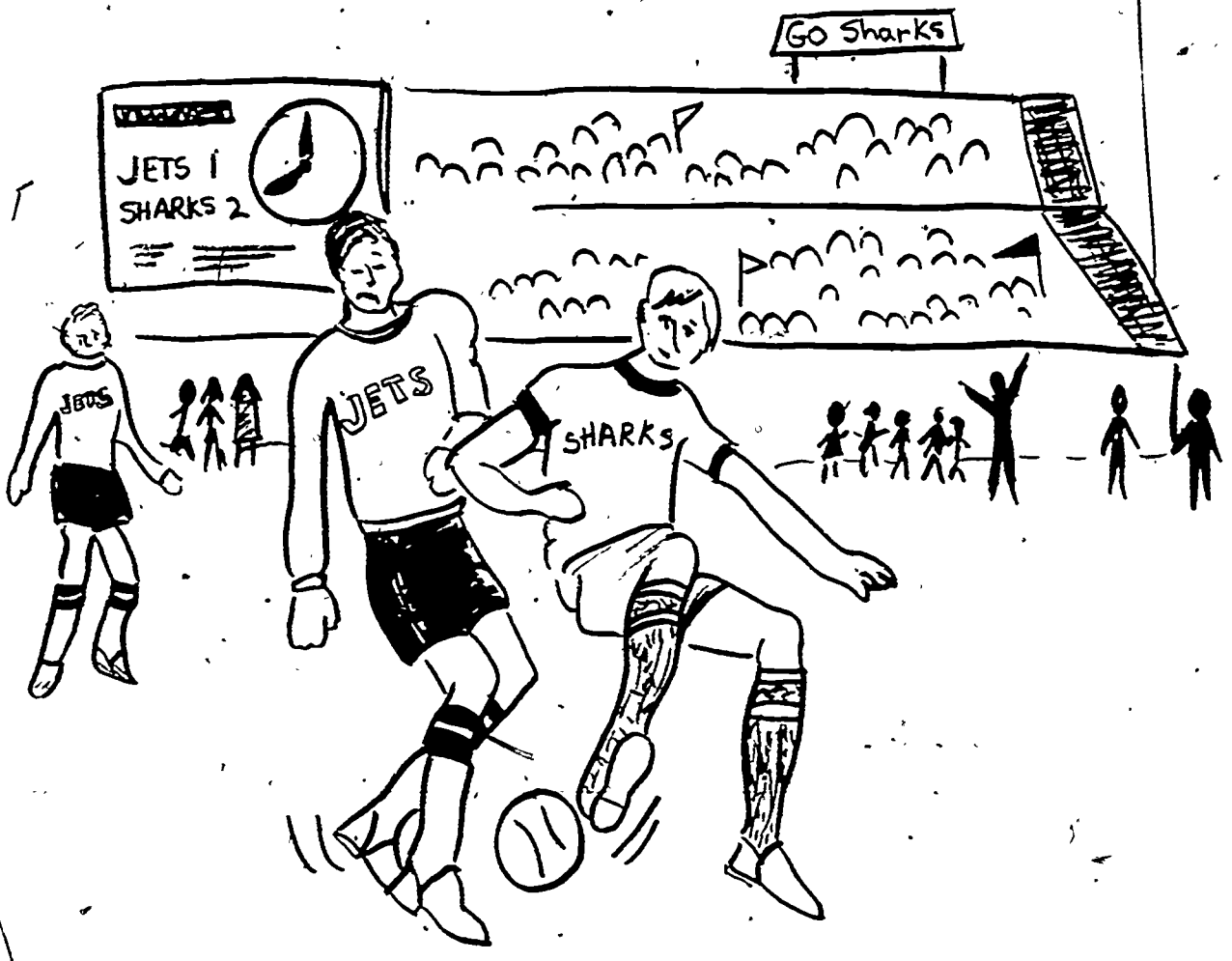
PICTURE X



- X. What is the man doing?
- A. His name is James Smith.
  - B. He's waiting for the elevator.
  - C. He's in the elevator.

You should have circled letter B in Example X. The man is waiting for the elevator. He is not in the elevator, and the question did not ask what his name is.

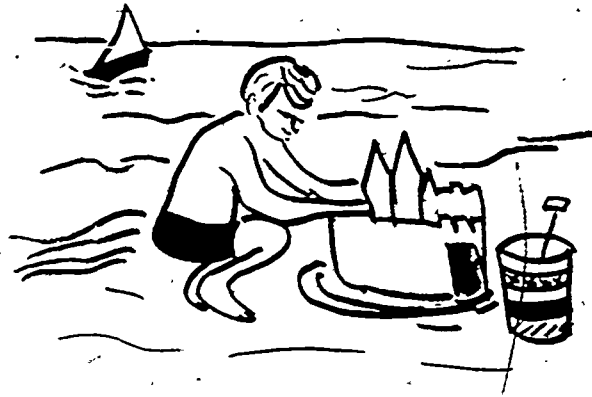
PICTURE Y



- Y. Why are the Jets' team members unhappy?
- D. The Sharks are losing the game.
  - E. They are not winning the game.
  - F. The game is over.

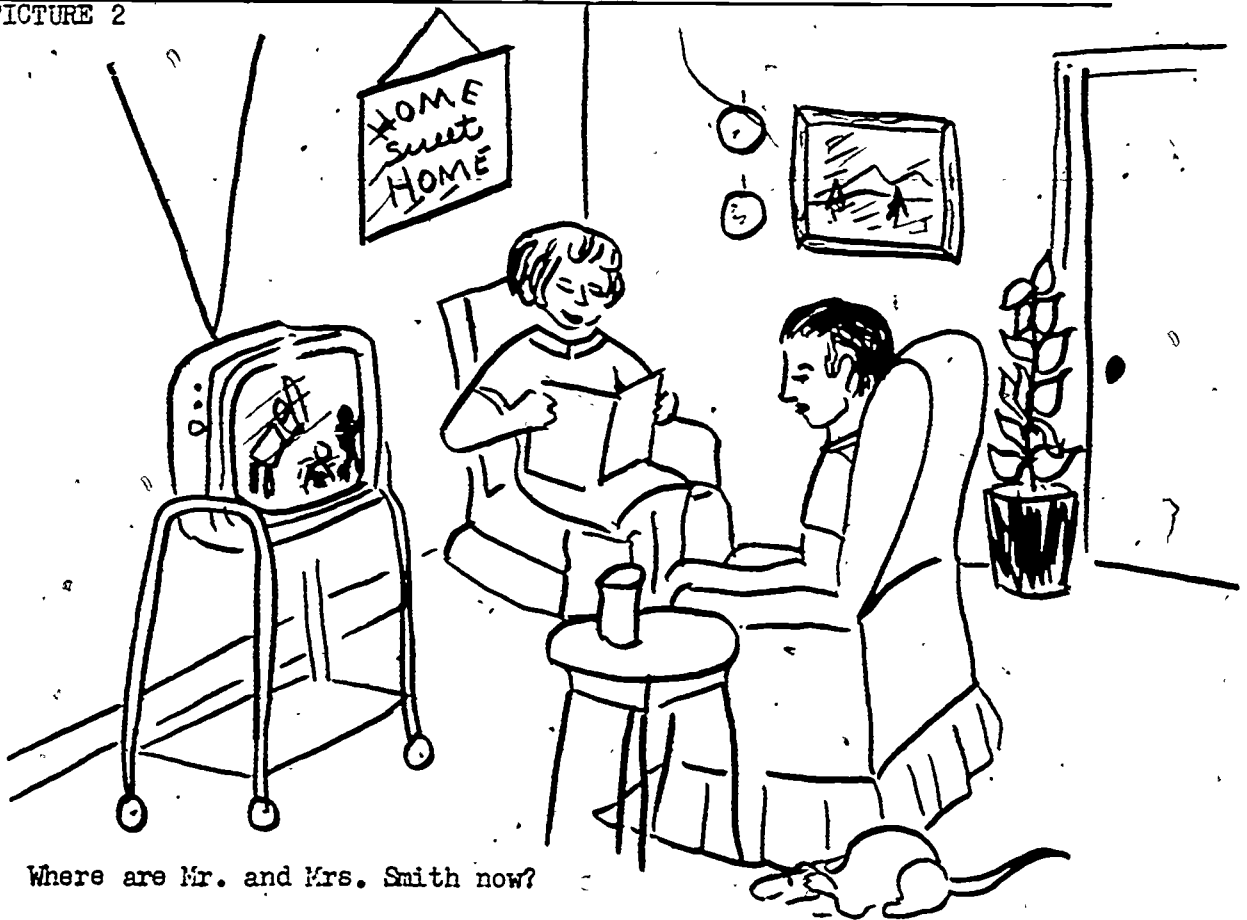
You should have circled letter E in Example Y. The Jets' team members are unhappy because they are not winning the game. You can see that the score is 2 to 1, with the Sharks winning the game.

PICTURE 1



1. How many children are playing in the sand?
  - A. He's playing in the sand.
  - B. One boy is.
  - C. He's building a sand castle.

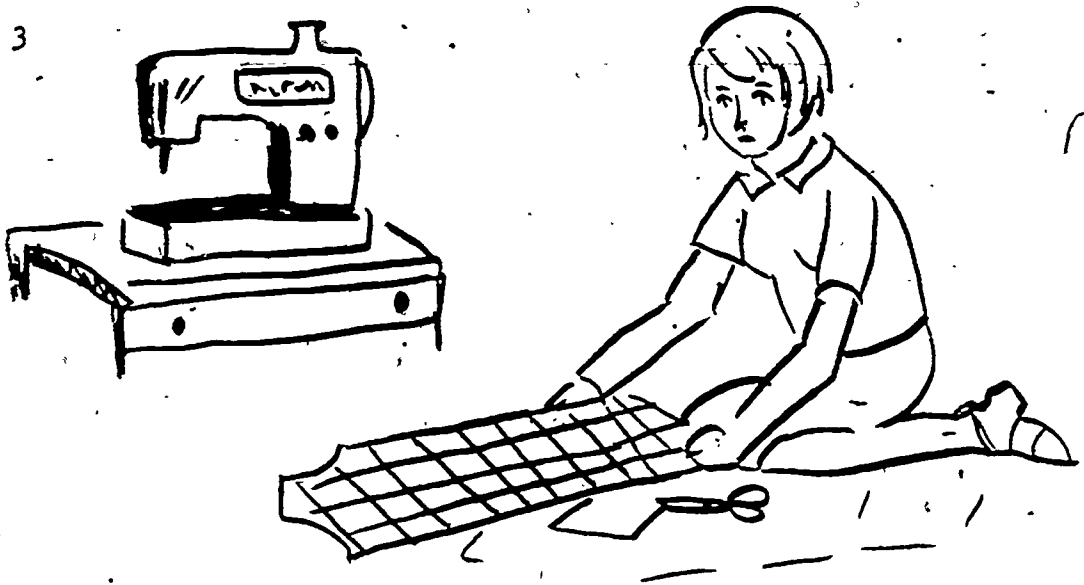
PICTURE 2



2. Where are Mr. and Mrs. Smith now?
  - D. They're at home.
  - E. They're both watching television.
  - F. They're at the baseball game.

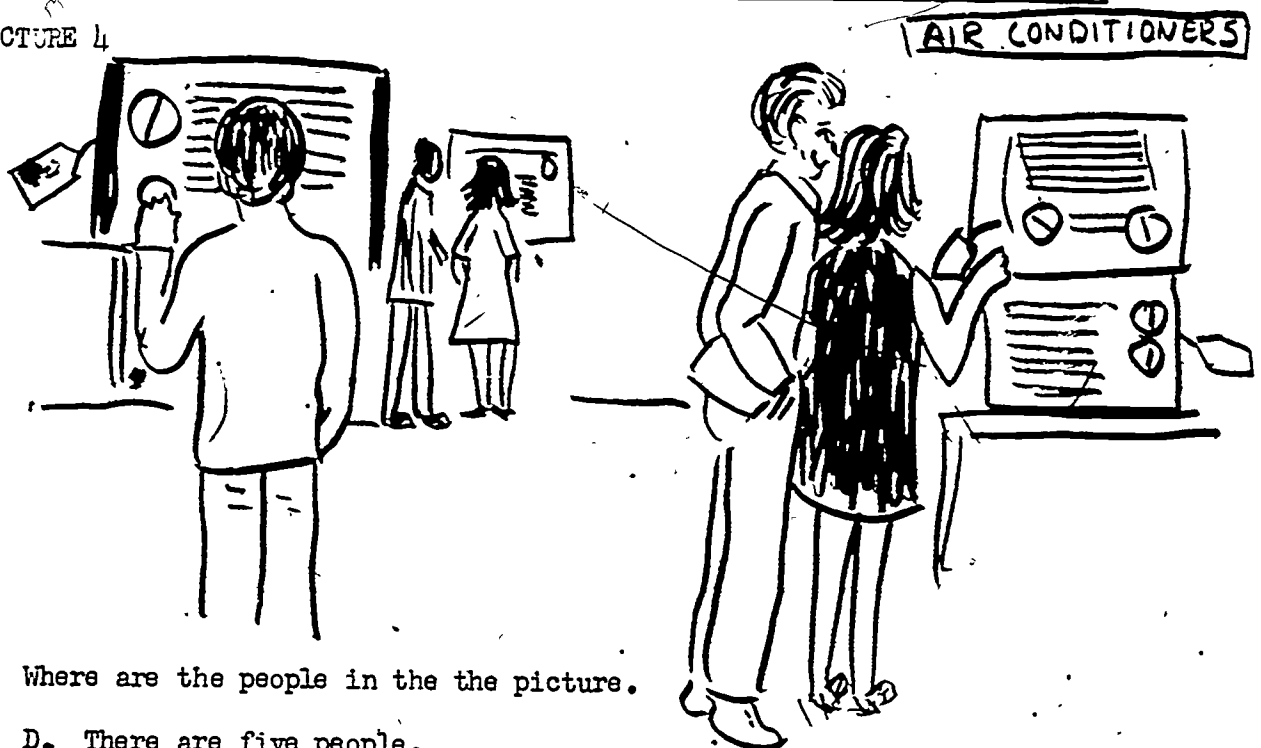


PICTURE 3



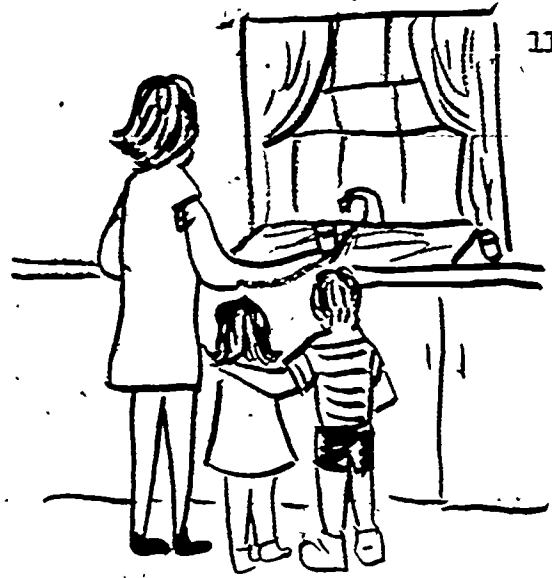
3. How will she sew the dress she is making?
- A. She's working on the floor.
  - B. With the sewing machine.
  - C. It's a dress she's making.

PICTURE 4



4. Where are the people in the picture.
- D. There are five people.
  - E. In a store.
  - F. There are air conditioners.

PICTURE 5



5. What's he studying?

- A. He's studying a book.
- B. He's studying at a table.
- C. He's studying to get a better job.

PICTURE 6



6. Why is Jane late for work?

- D. Jane's late for work.
- E. About twelve o'clock.
- F. Because of the rain.

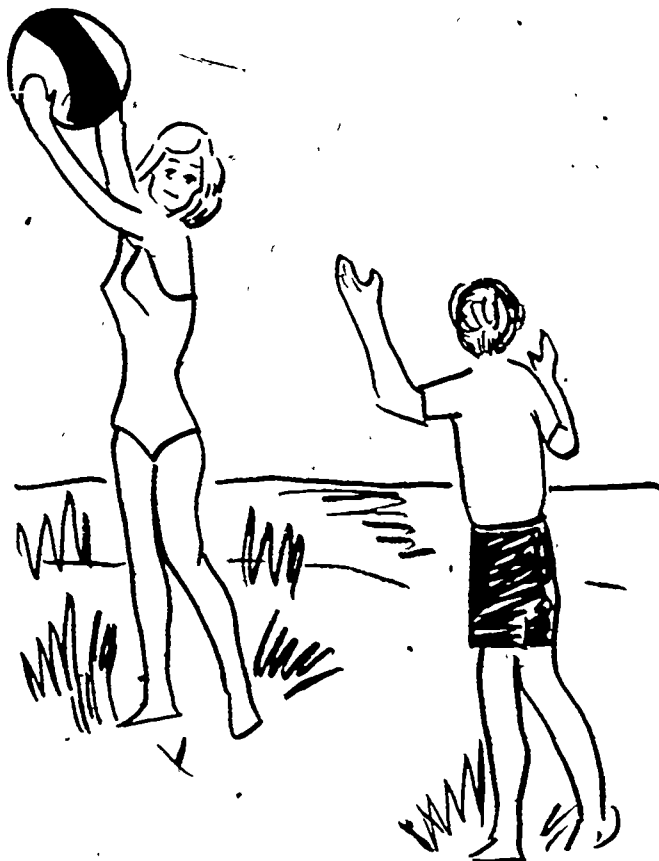
PICTURE 7



7. Who is winning the soccer game?

- A. The Nats are winning.
- B. The Bugs are winning.
- C. No one knows who's ahead.

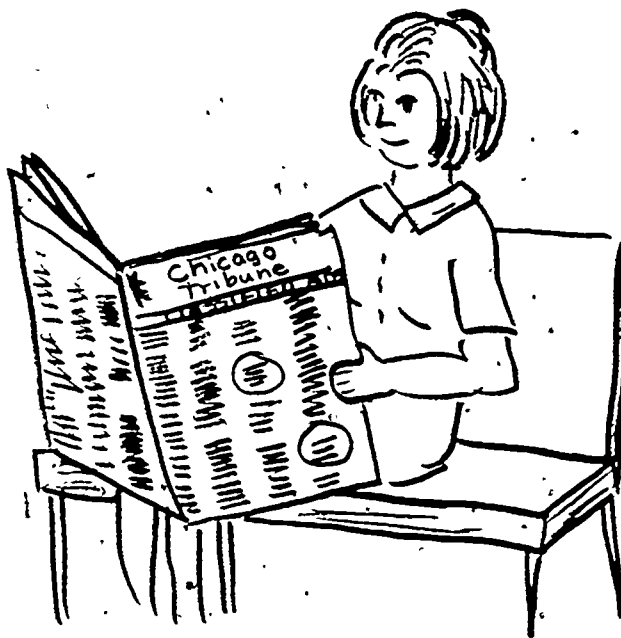
PICTURE 8



8. Are they playing catch with the ball?

- D. Yes, she caught the ball.
- E. Yes, they're playing catch.
- F. Yes, he can catch the ball.

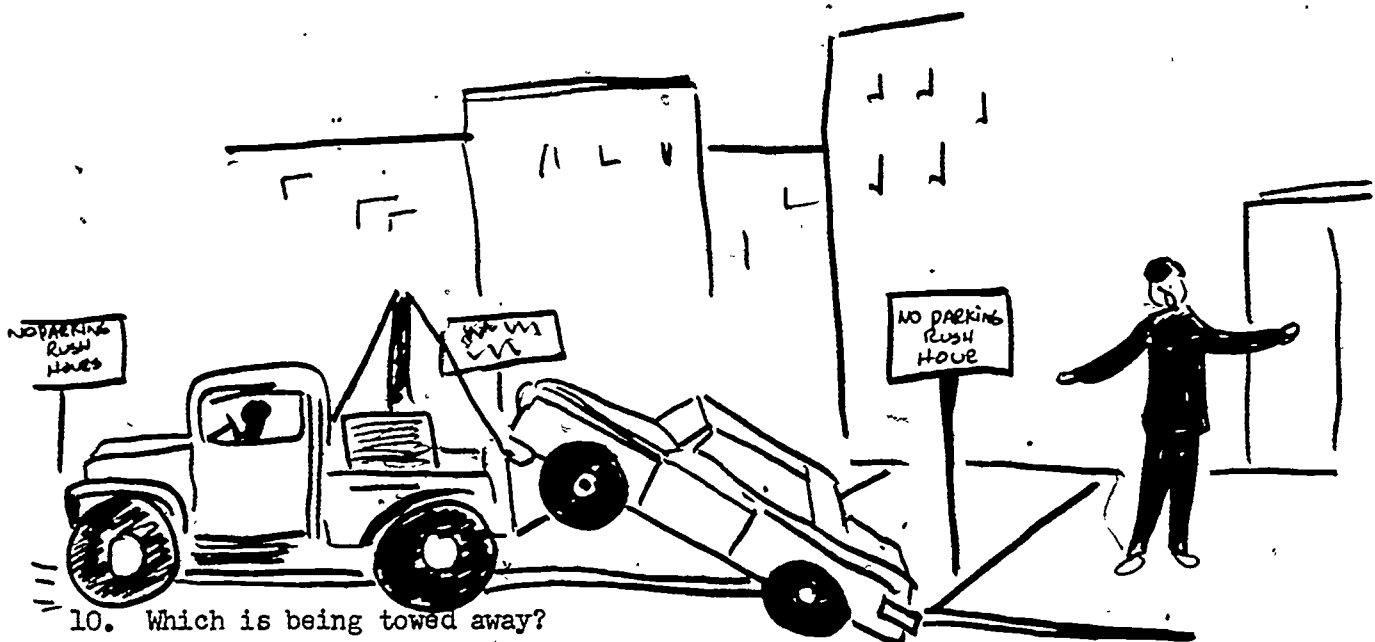
PICTURE 9



9. Which newspaper is the young lady reading?

- A. She's reading the ads.
- B. It's a newspaper.
- C. She's reading the Chicago Tribune.

PICTURE 10



10. Which is being towed away?

- D. The car is.
- E. The truck is towing it away.
- F. The man is.



11. Has the boy finished his book yet?

- A. Yes, he will.
- B. She is reading, too.
- C. Not yet.

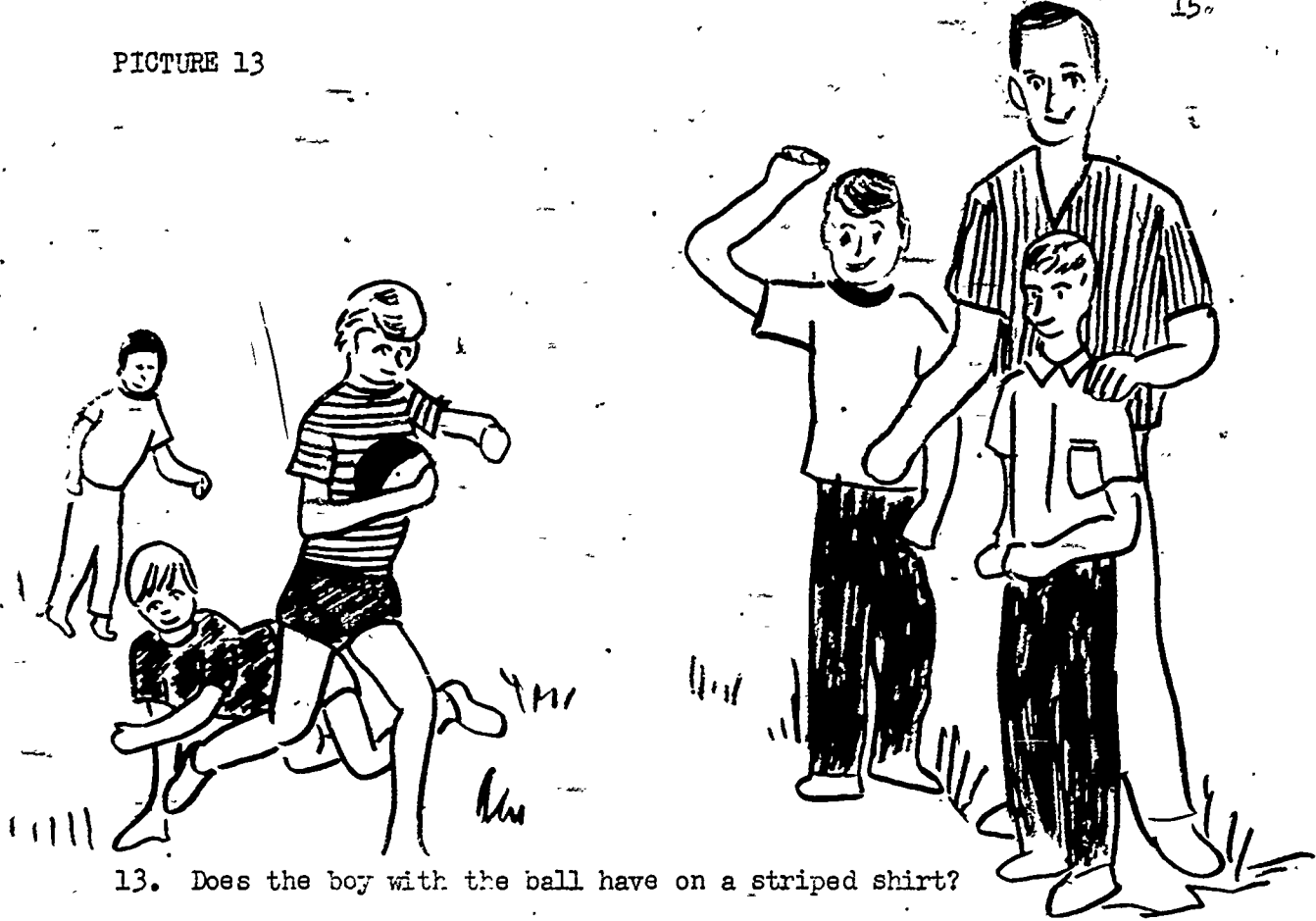
PICTURE 12



12. Are they all painting a picture?

- D. No, they're running.
- E. No; not all of them.
- F. No, they're writing letters.

PICTURE 13



13. Does the boy with the ball have on a striped shirt?

- A. Yes, the boy has the ball.
- B. Yes, he does have on a shirt.
- C. Yes, he does have a striped shirt on.

PICTURE 14



14. If the girl is planning to dive, what will she do?

- D. She will stay on the diving board.
- E. The boy has finished his dive.
- F. She will dive from the board.

PICTURE 15



15. Since Mr. Smith has just arrived in his automobile, will he be able to park in the parking lot?

- A. Yes, because the lot is full.
- B. No, the lot is full.
- C. Yes, at 8:30.

## PART III: READ AND RESPOND--QUESTION-ANSWER, STATEMENT-PARAPHRASE

DIRECTIONS: In this part of the test you will read either a question or a sentence which tells you something. If it is a question you have read, choose one of the three answers below it and put an X on the correct letter on your answer sheet. If you have read a sentence which tells you something, try to find a sentence or part of a sentence below it which tells you about the same thing as the sentence you read first. Put an X on the correct letter on your answer sheet. Do Not Write in the Test Booklet!

There are four examples of below which will show you what the rest of the test is like. Let's try examples W, X, Y, and Z.

## EXAMPLES:

Questions

- W. What else don't they like?
- A. They like ice cream.
  - B. They don't like vegetables.
  - C. They look like their parents.
- X. Where does he go two nights a week?
- D. To the school.
  - E. Now every week.
  - F. Almost every night.

Statements

- Y. They like things better if they've made them themselves.
- A. They like everything.
  - B. They like themselves better.
  - C. They like things that they make themselves better.
- Z. There are still sixty cards to be written.
- D. Sixty cards must still be written.
  - E. Sixty cards have been written.
  - F. Sixty cards are too many to write.



1. It's quiet in the library, and nobody bothers you.
  - A. It's quiet in the library because nobody is there.
  - B. No one bothers you in the quiet library.
  - C. In the library nobody is quiet.
  
2. Mr. Smith like to be prepared for everything.
  - D. Mr. Smith thinks he should be ready for everything.
  - E. Mr. Smith is preparing everything.
  - F. Everything Mr. Smith likes is prepared.
  
3. She thinks she'll have some dessert too.
  - A. She will also have some dessert.
  - B. She thinks dessert is too much.
  - C. She thinks of dessert often.
  
4. A lot of grocery stores sell more than just food.
  - D. A lot of grocery stores sell more food than others.
  - E. Many grocery stores sell things other than food.
  - F. A lot more grocery stores are selling food.
  
5. Animals provided man with food, clothing, shelter, weapons, and tools.
  - A. Animals provided man with the things he needed to live.
  - B. Animals needed the things that man could provide.
  - C. Man no longer needs animals.
  
6. Now that he has a table, he needs some chairs.
  - D. He has a table, but he needs chairs.
  - E. He needs a table and some chairs.
  - F. Now he has a table and some chairs.
  
7. He watches what he eats because of his health.
  - A. He looks at what he eats.
  - B. He is careful of what he eats.
  - C. His watch tells him when to eat.
  
8. He hasn't spoken to his wife since breakfast.
  - D. He spoke to his wife after breakfast.
  - E. From breakfast until now he hasn't talked to his wife.
  - F. He never speaks to his wife at breakfast.

9. Mr. and Mrs. Smith haven't decided yet how they're going to travel home.
- A. They haven't decided yet to travel home.
  - B. They're not going to travel home.
  - C. They haven't decided yet on their route or transportation home.
10. Children, especially little boys, like to put things together themselves.
- D. Little boys like to get together with children.
  - E. Little boys like to put things together.
  - F. Boys like themselves and other children.
11. The directions tell you to paint certain colors in the numbered spaces.
- A. The number in the space means that you paint a certain color there.
  - B. A number of spaces already have certain colors in them.
  - C. You paint numbers in the spaces.
12. Mr. and Mrs. Smith are on their way to visit her relatives in Washington.
- D. The relatives are visiting Mr. and Mrs. Smith.
  - E. The relatives are Mrs. Smith's.
  - F. Mrs. Smith's relatives are on their way to Washington.
13. Women are no longer kept from watching and participating in the games.
- A. Women can now watch and play in the games.
  - B. Women can watch the games but not play in them.
  - C. Women can no longer watch the games or play in them.
14. He says he will need something to <sup>calm</sup> ~~clear~~ his nerves this morning.
- D. His nerves are calm this morning.
  - E. Every morning he says this.
  - F. He needs something to quiet his nerves this morning.
15. His doctor says that Mr. Smith needs more exercise than he's getting.
- A. He doesn't get enough exercise.
  - B. He gets too much exercise.
  - C. His doctor needs more exercise.
16. She thinks these seats are more comfortable than those.
- D. She thinks all seats are uncomfortable.
  - E. She thinks all seats are comfortable.
  - F. She thinks some seats are not as comfortable as others.

17. They got a taxi in <sup>front</sup> ~~from~~ of the bus station, got to the train station, bought tickets, and just made it on the train in time.

- A. They probably took the next train.
- B. They were probably in a hurry.
- C. They were probably angry.

18. They called the bus company, but the buses didn't stop where Mr. and Mrs. Smith wanted to go.

- D. Mr. and Mrs. Smith didn't want the busses to stop.
- E. The bus company didn't want Mr. and Mrs. Smith to go.
- F. Mr. and Mrs. Smith couldn't find a bus which stopped where they wanted to go.

19. In order to hunt in the U. S., every shooter needs a hunting license regulated by the state.

- A. Every shooter must be able to hunt in the U. S.
- B. A hunting license is required for hunting in the U. S.
- C. Every hunter is ordered to hunt in the U. S.

20. The rule means that they have to be in their rooms by eleven o'clock on certain nights.

- D. They have to be in their rooms by eleven o'clock every night.
- E. They have to be in their rooms by eleven o'clock some nights.
- F. On certain nights they have to be in their rooms until eleven o'clock.

21. They haven't any idea what the train and bus schedules are in the town they're going to.

- A. There are no trains or buses in the town they're going to.
- B. They don't know what town they're going to.
- C. They don't know what time trains and buses run in the town they're going to.

22. Since they are only going to stay overnight, she just packed some things in a small bag.

- D. She is the only one staying overnight.
- E. They need only a few things to stay overnight.
- F. The bag is too small.

23. You can buy clothes there, although the clothes aren't very well made.

- A. You can't buy well-made clothes there.
- B. The clothes you buy are made there.
- C. You can buy well-made clothes there.

24. It's too noisy to study in the dormitory, so I usually go to the library.

- D. It's closer to go to the library.
- E. It's more quiet in the library.
- F. It's lighter in the library.

25. Four years after the first modern Olympic games had been held in Athens, Greece, the games were held in Paris.

- A. The second modern Olympic games were held in Paris.
- B. Olympic games were held in Paris four years before the games in Athens.
- C. The first modern Olympic games had been held four years before in Paris.

26. Where are the students' rooms?

- D. The students are in their rooms.
- E. About seven rooms.
- F. In the dormitory.

27. Why do people like it?

- A. People are like that
- B. Because it's cheap
- C. People do it like that.

28. Who did he make an appointment with?

- D. The appointment was for Saturday.
- E. No, he didn't make an appointment.
- F. With Mr. Lee.

29. What can you buy here?

- A. Yes, you can buy it here.
- B. Clothing and food.
- C. No, over there.

30. Which does Mrs. Smith like better--trains or buses?

- D. She likestrains.
- E. She had better take the bus.
- F. The train is more like the bus.

31. What have modern hunting methods done?

- A. They are all finished now.
- B. In some ways only.
- C. They have made hunting a popular sport.

32. Why is it better to study there?

- D. Because the lighting is better.
- E. It is better to study there.
- F. He had better study.

33. When is she going to mail the cards?

- A. Tomorrow.
- B. She is going to the post office.
- C. She is going by bus.

34. When can she use them?

- D. Yes, she can use them.
- E. Tomorrow.
- F. No, she doesn't know how.

35. What can you get there?

- A. By taxi.
- B. Early in the morning.
- C. Clothing and food.

36. Which one of them likes travelling by bus?

- D. Only one of them.
- E. No, he likes travelling by train.
- F. Mr. Smith does.

37. Who could not come to or compete in the Olympic Games?

- A. The Japanese couldn't.
- B. No, they couldn't compete.
- C. It was that they couldn't come.

38. Do they like some things better if they've made them themselves?

- D. Not if they've made them like themselves.
- E. Yes, they like things they make better.
- F. They do like things better than themselves.

39. What fact indicates that the games have not lost their popularity through the years?

- A. No one is interested in the games anymore.
- B. They lost the game last year.
- C. The fact that they are still popular.

40. If he hadn't wanted to build a table himself, what could he have done?

- D. He could have built it.
- E. He could have had someone build the table.
- F. He should have built the table.

BASIC SIGHT WORD TEST

NAME \_\_\_\_\_ TEACHER \_\_\_\_\_ SECTION 9- \_\_\_\_\_

Group I

- 1. wash \_\_\_\_\_
- 2. hurt \_\_\_\_\_
- 3. first \_\_\_\_\_
- 4. those \_\_\_\_\_
- 5. thank \_\_\_\_\_
- 6. our \_\_\_\_\_
- 7. pick \_\_\_\_\_
- 8. know \_\_\_\_\_
- 9. any \_\_\_\_\_
- 10. does \_\_\_\_\_

Number right \_\_\_\_\_

Group II

- 11. fall \_\_\_\_\_
- 12. find \_\_\_\_\_
- 13. their \_\_\_\_\_
- 14. open \_\_\_\_\_
- 15. buy \_\_\_\_\_
- 16. now \_\_\_\_\_
- 17. where \_\_\_\_\_
- 18. tell \_\_\_\_\_
- 19. upon \_\_\_\_\_
- 20. why \_\_\_\_\_

Number right \_\_\_\_\_

Group III

- 21. over \_\_\_\_\_
- 22. five \_\_\_\_\_
- 23. after \_\_\_\_\_
- 24. there \_\_\_\_\_
- 25. say \_\_\_\_\_
- 26. take \_\_\_\_\_
- 27. round \_\_\_\_\_
- 28. them \_\_\_\_\_
- 29. here \_\_\_\_\_
- 30. help \_\_\_\_\_

Number right \_\_\_\_\_

Group IV

- 31. out \_\_\_\_\_
- 32. if \_\_\_\_\_
- 33. around \_\_\_\_\_
- 34. three \_\_\_\_\_
- 35. saw \_\_\_\_\_
- 36. come \_\_\_\_\_
- 37. that \_\_\_\_\_
- 38. run \_\_\_\_\_
- 39. off \_\_\_\_\_
- 40. found \_\_\_\_\_

Number right \_\_\_\_\_

Group V

- 41. do \_\_\_\_\_
- 42. yellow \_\_\_\_\_
- 43. one \_\_\_\_\_
- 44. good \_\_\_\_\_
- 45. drink \_\_\_\_\_
- 46. let \_\_\_\_\_
- 47. jump \_\_\_\_\_
- 48. in \_\_\_\_\_
- 49. before \_\_\_\_\_
- 50. some \_\_\_\_\_

Number right \_\_\_\_\_

TOTAL NUMBER RIGHT \_\_\_\_\_

PART I - AURAL COMPREHENSION

DIRECTIONS:

The Instructor will read a sentence to you. LISTEN CAREFULLY because each sentence will be read only once. When you hear each sentence, read the four sentences on your test paper, and decide which one best gives the meaning of the sentence you have heard. Read each sentence on your paper carefully and pick the one that you think is correct. Look at the LETTER in front of the answer you have chosen. Find the same letter on your ANSWER SHEET. Put an X through that letter. Work quickly but carefully. The Instructor will read each sentence only once. WRITE ONLY ON THE ANSWER SHEET.

Below are two examples. The Instructor will go through these examples with you.

Example A

- (a) It's morning.
- (b) It's time to go to bed.
- (c) The sun is going down.
- (d) He likes to play baseball.

Example B

- (e) It's a big house.
- (f) It has a tin roof.
- (g) Tom's house is blue.
- (h) He likes that house.

1. (a) Tom has nothing in his hands.  
(b) He has many things in his hands.  
(c) He has something in his right hand.  
(d) He has something in his left hand.
2. (e) The old man received a canoe.  
(f) The old man gave the canoe to the boy.  
(g) The boy gave a canoe to the old man.  
(h) The canoe was old, like the boy.
3. (a) John is older than Riba.  
(b) Riba is the oldest.  
(c) Riba is older than John.  
(d) They are the same age.
4. (e) Tom threw his new books on the floor.  
(f) Bob caught the falling coconut.  
(g) Tom threw the ball to Bob.  
(h) It flew through the air.
5. (a) It goes down in the morning.  
(b) The stars come out every afternoon.  
(c) The sun comes up in the morning.  
(d) It comes up in the evening.
6. (e) Bill received a 42.  
(f) Mary got a 65.  
(g) Bob had 64 right.  
(h) Bima had a score of 25.
7. (a) The tire wasn't flat.  
(b) They didn't have to change the tire.  
(c) After being delayed, They left for work.  
(d) They didn't go to work.
8. (e) He didn't try to open the window.  
(f) The open window wasn't broken.  
(g) He didn't break the window.  
(h) As he tried to open the window it broke.
9. (a) I go to school.  
(b) I take a bath and go to bed.  
(c) I get up and wash my face.  
(d) I washed my hands before I ate my breakfast.
10. (e) The book was sent by Tom.  
(f) It was Tom who sent the book.  
(g) The man sent a book to Tom.  
(h) It was a good book.

TURN TO THE NEXT PAGE

2

72



11. (a) Bill, manage the store!  
(b) He manages Bill's store!  
(c) Can he manage it?  
(d) He is the store's manager.
12. (e) Tom is sitting near the book.  
(f) Their books are on the table.  
(g) His book is red and green.  
(h) He put it on the cupboard.
13. (a) Anna went to the hospital.  
(b) It's in her school book.  
(c) Tom is going to school.  
(d) Mary has left school.
14. (e) Bima never likes Math.  
(f) He seldom likes to study Math.  
(g) He likes studying Math.  
(h) Bima hates Math.
15. (a) John woke up at nine o'clock.  
(b) John overslept and was late for school.  
(c) John woke up early.  
(d) John saw the sun go down.
16. (e) They went on a picnic last week.  
(f) They are going on a picnic tomorrow.  
(g) They will go on a picnic next Friday.  
(h) They can't go on a picnic next week.
17. (a) They weren't tired.  
(b) The man didn't go home.  
(c) They were tired because they went home.  
(d) They went home after they got tired.
18. (e) He didn't come to school.  
(f) He came to school on time.  
(g) He was late for school.  
(h) He came to school in the afternoon only.
19. (a) John likes school.  
(b) John didn't want to go to school.  
(c) John didn't go to school.  
(d) John's Mother went to school.
20. (e) The ship has already left.  
(f) The ship is going today.  
(g) Bill went on the ship.  
(h) Bill is going on a trip.

STOP

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO.

PART II - BEGINNING SOUNDS

DIRECTIONS:

The Instructor will read a word to you. LISTEN CAREFULLY, each word will be read only two times. In your test booklet find the letters that make the same sound as the beginning of the word read by the Instructor. Notice the letter in front of the answer you have chosen. Find that letter on your answer sheet and put an X through it.

Below are three examples. The Instructor will go through these examples with you.

EXAMPLE C:

a) ch    b) s    c) sh    d) sah

EXAMPLE D:

e) sh    f) sk    g) ch    h) sl

EXAMPLE E:

a) cr    b) ch    c) scr    d) ek

BEGINNING SOUNDS

- |            |        |        |         |
|------------|--------|--------|---------|
| 1. a) jr   | b) gar | c) gr  | d) ja   |
| 2. e) scar | f) sr  | g) am  | h) scr  |
| 3. a) bl   | b) buh | c) bnt | d) un   |
| 4. e) tes  | f) th  | g) te  | h) se   |
| 5. a) gur  | b) sp  | e) sh  | d) zhu  |
| 6. e) col  | f) ang | g) ca  | h) cl   |
| 7. a) spe  | b) str | c) rap | d) zrt  |
| 8. e) ng   | f) ti  | g) tw  | h) th   |
| 9. a) wr   | b) ur  | c) wrk | d) yr   |
| 10. e) st  | f) sn  | g) sou | h) sp   |
| 11. a) nt  | b) ve  | c) kn  | d) un   |
| 12. e) fr  | f) ut  | g) fal | h) fj   |
| 13. a) kw  | b) cr  | c) kir | d) cer  |
| 14. e) dr  | f) duh | g) da  | h) -ive |
| 15. a) fn  | b) sht | c) ph  | d) fsh  |

STOP

DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. CHECK YOUR WORK, MAKE SURE THAT YOU HAVE ANSWERED ALL OF THE QUESTIONS.

## PART III AUDITORY DISCRIMINATION

### DIRECTIONS:

Find the section on your answer sheet marked Part III. Listen carefully to the words that your Instructor reads to you. If the words have the same beginning sound, put an X through the letter "B" on your answer sheet. "B" is for beginning sounds. If the middle of the words sound the same, put an X through the letter "M" on your answer sheet. "M" is for middle sounds. If the ends of the words sound the same, put an X through the letter "E" on your answer sheet. "E" is for ending sounds.

Listen carefully to the words. Let's do Example F, G, and H, which you find on your answer sheet.

PART IV SOUND DISCRIMINATION

In the three examples shown below, the first word in each line has one sound that is underlined. One of the four words on the same line has the same sound. Listen carefully while your Instructor goes through the examples with you. Look at the letter in front of the answer you have chosen. Find that letter, in the example space on our answer sheet. Mark an X through that letter. Do the same with the next two examples.

When you are told to begin your test work quickly but carefully.

Example I:

night      a) will      b) it      c) ride      d) neither

Example J:

came      e) boat      f) may      g) cap      h) lamb

Example K:

pot      a) boat      b) pane      c) home      d) lock

MARK YOUR ANSWERS ON THE ANSWER SHEET. DO NOT WRITE IN THE TEST BOOKLET.

SOUND DISCRIMINATION

- |                   |          |           |          |           |
|-------------------|----------|-----------|----------|-----------|
| 1. <u>bl</u> ack  | a) ate   | b) majl   | c) cap   | d) team   |
| 2. <u>us</u> e    | e) house | f) cube   | g) fur   | h) bust   |
| 3. <u>pe</u> t    | a) meat  | b) kept   | c) night | d) he     |
| 4. <u>pl</u> ay   | e) bake  | f) cap    | g) beat  | h) an     |
| 5. <u>to</u> p    | a) out   | b) go     | c) boat  | d) lots   |
| 6. <u>si</u> de   | e) sight | f) sit    | g) girl  | h) either |
| 7. <u>ki</u> te   | a) know  | b) child  | c) city  | d) cat    |
| 8. <u>u</u> p     | e) cute  | f) nut    | g) suit  | h) moon   |
| 9. <u>ab</u> out  | a) aim   | b) an     | c) again | d) apple  |
| 10. <u>li</u> ght | e) ring  | f) dim    | g) seat  | h) try    |
| 11. <u>su</u> re  | a) much  | b) some   | c) she   | d) city   |
| 12. <u>th</u> ree | e) send  | f) seat   | g) her   | h) pet    |
| 13. <u>co</u> at  | a) note  | b) got    | c) good  | d) but    |
| 14. <u>li</u> t   | e) right | f) bit    | g) child | h) fire   |
| 15. <u>ou</u> t   | a) your  | b) caught | c) saw   | d) down   |

MARK YOUR ANSWERS ON THE ANSWER SHEET. DO NOT WRITE IN THE TEST BOOKLET.

STOP

CHECK YOUR WORK, DO NOT TURN THE PAGE UNTIL YOU ARE TOLD TO DO SO. MAKE SURE THAT YOU HAVE ANSWERED ALL OF THE QUESTIONS.

PART V READING COMPREHENSION

DIRECTIONS:

In this part of the test there are five short stories. You are to read the first story and then answer the five questions about that story. When you have answered those five questions, you are to turn the page and read story number two. Then you are to answer the five questions about story number two. Keep on going until you have read all of the five stories and answered all of the questions about each story. Be sure to put an X on the answer sheet through the letter of the answer that you have chosen for each question. Do not write in the Test Booklet. Mark your answers only on the answer sheet. You will have thirty (30) minutes to do this part of the test.

79  
9

SUNDAY AFTERNOON

It is Sunday. Everyone is resting. Linus wants to play. He wants to swim. Perhaps he can go diving.

On Sunday this is not good. His parents told him not to play. He went to church in the morning. Now he wants to play with his friends. He is tired of sitting. He gets up. He leaves his room. Standing in the doorway is father. Linus is sad now. He knows he will not swim. He is going to church again.

On the road he sees his friends. They are sad, too. They want to play outside. Linus talks with them. They will try to leave during church.

1. What day of the week is it?
  - a. Sunday
  - b. Friday
  - c. Wednesday
  - d. not known
  
2. Linus wants to
  - e. make copra.
  - f. go to church again.
  - g. play with his friends.
  - h. swim by himself.
  
3. When Linus sees his father
  - a. he is very happy.
  - b. he went swimming
  - c. he goes to church again.
  - d. he helps feed the pigs.
  
4. On the road Linus met
  - e. his cousin
  - f. his father.
  - g. some friends.
  - h. the new Magistrate.
  
5. The boys want to
  - a. see the sunset.
  - b. pray in church.
  - c. talk with father.
  - d. leave during church.

KEEP ON WORKING, TURN TO THE NEXT PAGE



## BIMA AND THE DIMA

"Dima, Dima!", Bima shouts to his mother. But Mama is too busy to answer. Bima runs to her. He is standing by Mama now. But Mama keeps on working. Bima looks down at his mother; Mama is pulling weeds in the back of the house. Then he looks down to the sea again. The ship passes very close to his island. It is a big white ship. Bima hears music coming from it. But he cannot talk well. He knows this. He wants Mama to see what he sees.

"Mama, Dima, Dima!", he shouts again looking at the big white ship. He likes the white ship. He like the music he hears from the ship. He pulls his mother's shoulder. Mama looks up. Bima points to the ship. Ohhhhhhhh! It's a dima! I thought you were calling Duma. Yes, it's dima; not Duma. Dima is that big white ship. And Duma is your dog!" his mother says. She smiles at Bima, and Bima smiles at his mother. Both are happy about the ship.

1. Bima wants mother to
  - (a) pull more weeds.
  - (b) stand by him.
  - (c) call his dog.
  - (d) look at the ship.
2. When Bima sees the ship he is
  - (e) sad
  - (f) excited
  - (g) sick in bed.
  - (h) tired.
3. Bima's mother was
  - (a) pulling weeds.
  - (b) listening to the music.
  - (c) talking with Bima.
  - (d) washing the clothes.
4. Duma is
  - (e) mother's name.
  - (f) the ship's name
  - (g) his dog's name.
  - (h) the name of Bima's island.
5. Bima cannot
  - (a) speak well
  - (b) hear the music.
  - (c) see the ship.
  - (d) run fast.

KEEP ON WORKING, TURN TO THE NEXT PAGE

## NIGHT FISHING ON THE REEF

It was dark, too dark to be walking on the reef without a light. What little light there was came from the stars. Bima guessed it was about ten o'clock. Already the tide was starting to come in, moving over the edge of the reef toward the sandy beach. He looked back at the deeper water near the edge of the reef. They were still there. He could see the streaks of light in the water, lights which his friends were using for diving at night. He thought of the flashlight he had just lost and he shivered, a cold feeling spread over his body. He had panicked on seeing that shark move so close to him. He shivered again, remembering how the flashlight hit the coral head, breaking the bulb. The flashlight was gone now. He had thrown it away in his rush to escape from the shark. It seemed like every coral head had tripped him as he rushed from the water. The shark had not attacked him, but that was what he was going to tell his friends. By hitting the shark over the head he had broken the flashlight. They would never know he had run away.

1. This story takes place:
  - (a) after midnight.
  - (b) when there is no moon.
  - (c) at noon.
  - (d) under a full moon.
2. He had gone diving:
  - (e) when the tide came in.
  - (f) with no flashlight.
  - (g) with some friends.
  - (h) after breakfast.
3. The flashlight broke when:
  - (a) he hit it on the coral head.
  - (b) he threw it at the shark.
  - (c) he hit the shark over the head.
  - (d) the shark bit it.
4. As he hurried from the water:
  - (e) the shark attacked him again.
  - (f) the moon came out.
  - (g) he tripped over some coral.
  - (h) he was glad the tide was coming.
5. Bima didn't want to tell his friends that:
  - (a) he tripped over a coral head.
  - (b) he ran away from a shark.
  - (c) the tide was coming in.
  - (d) he had broken his flashlight.

KEEP ON WORKING, TURN TO THE NEXT PAGE

## I THOUGHT I WAS A MAN

Each coconut he husked seemed to be heavier and harder to finish. His arms were losing their strength. Why had he told his father that he could husk all afternoon? Each coconut was heavier and he felt like crying. The blisters on his hands were red and sore. He tried to remember the conversation with his father earlier in the day. Since he was a very small boy he always dreamed of coming to this island with all the men to make copra. This morning his father had told him to stay home, to catch some fish for the family while the men were gone. Father was usually right in these matters. As he raised the next coconut over his head and aimed it at the tip of the husking stick, he really wished he was sitting in his canoe fishing.

All the other men were busy husking coconuts hear him. His pile of unhusked coconuts was getting smaller slowly. He looked at his father. Would father see how tired he really was? Finally his worried were over. He was told to stop husking and to gather some more nuts. It would be an easier job. He knew now that he wasn't ready to do a man's work yet.

1. The boy is too small to:
  - (a) go fishing.
  - (b) gather nuts.
  - (c) do a man's work.
  - (d) help his family.
2. This boy is making copra:
  - (e) on another island.
  - (f) behind his house.
  - (g) in Majuro.
  - (h) on Sunday.
3. We know that he is:
  - (a) young and strong.
  - (b) too fat.
  - (c) old and weak.
  - (d) tired and sore.
4. He starts gathering more coconuts because:
  - (e) he is too old.
  - (f) his husking stick is broken.
  - (g) he is very sick.
  - (h) his father tells him to.
5. In this story, we see that the boy:
  - (a) learns to husk coconuts.
  - (b) wants to be a man.
  - (c) wants to gather coconuts.
  - (d) dislikes his father.

KEEP ON WORKING, TURN TO THE NEXT PAGE

## THE CARELESS FISHERMAN

"Don't dive near the wrecked ship." His father's warning was still ringing in Bima's ears as he hurried down the sandy path along the lagoon. The older men never went near that rusty tanker when diving because too many sharks lurked around it, preying on the schools of small fish. It was a tempting place to dive. Many different species of fish used it as a hiding place.

The boys had fished off the back of the ship many times with their fathers. They usually caught a considerable number of fish, but they also lost numerous hooks and lines to the hungry sharks.

The group of boys started diving near the end of the island. For some reason they were having terrible luck. Only a few fish were seen among the coral heads. Before a spear could be shot they would dart safely into the holes in the coral.

So it went for more than an hour. Only a couple of small fish were speared until they neared the rusty ship and then the size and number of fish increased. The number of fish attached to the strings around their waists grew. Bima recklessly swam after a large parrot fish. He followed the fish to a large coral head. He glanced up and then stared in fright. He was next to the ship. THE SHIP! His companions were gone, too! His stomach tightened and he felt a chill run up and down his spine.

1. As Bima moved quickly down the path he:
  - (a) thought about his new spear gun.
  - (b) remembered his brothers' words.
  - (c) thought about his father's warning.
  - (d) was planning to fish off the tanker.
2. The men who had fished off the sunken ship:
  - (e) didn't catch many fish.
  - (f) lost many hooks and lines to the sharks.
  - (g) had no trouble with sharks.
  - (h) caught many sharks.
3. As the divers neared the tanker:
  - (a) they speared more fish.
  - (b) they saw a few small fish.
  - (c) a shark swam close by.
  - (d) the fish hid in the coral heads.
4. Bima could be described as being:
  - (e) lazy.
  - (f) careful.
  - (g) fearless.
  - (h) careless.
5. When he discovered that the ship was very close, Bima was filled with:
  - (a) pleasure.
  - (b) hate.
  - (c) fear.
  - (d) courage.

S.T.O.P

CHECK YOUR WORK, MAKE SURE THAT YOU HAVE ANSWERED ALL OF THE QUESTIONS.

34/34  
CLOZE PROCEDURE

NAME \_\_\_\_\_

DATE Teacher

A-4.0

Sample sentence

There are many coconuts \_\_\_\_\_ on the tree

THE STORY OF A BEACH

How many grains of sand do you think there are on all the beaches of the world? We can only guess \_\_\_\_\_ the answer. There must \_\_\_\_\_ billions upon billions of \_\_\_\_\_. We do have a \_\_\_\_\_ idea of how sand \_\_\_\_\_ made, however, and how \_\_\_\_\_ are formed.

The sand \_\_\_\_\_ find on a beach \_\_\_\_\_ was probably rock long ago. Rain \_\_\_\_\_ upon the rock. It \_\_\_\_\_ away the softer parts. Windstorms \_\_\_\_\_ away small pieces. Water \_\_\_\_\_ down into the cracks \_\_\_\_\_ pits of the rock. When \_\_\_\_\_ water froze it expanded. This \_\_\_\_\_ small chips or even larger \_\_\_\_\_ to break off.

The \_\_\_\_\_ stones broken off the \_\_\_\_\_ rock were carried along by \_\_\_\_\_ rains. Some stones were \_\_\_\_\_ into rivers. Then the \_\_\_\_\_ waters pushed and rolled \_\_\_\_\_ along to the sea. Ocean \_\_\_\_\_ worked on them. At \_\_\_\_\_ the stones were ground \_\_\_\_\_ completely and they became \_\_\_\_\_ work. This process still goes \_\_\_\_\_ on. The same forces are \_\_\_\_\_ work. Rock continually is \_\_\_\_\_ turned into sand.

No \_\_\_\_\_ grain of sand is \_\_\_\_\_ to stay in one \_\_\_\_\_ place very long. Wind can \_\_\_\_\_ the small grains on \_\_\_\_\_ journeys. Waves and currents carry sand up and down the seashore.

CLOZE PROCEDURE

NAME \_\_\_\_\_

DATE \_\_\_\_\_

A-3.5

Sample sentence

I saw the man \_\_\_\_\_ into the water.

ANIMALS WITH HOUSES

You have probably seen snail shells on the beach or in the woods. They are the homes \_\_\_\_\_ snails. A snail's body \_\_\_\_\_ fastened to the inside \_\_\_\_\_ its shell, so that \_\_\_\_\_ snail carries its home \_\_\_\_\_ it goes. But it \_\_\_\_\_ not outgrow its home. The \_\_\_\_\_ and body grow at \_\_\_\_\_ same rate. Some shells \_\_\_\_\_ smaller than a thimble, \_\_\_\_\_ others are as much \_\_\_\_\_ a foot long.

Snails \_\_\_\_\_ in damp places or \_\_\_\_\_ the water. A land \_\_\_\_\_ might be found under \_\_\_\_\_ wet leaf, under a \_\_\_\_\_, or in a damp \_\_\_\_\_ Water snails live among \_\_\_\_\_ weeds in ponds or \_\_\_\_\_ Other water snails live \_\_\_\_\_ the ocean and sometimes \_\_\_\_\_ be seen on the \_\_\_\_\_ at low tide.

Have \_\_\_\_\_ heard the expression "at \_\_\_\_\_ snail's pace? You will \_\_\_\_\_ what it means if \_\_\_\_\_ watch a snail move \_\_\_\_\_ the ground. The little \_\_\_\_\_ moves at a very \_\_\_\_\_ pace. This is not \_\_\_\_\_ because it has only \_\_\_\_\_ foot, and the main \_\_\_\_\_ of the foot is \_\_\_\_\_ the snail's belly. A \_\_\_\_\_ can move only as \_\_\_\_\_ as it can wriggle \_\_\_\_\_ belly. To move more \_\_\_\_\_, the snail lays a \_\_\_\_\_ road \_\_\_\_\_ as it goes.

CLOZE PROCEDURE

A-3.0

NAME \_\_\_\_\_

Example Sentence .

The dog walked across \_\_\_\_\_ road.

RICHARD TAKES A TRIP

Richard Morton was a little boy with big dreams. He wanted to travel \_\_\_\_\_ over the world. Only \_\_\_\_\_ thing stopped him. Richard \_\_\_\_\_ only six years old.

Richard's \_\_\_\_\_ had sailed across the \_\_\_\_\_. He had been to many \_\_\_\_\_. Often he told Richard \_\_\_\_\_ about the exciting places \_\_\_\_\_ had visited. Richard liked \_\_\_\_\_ hear his father's stories \_\_\_\_\_ countries like England and \_\_\_\_\_ and Germany. How he \_\_\_\_\_ that he could see \_\_\_\_\_ countries too!

One day Richard said \_\_\_\_\_ his father, "Why can't \_\_\_\_\_ go to all those \_\_\_\_\_, Dad? I think I'm \_\_\_\_\_ enough."

"I'm afraid you're \_\_\_\_\_ quite big enough yet \_\_\_\_\_ travel around the world \_\_\_\_\_ yourself," his father said.

"There \_\_\_\_\_ be some way I \_\_\_\_\_ go," Richard said. "Isn't \_\_\_\_\_ any way at all?"

"Well, \_\_\_\_\_ is one way," Mr. \_\_\_\_\_ answered. "But there are \_\_\_\_\_ things you would have \_\_\_\_\_ do."

"I'll do anything," \_\_\_\_\_ said.

"Would you sit \_\_\_\_\_ for several hours?" asked \_\_\_\_\_ Morton.

"Oh, yes," Richard \_\_\_\_\_. "I really would."

"Would \_\_\_\_\_ concentrate very hard?" Mr. \_\_\_\_\_ asked. "Would you think \_\_\_\_\_ about everything?"

Richard said \_\_\_\_\_.

"Then come with me," \_\_\_\_\_ Morton said. He led \_\_\_\_\_ into the room that \_\_\_\_\_ used as a library. There \_\_\_\_\_ shelves and shelves of \_\_\_\_\_ in the room.

Mr. Morton \_\_\_\_\_ a book down from \_\_\_\_\_ of the shelves. Then \_\_\_\_\_ took down another. Finally \_\_\_\_\_ had a pile of \_\_\_\_\_ of different shapes and \_\_\_\_\_. He placed them in front of Richard.

## CLOZE PROCEDURE

NAME

Teacher

## THE SURPRISE PARTY

Cathy read the note on her father's desk. She knew that she wasn't supposed to touch things there. But the note was right on top. She couldn't miss it. Besides, it was important.

The note said, "Thursday--Laura's birthday."  
 Laura was Cathy's mother. "Daddy always forgets things," thought Cathy. "So he wrote a note to himself. He wanted to be sure that he remembers Mother's birthday."

Then Cathy looked again. "Thursday is today!" she said. "It's a good thing I saw the note," said Cathy. "I can do something nice for Mother while she is downtown."

Cathy was very busy for the next few hours. She picked flowers from the garden and put them on the dining-room table. She found some pretty candles and colored napkins. At last everything was ready for the surprise party.

Then Cathy rushed to the store. She had what was left of her allowance in her purse. At the dime store she found just what she was looking for. She bought some pretty white earrings. Then she ran home and wrapped them in beautiful paper.

Dinner that evening was very gay. How surprised Cathy's mother looked when she saw the dining room! And when she saw the earrings, she was too surprised to say a word.

Example Sentence

He put the big red box on the table.



## CLOZE PROCEDURE

NAME

TeacherExample SentenceThe dog walked across the road.

## RICHARD TAKES A TRIP

Richard Morton was a little boy with big dreams. He wanted to travel all over the world. Only one thing stopped him. Richard was only six years old.

Richard's father had sailed across the ocean. He had been to many countries. Often he told Richard stories about the exciting places he had visited. Richard liked to hear his father's stories about countries like England and France and Germany. How he wished that he could see these countries too!

One day Richard said to his father, "Why can't I go to all those places, Dad? I think I'm old enough."

"I'm afraid you're not quite big enough yet to travel around the world by yourself," his father said.

"There must be some way I can go," Richard said. "Isn't there any way at all?"

"Well, there is one way," Mr Morton answered. "But there are some things you would have to do."

"I'll do anything," Richard said.

"Would you sit quietly for several hours?" asked Mr. Morton.

"Oh, yes," Richard replied. "I really would."

"Would you concentrate very hard?" Mr. Morton asked. "Would you think carefully about everything?"

Richard said yes.

"Then come with me," Mr Morton said. He led Richard into the room that They used as a library. There were shelves and shelves of books in the room.

Mr. Morton took a book down from one of the shelves. Then he took down another. Finally he had a pile of books of different shapes and sizes. He placed them in front of Richard.

## CLOZE PROCEDURE

A-2,0

NAME

TeacherExample Sentence.The fisherman caught a big fish.

## THE NEW HOUSE

Bill's family had moved to a new town. Tonight they were sleeping in their new house.

Everyone was in bed. But Bill was still awake.

"I don't think I like this house very much," he thought.

"Everything is very different here.

"I miss my friend Pete. And I don't know anyone to play baseball with."

A dog barked. "Even that dog sounds different" Bill thought. "There are so many new things here.

"It's hard to sleep in a new house. I wish I were back in our old house."

At last Bill fell asleep.

The next morning Bill was eating breakfast. "I don't like living in a new house," he said again. "I don't know anyone here."

"Hi!" said a voice. "I'm Wally."

Bill looked. There was a boy at the door. "I live next door," said the boy. "Can you come out and play? I have a new tree house."

Bill ran outside.

"We have a baseball team, too," Wally said. "Do you like to play?"

"Oh, yes," Bill said. He felt better already.

The boys played in the tree house all morning. Soon it was time for lunch. Bill ran home.

"You look very happy," said Bill's mother.

"I had fun today," said Bill. "I guess I'll like living in a new house after all."

## CLOZE PROCEDURE

A-1.4

NAME

TeacherExample SentenceThe boy hit the ball with his new bat.

## RON'S HIDING PLACE

Ron and David were playing a game."Stand by this big rock," said Ron. "Close your eyes.Count to ten.

"I will hide.

"You try to find me."David closed his eyes.David counted to ten. He opened his eyes.He looked around the yard.He could not see Ron."I give up!" David called. "Where are you?""Here I am," said Ron.He was sitting behind the big rock.He had been there all the time.

# 1. AUDITORY DISCRIMINATION

BEGINNING SOUNDS	MIDDLE SOUNDS	ENDING SOUNDS
1. river	round	14. tubing
2. think	bank	15. dismiss
3. left	soft	16. smudge
4. playful	cave	17. thick
5. visitor	operator	18. lease
6. slip	slam	19. straight
7. decide	develop	20. camp
8. sip	clap	21. funny
9. cold	boat	22. altitude
10. lurch	batch	23. feel
11. presented	resentful	24. fake
12. try	truck	25. knock
13. noisy	toiled	

# 2

## AUDITORY DISCRIMINATION

Beginning                      &                      Ending  
   Sounds

Example Words:

bright - brown

helped - slapped

show - blow

1. phone - find

2. sack - bake

3. nine - know

4. divide - determine

5. seclusion - **de**vision

6. stray - clay

7. blame - blow

8. raft - soft

9. claim - cleft

10. repeat - reduce

# 2

Auditory Discrimination: Middle Sounds

Examples:

Night mine

bad cap

sputter mule

left bet

---

ANSWER KEY

S

1. held melt

S

2. boil point

D

3. save lad

S

4. bet settle

S

5. type sign

D

6. chowder couldn't

D

7. walk sow

S

8. butter cub

D

9. down sowing

S

10. tracks ladder

# 5

AUDITORY DISCRIMINATION: Beginning Sounds

Example Words:

bright      brow

grip      green

slip      clap

twin      twice

1. speak      spam

2. train      black

3. dream      drop

4. reward      return

5. frame      tray

6. glad      story

7. through      three

8. flake      this

9. express      extend

10. spike      spend

# 3

AUDITORY DISCRIMINATION: Beginning Sounds

Example Words:

Many man

foam fire

time Tuesday

pick kind

---

1. sat said

2. can curse

3. race rent

4. very find

5. wind we

6. after often

7. hose hear

8. marry nice

9. farm tan

10. came kept.



# 2

AUDITORY DISCRIMINATION: Beginning sounds

box    bat  
dock    dig  
leaf    city  
must    more  
rich    river

---

1. sing    Sunday
2. here    down
3. catch    can
4. light    lamb
5. apple    and
6. near    messenger
7. ball    runner
8. express    export
9. time    tomorrow
10. fall    fight

## Example Words:

sit      sang  
we      wing  
time    cave  
rich    river  
yesterday    year

1. can      city
2. dog      dump
3. open      over
4. live      lowly
5. row      gone
6. Tom      tin
7. rope      raise
8. exray      expound
9. fine      south
10. paper      'petal'

# 4

AUDITORY DISCRIMINATION: Beginning sounds

Example Words:

black      blue  
crime      creep  
space      spirit  
child      flag  
three      through

1. small      smack
2. straw      straight
3. should      sure
4. climb      drop
5. brown      bring
6. twin      thing
7. them      she
8. spring      spread
9. fright      free
10. place      plan

## AUDITORY DISCRIMINATION: Ending Sounds

## Example Words:

lack      pluck

send      land

pitch      child

hit      set

1.    prance      fence

2.    wild      mold

3.    ship      shoulder

4.    wildly      sadly

5.    knock      sack

6.    slam      snake

7.    paint      cimble

8.    skip      cup

9.    establishment      emplacement

10.    net      sat

11.    leaf      bait

12.    soft      raft

13.    hem      pan

14.    helped      snapped

15.    park      deed

# 1

AUDITORY DISCRIMINATION

Middle Sounds

Example Words:

road - hope

sail - paint

stand - stroke

showman - hoeing

S 1. rat - cap

S 2. stood - ~~foot~~

D 3. crawl - happen

S 4. dime - pipe

B 5. load - top

S 6. should - cloudy

S 7. feet - breezy

S 8. fame - tape

D 9. stream - city

S 10. tube - plume

# 1

AUDITORY DISCRIMINATION

Beginning & Ending

Sounds

Example Words:

day - play

blanket - **blow**

throw - through

soft - left

- 
- B 1. sad - sack
- B 2. black - blue
- B 3. ~~depart~~ ~~decided~~ - develop
- E 4. symbol - ~~tumble~~
- E 5. spray - sprite
- E 6. clay - pray
- E 7. nervous - curious
- E 8. extended - decided
- B 9. thing - thankful
- E 10. smack - truck

AUDITORY DISCRIMINATION

Beginning

&

Ending

Sounds

Example Words:

day - play

blanket - blew

throw - through

soft - left

- B 1. sad - sack
- B 2. black - blue
- B 3. ~~depart~~ <sup>depart</sup> - develop
- E 4. symbol - tumble
- B 5. spray - spruce
- E 6. clay - pray
- E 7. nervous - curious
- E 8. extended - decided
- B 9. thing - thankful
- E 10. smack - truck

BEGINNING CONSONANT SOUNDS

DIRECTIONS: Read each sentence. Put a circle around the beginning sounds of the words which are underlined.

1. We sat on the sand and read the newspaper.
2. The boy kicked the tin can.
3. Doctor John talked to the sick woman.
4. All the little children can jump well.
5. Mary's cat has five tiny kittens.
6. Did you give him the money?
7. They washed the dirty dishes.
8. Our city has a new fire truck.
9. It is dark enough to turn on the lights.
10. Bima's hook was caught in the coral.
11. Sometimes maps have many colors.



CONSONANT SOUNDS

DIRECTIONS: Read the words in each box. Select the right word to complete each sentence.

<p>quickly quit quiet queen quilt</p>	<p>The room was so _____ you could hear a pin drop.</p> <p>The man jumped _____ to his feet.</p> <p>We watched them crown the Homecoming _____.</p>
<p>photograph phrase Rudolph elephant Philadelphia</p>	<p>He took my _____ with his new camera.</p> <p>An _____ has a very long trunk.</p> <p>_____ is the name of a red-nosed reindeer.</p>
<p>enough tough rough ghost high</p>	<p>In his dream he saw a _____.</p> <p>The meat was _____ and hard to chew.</p> <p>Sandpaper is very _____.</p>
<p>guess guilty guest guard guide</p>	<p>Rumpelstiltskin made the queen _____ his name.</p> <p>A visitor to your home is a _____.</p> <p>Policemen are needed to _____ the prisoners in jail.</p>
<p>think thank moth thin thaws</p>	<p>She eats a great deal of food but still stays _____.</p> <p>I want to _____ you for the gift.</p> <p>You _____ with your brain.</p>
<p>then mother there that them</p>	<p>The opposite of "this" is _____.</p> <p>Your father's wife is your _____.</p> <p>Help _____ pull their boat out of the water.</p>

NAME \_\_\_\_\_

DATE \_\_\_\_\_

BEGINNING CONSONANTS

1. Add f, h, ch to the ending arm to spell three words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_

2. Add h, t, w, sm st to the ending all to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

3. Add b, t, w, ch, st to the ending alk to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

4. Add l, s, br, gr, st to the ending and to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

5. Add c, d, p, sm, st, to the ending art to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

6. Add ch, gr, pl, sc, sl to the ending ant to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

7. Add d, l, cl, st, tr to the ending amp to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

8. Add c, f, l, m, p, to the ending ast to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

9. Add f, g, l, t, sh to the ending ame to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

10. Add f, l, m, pl, tr to the ending ace to spell five words.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

ldmpstndnkngnt

held

bump

most

end

honk

bang

moment

bold

jump

dust

blind

drink

bring

went

build

thump

last

send

think

strong

grunt

cold

limp

past

found

thank

wrong

plant

mild

stump

coast

stand

bank

young

present

DIRECTIONS: Pronounce each of the words in the above lists. Then read the story slowly to yourself. Fill in the missing blanks using the endings listed above.

One summer I spent two weeks away from home. I went to visit my Aunt Sandy. She lived at the foot of a tall mountain.

While I was there, I met a boy named Frank. He became a good friend, and we spent most of each day together.

Frank said that there were wild animals on the mountain. One morning after breakfast we had a contest just to see how many wild animals we could find. Frank went one way, and I went another. We searched for two past noon.

Frank returned first and, of course, I was second. "I didn't bring any wild animals back," I said, "but I counted twenty."

I saw Aunt Sandy with one eye. Then she said that Frank brought one back. "Where?" I asked.

Frank pointed to himself and said, "I'm wild with hunger."

After lunch we got fish hooks and strings and went to the pond. We lay on the ground and laughed about our big animal hunt.

## VOWEL SOUNDS

EXAMPLE WORDS:

	<u>a</u>	<u>e</u>	<u>i</u>	<u>o</u>	<u>u</u>
Short Sounds	and	empty	it	hot	up
Long Sounds	ate	even	item	open	use

DIRECTIONS: Read each sentence silently to yourself. Look at each underlined word. If the vowel has a long sound, put a "—" over it. If the vowel has a short sound, put a "•" over it.

1. The car ran off the road, hit a tree, and then rolled over twice.
2. As the small children watched the ship lift up its anchor some of them waved to the people on board.
3. Yesterday I saw many people pick up empty cans along the road.
4. It rained hard for a long time this morning.
5. I watched them washing their clothes in the new tubs.
6. He raised his rifle and shot the little rabbit that was hopping across the field.
7. Mary put all her books into her blue book bag.
8. It is hot in here, so why don't you open the window.

NAME \_\_\_\_\_

VOWEL SOUNDS

DIRECTIONS: Write on the line the one word that has a long vowel sound.

1. fr \_\_\_\_\_ ight  
et  
og

2. ~~er~~ \_\_\_\_\_ ad  
ass  
obe

3. pl \_\_\_\_\_ um  
ate  
ot

4. ~~dr~~ \_\_\_\_\_ ove  
ink  
um

5. sm \_\_\_\_\_ ock  
ile  
og

6. st \_\_\_\_\_ uck  
ing  
ale

7. sm \_\_\_\_\_ oke  
ash  
ell

8. pr \_\_\_\_\_ im  
ice  
ess

9. cr \_\_\_\_\_ ate  
ash  
op

10. br \_\_\_\_\_ ick  
ing  
oke

11. gr \_\_\_\_\_ ip  
in  
ape

12. tw \_\_\_\_\_ ist  
ice  
in

13. cl \_\_\_\_\_ ip  
ass  
ose

14. cr \_\_\_\_\_ ime  
ack  
oss

15. tr \_\_\_\_\_ ibe  
lick  
ap

16. sl \_\_\_\_\_ ush  
ave  
im

17. fr \_\_\_\_\_ ost  
oze  
esh

18. str \_\_\_\_\_ ing  
ip  
ipe

19. gr \_\_\_\_\_ unt  
ave  
ass

20. sk \_\_\_\_\_ id  
ip  
ate

21. st \_\_\_\_\_ and  
ill  
ole

22. sl \_\_\_\_\_ ot  
ate  
ap

23. bl \_\_\_\_\_ ast  
ink  
ame

24. gr \_\_\_\_\_ ub  
ime  
ill

NAME \_\_\_\_\_

VOWEL SOUNDS

DIRECTIONS: Write on the line the one word that has a short Vowel sound.

- |                           |                    |             |                    |
|---------------------------|--------------------|-------------|--------------------|
| 1. h _____                | ide<br>in<br>ive   | 13. f _____ | ight<br>ire<br>ill |
| 2. r _____                | ing<br>ight<br>ide | 14. h _____ | old<br>ot<br>ome   |
| 3. s _____                | em<br>eed<br>end   | 15. w _____ | ent<br>eave<br>eek |
| 4. b _____                | ox<br>oat<br>oth   | 16. c _____ | ame<br>ase<br>at   |
| 5. p _____                | age<br>aint<br>ass | 17. s _____ | ame<br>old<br>ick  |
| 6. f _____                | ine<br>ive<br>it   | 18. r _____ | ule<br>un<br>ide   |
| 7. m _____                | ay<br>ade<br>an    | 19. g _____ | ot<br>ame<br>ave   |
| 8. r _____                | ight<br>ich<br>ide | 20. l _____ | east<br>et<br>oad  |
| 9. f _____                | ell<br>eed<br>eet  | 21. c _____ | ut<br>oat<br>oax   |
| 10. f _____               | ace<br>ast<br>air  | 22. b _____ | oat<br>ack<br>eat  |
| 11. d _____               | id<br>ied<br>ime   | 23. n _____ | ot<br>ose<br>ine   |
| 12. <sup>ns</sup> s _____ | ale<br>at<br>ave   | 24. r _____ | est<br>eal<br>ope  |

NAME \_\_\_\_\_

bin	fist	try	build
list	crib	sight	fit
dirt	flip	sick	dial
nice	squirm	listen	girl
bill	bite	miss	strip
shine	witch	wipe	bring
hire	kind	dive	ice
life	sink	stir	while

DIRECTIONS: Pronounce each word softly to yourself. Write each word in the correct column.

<u>i</u>	<u>i</u>	<u>ir</u>
e.g. it	e.g. ivory	e.g. bird
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	
7. _____	7. _____	
8. _____	8. _____	
9. _____	9. _____	
10. _____	10. _____	
11. _____	11. _____	
12. _____	12. _____	
13. _____	13. _____	
14. _____	14. _____	
15. _____	15. _____	

y: Vowel Sounds

Sometimes the letter y is used as a vowel. It may have a long i sound, or a long e sound.

DIRECTIONS: Copy the words in each sentence which have the letter y. If the y has the sound of "i" write "i". If the y has the sound of "e" write "e."

- |  |    |   |        |   |
|--|----|---|--------|---|
| 1. Did you see my pretty new book?         | my | i | pretty | e |
| 2. Does he know why the pony ran?          |    |   |        |   |
| 3. Tom may try to tell the story.          |    |   |        |   |
| 4. There were twenty birds in the sky      |    |   |        |   |
| 5. Jack was happy to see them fly.         |    |   |        |   |
| 6. Did the baby cry when he came?          |    |   |        |   |
| 7. Will she buy a glass of jelly?          |    |   |        |   |
| 8. The fairy dyed the apple.               |    |   |        |   |
| 9. That road was dry and dusty.            |    |   |        |   |
| 10. This lady used the typewriter.         |    |   |        |   |
| 11. By noon we were having a merry time.   |    |   |        |   |
| 12. She will fry those tiny pieces.        |    |   |        |   |
| 13. He has plenty of dye for the eggs.     |    |   |        |   |
| 14. How many of those words rhyme?         |    |   |        |   |
| 15. That sly fox came one rainy afternoon. |    |   |        |   |



## VOWEL SOUNDS

a - e - i - o - u

DIRECTIONS: For each item, write on the line the one word that has a short vowel sound.

1. st \_\_\_\_\_  
ore  
ing  
ale

2. tr \_\_\_\_\_  
ade  
ay  
ip

3. st \_\_\_\_\_  
ale  
ate  
ack

4. tr \_\_\_\_\_  
ick  
ace  
ade

5. sp \_\_\_\_\_  
ade  
an  
ace

6. cr \_\_\_\_\_  
ate  
aze  
ab

7. st \_\_\_\_\_  
op  
one  
ore

8. bl \_\_\_\_\_  
ade  
ame  
ack

9. sp \_\_\_\_\_  
in  
ine  
ite

10. sl \_\_\_\_\_  
ave  
ack  
ime

11. gr \_\_\_\_\_  
ass  
ape  
ace

12. pr \_\_\_\_\_  
ice  
ess  
une

13. fl \_\_\_\_\_  
are  
ap  
ake

14. sl \_\_\_\_\_  
im  
ime  
ice

15. st \_\_\_\_\_  
ate  
are  
uck

16. gr \_\_\_\_\_  
ate  
in  
ave

17. tr \_\_\_\_\_  
ace  
ash  
ade

18. sn \_\_\_\_\_  
ack  
ake  
are

19. sc \_\_\_\_\_  
are  
ab  
ale

20. pr \_\_\_\_\_  
int  
ize  
ide

21. br \_\_\_\_\_  
ave  
ace  
ass

22. dr \_\_\_\_\_  
one  
ink  
ive

23. fr \_\_\_\_\_  
ost  
eeze  
ight

24. st \_\_\_\_\_  
ate  
eel  
em

## SHORT AND LONG VOWELS

1. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in path.  
Draw a circle around each word that has the same vowel sound you hear in lake.

add	snap	faith	trace	claim
bank	frame	came	laugh	skate
play	shall	fast	pain	apple

2. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in teeth.  
Draw a circle around each word that has the same vowel sound you hear in let.

best	legs	sleep	stem	breathe
beet	clean	each	please	street
steal	spend	three	sketch	dream

3. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in line.  
Draw a circle around each word that has the same vowel sound you hear in hit.

write	pick	right	witch	climb
find	mine	spine	blind	tribe
twig	twist	fine	drip	whip

4. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in got.  
Draw a circle around each word that has the same vowel sound you hear in rope.

cone	boat	throw	lock	shock
stop	those	cold	show	crop
stone	clock	slope	rock	note

(2)

5. DIRECTIONS: Draw a line under each word that has the same vowel sound you hear in but.  
Draw a circle around each word that has the same sound you hear in tube.

under

humor

tub

dust

bulb

truck

must

fuse

tune

suit

fuss

crust

dune

bust

blue

# 1

a: Short Vowel Sound

Example Words:

sat

hat

black

mad

plan

sand

flag

sample

I will pronounce each word once. Then you say the word softly to yourself. Listen to the sound of the short vowel. Draw a circle around only those words that have the short "a" sound.

land

hand

rake

rate

has

fame

sack

mat

mate

clap

sad

band

seat

cape

dial

bake

hail

ham

ramp

start

cap

bait

scramble

sail

bark

harm

tractor

bat

NAME \_\_\_\_\_

#2

NAME \_\_\_\_\_

a Short Vowel Sound

Example Words

bag

land

cap

mad

I will pronounce each word once. Then you say the word softly to yourself. Listen to the sound of the "a" vowel. Draw a circle around only those words that have the short "a" sound.

plan

scrap

standing

fake

lake

play

had

rail

band

happy

clamp

raid

can

slap

bait

fan

sail

farl

smart

handle

wrap

farm

fad

starboard

sap

apple

sample

last

#1

a: Long Vowel Sound

Example Words:

bail	baker	play
hate	stray	sail
mail		made

I will pronounce each word once. Then you say the word softly to yourself. Listen to the sound of the "a" vowel. Draw a circle around only those words that have the long "a" sound.

make	fast	maple	black
say	may	ramp	brand
ladder	raid	late	mate
last	map	rail	man
hate	cave	ham	display
came	lack	scramble	clay
laboratory	tray	blade	tail

NAME \_\_\_\_\_

NAME \_\_\_\_\_

# 2

a: Long Vowel Sound

Short "a" Sound

bat

had

Long "a" Sound

bait

rate

play

Say each word softly to yourself. Listen to the sound of the vowel "a".  
Draw a circle around only those words that have the long "a" sound.

talk

make

stay

my

strange

shall

clay

black

may

stale

bake

trace

laugh

fast

pail

demonstrate

fan

apple

bank

frame

faith

# 3

## a Long and Short Vowel Sounds

Short "a"

had

map

Long "a"

paid

late

DIRECTIONS: Pronounce each word softly to yourself. If the vowel sound is short, write "short a" on the line after the word. If the vowel sound is long, write "long a" on the line after the word.

- 7.
- |                 |                  |
|-----------------|------------------|
| 1. crab _____   | 13. player _____ |
| 2. snail _____  | 14. slam _____   |
| 3. and _____    | 15. gay _____    |
| 4. jam _____    | 16. blast _____  |
| 5. cake _____   | 17. champ _____  |
| 6. hay _____    | 18. scrape _____ |
| 7. cat _____    | 19. paid _____   |
| 8. splash _____ | 20. pal _____    |
| 9. tape _____   | 21. lad _____    |
| 10. brain _____ | 22. tap _____    |
| 11. land _____  | 23. claim _____  |
| 12. strap _____ | 24. spray _____  |



bag	plane	farm	rail
scrape	rag	clam	mate
strand	bate	track	grand
sang	brain	fat	cape
cart	sack	tame	twine
plate	glass	vane	rain
mane	hate	pant	sad
same	start	flag	barter

\*\*\*\*\*

DIRECTIONS: Pronounce each word softly to yourself. Write the word in the correct column.

a	a	ar
e.g. <u>and</u>	e.g. <u>ate</u>	e.g. <u>darling</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	8. _____
9. _____	9. _____	
10. _____	10. _____	
11. _____	11. _____	
12. _____	12. _____	
13. _____	13. _____	
14. _____	14. _____	

NAME \_\_\_\_\_

#1

e: Short Vowel Sound

Example Words:

best

help

egg

let

Say each word softly to yourself. Listen to the sound of the vowel "e".  
Draw a circle around those words that have the short "e" sound.

Wheat

queen

ten

gentle

bed

leg

end

general

bee

bead

three

give

sheel

teeth

when

keep

men

pet

jet

beat

shelter

beak

eat

nest

cent

yes

we

her

NAME \_\_\_\_\_

# 1

e: Long Vowel Sound

Example Words:

Seed

treat

free

bean

Say each word softly to yourself. Listen to the sound of the vowel "e".  
Draw a circle around only those words having a long "e" sound.

belt

feet

three

sled

sea

eat

nest

stretch

elm

jet

leg

seal

desk

peach

queen

deep

sleep

leave

net

weave

team

sell

wheel

either

bed

kept

seen

next

#

e: Vowel Sounds

team	weep	clerk	pea
sent	spend	step	hen
melt	peak	complete	perch
lead	nest	protect	mean
belt	bends	perfect	when
herd	pea	steam	gem
please	bet	spell	check
let		yes	beam

#####

e	e	er
e.g. <u>every</u>	e.g. <u>even</u>	e.g. <u>her</u>
1. _____	1. _____	1. _____
2. _____	2. _____	2. _____
3. _____	3. _____	3. _____
4. _____	4. _____	4. _____
5. _____	5. _____	5. _____
6. _____	6. _____	6. _____
7. _____	7. _____	7. _____
8. _____	8. _____	
9. _____	9. _____	
10. _____	10. _____	
11. _____	11. _____	
12. _____	12. _____	
13. _____	13. _____	
14. _____	14. _____	
15. _____	15. _____	



NAME \_\_\_\_\_

# 1

i: Short Vowel Sounds

Example Words:

if

slip

single

hit

six

sin

Say each word softly to yourself. Listen to the sound of the vowel 'i'.  
Draw a circle around those words having the short "i" sound.

clip

brick

city

prize

milk

fire

fine

kick

side

whistle

rich

kiss

sing

white

pie

sister

nive

Kim

fish

in

dial

little

in

his

fist

site

right

tire

# 1

## i: Long &amp; Short Vowel Sounds

Example Words:

## Long Vowel Sound

Ice

ride

## Short Vowel Sound

sit

lip

Pronounce each word softly to yourself. If the word has a short vowel sound, write "short i" on the line beside the word. If the word has a long vowel sound, write "long i" on the line beside the word.

1. light \_\_\_\_\_

2. time \_\_\_\_\_

3. mill \_\_\_\_\_

4. slice \_\_\_\_\_

5. riddle \_\_\_\_\_

6. slid \_\_\_\_\_

7. kitchen \_\_\_\_\_

8. pile \_\_\_\_\_

9. pie \_\_\_\_\_

10. single \_\_\_\_\_

11. wild \_\_\_\_\_

12. himself \_\_\_\_\_

13. ring' \_\_\_\_\_

14. pin \_\_\_\_\_

15. sign \_\_\_\_\_

16. line \_\_\_\_\_

17. listen \_\_\_\_\_

18. litter \_\_\_\_\_

## EXAMPLE WORDS

it

kick

INSTRUCTIONS: Say each word softly to yourself. Mark all short vowels with a "✓".

ship	this	knit	still
dig	swine	site	dive
time	swim	mighty	high
slid	fish	girl	life
crib	city	find	chin
mine	kite	lit	mill
ale	dirt	thick	sink

NAME \_\_\_\_\_

O: Long & Short Vowel Sound

#1

long Vowel Sound

Short Vowel Sound

hope

hop

load

cot

Say each word softly to yourself. Listen carefully to the vowel "O". If the vowel "O" is long write "long O" on the line next to the word. If the vowel "O" is short, write "short O" on the line next to the word.

- |                 |                  |
|-----------------|------------------|
| 1. dot _____    | 11. soap _____   |
| 2. copy _____   | 12. woke _____   |
| 3. pope _____   | 13. toast _____  |
| 4. ox _____     | 14. pond _____   |
| 5. cloak _____  | 15. loaf _____   |
| 6. sock _____   | 16. spot _____   |
| 7. robber _____ | 17. gobble _____ |
| 8. cop _____    | 18. go _____     |
| 9. bone _____   | 19. open _____   |
| 10. mop _____   | 20. bottom _____ |

NAME \_\_\_\_\_



Example Words: us cut

DIRECTIONS: Say each word softly to yourself. Listen to the sound of the vowel "u". Draw a circle around only those words having a short "u" sound.

mule

stump

duck

but

bus

butte

jump

stupidly

nut

use

tune

tumble

pluck

fun

cute

tube

jump

butter

run

amuse

slumber

NAME \_\_\_\_\_

Short "u"

up

but

Long "u"

use

tune

\*\*\*\*\*

DIRECTIONS: Pronounce each word softly to yourself. Listen carefully to the sound of the vowel "u". Mark all long sounds with a "—".

tub

cute

punch

flume

bun

stuck

crush

rust

cube

mute

fuse

bunt

cut

sun

fuel

June

hub

excuse

pure

dune

huge

pup

runner

lunch

thrust

knute

unit

mud

## CONSONANT BLENDS

I. Say each word softly to yourself and then draw a circle around the beginning sound.

fright	this	tree	score
show	sleep	school	play
drive	throw	broken	clean
street	black	star	climb

II. Say each word softly to yourself and then draw a circle around the beginning sound.

string	school	stream	sprite
scream	strong	spring	split
schedule	splash	through	strike
thread	shrill	shrine	throat

III. Write the missing blend in the blank to complete the words. Choose your answer from these blends: scr sch spl spr str thr.

1. I heard the \_\_\_\_\_ ee children \_\_\_\_\_ eam .
2. Tom \_\_\_\_\_ ew the basketball \_\_\_\_\_ ough the hoop.
3. She \_\_\_\_\_ ashed water on the clothes.
4. He pulled hard and broke the \_\_\_\_\_ ing.
5. The \_\_\_\_\_ edule said that \_\_\_\_\_ ool would start on September 10.

NAME \_\_\_\_\_

B

7

The children will be able to do the same when they are older.

The children will be able to do the same when they are older.

The children will be able to do the same when they are older.

Handwriting practice lines (dashed lines on a solid background).



# VOWEL SOUNDS

DIRECTIONS: Say each word softly to yourself. Write each word in one of the columns below.

bed	meat	me	butter
go	page	sky	seat
bead	she	empty	robe
gate	dream	make	him
chain	mat	hide	fly

**A**

words with two vowels--one long and a silent "e" at the end

1. spade
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**B**

words with one vowel that is long

1. he
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**C**

words with one vowel that is short

1. sit
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**D**

words with two vowels together --the first long and the second silent

1. foam
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

DIRECTIONS: Read each sentence. Above each underlined word write either A, B, C, or D.

1. The child put the bead on the string.
2. She stood on the stage and sang.
3. My, the water in this stream is not clean.
4. When the ball player heard "Strike," he began to shake his head.
5. The tree was so high I had to strain to trim the top.
6. 'As the airplane went higher in the sky,' said Jane, "I could see all over the State."

DIRECTIONS: For each number, write on the line the one word that has a short vowel sound.

- |             |                     |              |                   |
|-------------|---------------------|--------------|-------------------|
| 1. ch _____ | ain<br>annel<br>ase | 7. sh _____  | eep<br>eer<br>ed  |
| 2. wh _____ | eat<br>eel<br>en    | 8. tr _____  | ace<br>ain<br>ack |
| 3. gr _____ | ab<br>ape<br>ain    | 9. ch _____  | eat<br>eek<br>eck |
| 4. ch _____ | est<br>eat<br>eer   | 10. st _____ | ale<br>ate<br>and |
| 5. fl _____ | ake<br>at<br>ame    | 11. sw _____ | eep<br>ell<br>eet |
| 6. sp _____ | eak<br>eed<br>ell   | 12. sl _____ | ant<br>ave<br>ate |

DIRECTIONS: For each number, write on the line the one word that has a long vowel sound.

13. ch \_\_\_\_\_ ap  
ase  
at

19. ch \_\_\_\_\_ est  
eat  
ess

14. sw \_\_\_\_\_ ell  
ept  
eep

20. gr \_\_\_\_\_ ace  
ab  
ant

15. bl \_\_\_\_\_ ack  
ank  
aze

21. sh \_\_\_\_\_ eep  
ell  
ed

16. qu \_\_\_\_\_ een  
est  
ell

22. sh \_\_\_\_\_ ack  
ave  
aft

17. st \_\_\_\_\_ ate  
ack  
and

23. sp \_\_\_\_\_ eck  
end  
eed

18. st \_\_\_\_\_ eam  
em  
ep

24. pl \_\_\_\_\_ an  
ant  
ain

NUMBER RIGHT 1-12 \_\_\_\_\_

NUMBER RIGHT 13-24 \_\_\_\_\_

TOTAL NUMBER RIGHT \_\_\_\_\_

DIRECTIONS: Put a check mark (✓) above every vowel you see. Pronounce each word softly to your self. On the line after each word write the vowel you hear. Number 1 has been done for you.

- |                  |                |                  |                            |
|------------------|----------------|------------------|----------------------------|
| 1. lead <u>e</u> | 10. pale _____ | 19. pole _____   | 28. grade _____            |
| 2. me _____      | 11. fine _____ | 20. make _____   | 29. <del>fruit</del> _____ |
| 3. foam _____    | 12. face _____ | 21. beat _____   | 30. tries _____            |
| 4. nice _____    | 13. blue _____ | 22. plain _____  | 31. cube _____             |
| 5. rule _____    | 14. raid _____ | 23. stripe _____ | 32. claim _____            |
| 6. mine _____    | 15. suit _____ | 24. coast _____  | 33. slime _____            |
| 7. bake _____    | 16. fail _____ | 25. leave _____  | 34. wheat _____            |
| 8. treat _____   | 17. boat _____ | 26. wine _____   | 35. eagle _____            |
| 9. cry _____     | 18. free _____ | 27. died _____   | 36. sue _____              |



DIRECTIONS: Say each word softly to yourself. Put a line through the letters you do not hear when you say the word.

hoe	wrap	limb	true	store
right	meat	pale	plate	write
mule	toast	team	sight	dream
kite	raid	know	sign	tries
lamb	tied	comb	gnat	answer
know	coat	wrist	knock	bright
name	treat	load	smile	high
boat	dime	else	tile	wren
knee	fire	tire	fright	straight

NAME \_\_\_\_\_

OW

DIRECTIONS: Say each word softly to yourself. If the ow in the word sounds like the ow in cow write number 1 on the line in front of the word. If the ow sounds like the ow in throw write number two on the line.

_____ how	_____ below	_____ crown	_____ yellow
_____ own	_____ crowd	_____ plows	_____ minnow
_____ now	_____ bowls	_____ town	_____ towels
_____ owl	_____ grow	_____ lower	_____ slowest
_____ know	_____ power	_____ grown	_____ fellow
_____ down	_____ crow	_____ flower	_____ bow-wow
_____ snow	_____ allow	_____ pillow	_____ shadow
_____ town	_____ vowel	_____ mowing	_____ plowing
_____ bowl	_____ flow	_____ shower	_____ snowing
_____ plow	_____ brown	_____ follow	_____ growing
_____ slow	_____ arrow	_____ cowboy	_____ snowman
_____ howl	_____ blow	_____ narrow	_____ showing
_____ show	_____ tower	_____ lowest	_____ sparrow
_____ gown	_____ clown	_____ vowels	_____ blowing

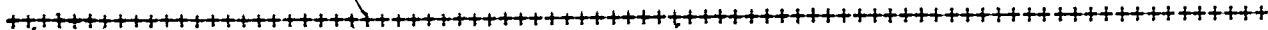
NAME \_\_\_\_\_

owl

cow

mouse

house



DIRECTIONS: Pronounce the four words listed above. The ou and ow sound alike. Underline the words in the sentences below that have the same sound.

1. The mouse in our house ate a pound of flour.
2. We saw flowers growing near the fountain.
3. A thousand people were on the crowded boat.
4. We should be proud of our new plow.
5. A strange blowing sound came from the round tower.
6. Many cows were eating near the mountain.
7. Her house has a big yard around it.
8. Tom will put our plants in the ground.
9. The owl stayed in town for an hour.
10. How did he learn about your going south?
11. We found the clown in the tent.

Say each underlined word softly. Write them on the lines provided below.

_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

DIRECTIONS: Say each word softly to yourself. Write on the line the one word that has a short vowel sound.

1. t \_\_\_\_\_  
ime  
ight  
in

13. s \_\_\_\_\_  
ight  
ing  
ame

2. f \_\_\_\_\_  
ame  
ake  
an

14. m \_\_\_\_\_  
et  
eat  
ice

3. f \_\_\_\_\_  
ix  
ight  
iré

15. r \_\_\_\_\_  
ake  
ain  
ack

4. m \_\_\_\_\_  
ice  
ill  
ile

16. h \_\_\_\_\_  
et  
eat  
oat

5. h \_\_\_\_\_  
op  
old  
ope

17. f \_\_\_\_\_  
ight  
old  
un

6. r \_\_\_\_\_  
ide  
im  
ight

18. b \_\_\_\_\_  
ill  
eat  
ake

7. g \_\_\_\_\_  
et  
old  
oat

19. n \_\_\_\_\_  
ap  
ose  
ape

8. s \_\_\_\_\_  
ame  
at  
ay

20. s \_\_\_\_\_  
eat  
un  
ame

9. c \_\_\_\_\_  
ap  
ape  
ake

21. c \_\_\_\_\_  
at  
ame  
ake

10. s \_\_\_\_\_  
ix  
ide  
ight

22. f \_\_\_\_\_  
ight  
ell  
ame

11. c \_\_\_\_\_  
oat  
ot  
old

23. p \_\_\_\_\_  
ain  
an  
ay

12. m \_\_\_\_\_  
ean  
eet  
en

24. s \_\_\_\_\_  
et  
eat  
ight

NAME \_\_\_\_\_

VOWEL SOUNDS

DIRECTIONS: Pronounce each word softly to yourself. Write on the line the one word that has a long vowel sound.

- |              |                   |               |                   |
|--------------|-------------------|---------------|-------------------|
| 1. br _____  | ass<br>im<br>ave  | 13. sl _____  | ap<br>ide<br>im   |
| 2. sn _____  | ip<br>ake<br>ap   | 14. sl _____  | ant<br>ope<br>ip  |
| 3. br _____  | ink<br>im<br>ine  | 15. dr _____  | ape<br>ill<br>ess |
| 4. br _____  | im<br>ide<br>ink  | 16. dr _____  | ab<br>ive<br>ug   |
| 5. pl _____  | ane<br>um<br>ug   | 17. spr _____ | uce<br>ung<br>ing |
| 6. st _____  | one<br>ock<br>em  | 18. cr _____  | ank<br>ime<br>ust |
| 7. st _____  | ick<br>op<br>ale  | 19. tr _____  | im<br>unk<br>ade  |
| 8. gr _____  | ape<br>im<br>ab   | 20. fl _____  | ake<br>ap<br>ash  |
| 9. sw _____  | im<br>ine<br>ell  | 21. gr _____  | and<br>ade<br>ab  |
| 10. bl _____ | ind<br>ast<br>ess | 22. br _____  | im<br>ush<br>ute  |
| 11. fl _____ | ap<br>ame<br>esh  | 23. cr _____  | ane<br>ash<br>ab  |
| 12. dr _____ | ess<br>unk<br>ape | 24. fl _____  | ush<br>ung<br>ute |

NAME \_\_\_\_\_

ONE CHERRYTWO CHERRIES

When a word ends with y we sometimes change the y to i and add es to make the word mean more than one.

DIRECTIONS: Notice the words in parentheses ( ). Change the y to i and add es. Write the new word on the line.

1. On our trip we visited four large (city) \_\_\_\_\_
2. Here are a few (story) \_\_\_\_\_ about the Marshall Islands.
3. They always kept a number of fast (pony) \_\_\_\_\_
4. I enjoy reading about (fairy) \_\_\_\_\_
5. Jack is always looking for books about other (country) \_\_\_\_\_
6. Yesterday Tom picked some (cherry) \_\_\_\_\_
7. Two old (lady) \_\_\_\_\_ bought the chair from him.
8. He has also picked some (berry) \_\_\_\_\_
9. We were happy to help him count his (penny) \_\_\_\_\_
10. Mary gathered a few (daisy) \_\_\_\_\_ for the table.
11. Mother had several pretty (lily) \_\_\_\_\_
12. In all Jane went to three (party) \_\_\_\_\_ last week.
13. She ate all kinds of (candy) \_\_\_\_\_ before dinner.
14. Three (family) \_\_\_\_\_ live at her house.
15. They have two (baby) \_\_\_\_\_

- boat
1. When you have a cough, your thr--t may hurt.
  2. Every morning I have milk and t-- st for breakfast
  3. If it is raining, you can see some people wearing rainc--ts.
  4. Tom learned how to fl--t in the water.
- 

- queen
1. These new shoes hurt my f--t.
  2. Mary is sw--ping the floor.
  3. The scr--n is torn and the misquitoes are getting in.
  4. There are thr-- ships at the dock today.
- 

- rain
1. You think with your br--n.
  2. Be careful with your pen or you will st--n your clothes.
  3. On Friday you will get p--d.
  4. The class helped p--nt their room
- 

- team
1. Will you sp--k to that man for me?
  2. When you pl--d for something, you want it very much.
  3. Mother will fry the m--t for dinner.
-

NAME \_\_\_\_\_

SCORE \_\_\_\_\_

DATE \_\_\_\_\_

WORD FAMILIES

1. Add pl to the endings us, ay, ot, enty, ane.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
2. Add pr to the endings ize, int, ide, ess, ay.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
3. Add sp to the endings ell, end, ill, ine, oke.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
4. Add sl to the endings am, ap, ave, im, ip.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
5. Add wh to the endings ale, en, ere, ich, ip.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
6. Add el to the endings an, ay, eat, ip, ub.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
7. Add br to the endings oke, ing, ide, ick, ain.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
8. Add ch to the endings ant, eck, est, ew, ill.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
9. Add sc to the endings ab, are, old, ore, ope.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_
10. Add sn to the endings ap, ake, ail, ore, ow.  
(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_



NAME \_\_\_\_\_

SCORE \_\_\_\_\_

At the end of each sentence you are given the choice of two or three words. Choose the word that completes the sentence correctly and write it in the blank.

1. There is a \_\_\_\_\_ in my sock. (hole, whole)
2. The carpenter drove a nail into the \_\_\_\_\_. (would, wood)
3. Shouldn't you leave \_\_\_\_\_ now? (write, right)
4. Jimmie will be \_\_\_\_\_ tomorrow. (ate, eight)
5. The runner slid into third \_\_\_\_\_. (bass, base)
6. Would you name just happen to \_\_\_\_\_ John? (be, bee)
7. The mother \_\_\_\_\_ had two cubs. (bear, bare)
8. In July and August some trees \_\_\_\_\_ fruit. (bear, bare)
9. I saw him \_\_\_\_\_ his horse. (beet, beat)
10. When he danced he really felt the \_\_\_\_\_. (beet, beat)
11. The sea sick woman lay in her \_\_\_\_\_. (berth, birth)
12. His eyes are \_\_\_\_\_. (blew, blue)
13. He slammed on the \_\_\_\_\_ when he saw the child. (brakes, breaks)
14. Won't you \_\_\_\_\_ me a coke, please (by, buy)
15. That sandpaper is very \_\_\_\_\_. (course, coarse)
16. She is a \_\_\_\_\_ old woman! (dear, deer)
17. What \_\_\_\_\_ you see? (dew, do)
18. It was a \_\_\_\_\_ fight. (fare, fair)
19. Some \_\_\_\_\_ trees are growing on Jaluit. (fur, fir)
20. People tried to \_\_\_\_\_ from the tidal wave. (flee, flea)
21. Mary put a \_\_\_\_\_ in her hair (flower, flour)
22. He will come \_\_\_\_\_ in a moment. (fourth, forth)
23. The interview was set for \_\_\_\_\_ o'clock. (for, four)
24. Women \_\_\_\_\_ stones in a small basket. (hall, haul)
25. His \_\_\_\_\_ crushed the bug. (heal, heel)

NAME \_\_\_\_\_

SCORE \_\_\_\_\_

At the end of each sentence you are given the choice of two or three words. Choose the word that completes the sentence correctly and write it in the blank.

1. It's \_\_\_\_\_ (here, hear)
2. Can we protect \_\_\_\_\_ fishing fights? (our, hour)
3. The Home Economics class \_\_\_\_\_ a huge cake. (made, maid)
4. Try to pick up the \_\_\_\_\_ before the Post Office closes. (male, mail)
5. What kind of \_\_\_\_\_ are we having for dinner. (meet, meat)
6. It didn't cost him on red \_\_\_\_\_. (sent, cent)
7. He \_\_\_\_\_ that they were lost at sea. (knew, new)
8. He did \_\_\_\_\_ break the window! (not, knot)
9. That girl \_\_\_\_\_ the last race. (one, won)
10. After the operation the \_\_\_\_\_ was just bearable. (pane, pain)
11. \_\_\_\_\_, it's a beautiful day. (owe, oh)
12. Let's go to Reimers and get an apple and a \_\_\_\_\_. (pare, pear, pair)
13. The old man wants a \_\_\_\_\_ of salt turtle. (peace, piece)
14. The Boeing 727 is a large \_\_\_\_\_. (plane, plain)
15. They were measuring a rectangular \_\_\_\_\_ in Algebra class. (plane, plain)
16. That, my friend, is a basic \_\_\_\_\_ of life. (principle, principal)
17. Will it \_\_\_\_\_ today? (rein, rain)
18. Someone \_\_\_\_\_ on the kitchen door. (wrapped, rapped)
19. See if he can \_\_\_\_\_ the sentence. (reed, read)
20. Have you \_\_\_\_\_ the book? (read, red)
21. He \_\_\_\_\_ his bicycle carelessly. (road, rode)
22. He watched the baseball \_\_\_\_\_ over his head. (sale, sail)
23. There's a \_\_\_\_\_ on clothing at the store tomorrow. (sale, sail)
24. The young boy was lost at \_\_\_\_\_. (sea, see)
25. He was \_\_\_\_\_ hiding behind that tree. (scene, seen)

NAME \_\_\_\_\_

SCORE \_\_\_\_\_

DATE \_\_\_\_\_

ENDING SOUNDS

1. Add bl, br, cr, d, and f to the ending ew.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

2. Add fla, sha, fi, sto, and sho to the ending re.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

3. Add bri, sli, thi, clo, and sho to the ending ck.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

4. Add pa, cha, sla, pri and fli to the ending nt.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

5. Add ba, ha, sta, bra, and gra to the ending nd.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

6. Add bla, sta, gui, sti and fli to the ending ck.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

7. Add dra, bla, pra, tha, and ta to the ending nk.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

8. Add ki, wi, bri, wri, and stri to the ending ng.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

9. Add ma, cra, fla, tra, and spla to the ending sh.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

10. Add ola, sta, cra, tra, and d to the ending mp.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

NAME \_\_\_\_\_

SCORE \_\_\_\_\_

DATE \_\_\_\_\_

ENDING SOUNDS

1. Add ca, hu, pa, cha and pa to the ending rt.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

2. Add a, de, hu, ma, and ta to the ending sk.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

3. Add cha, fla, tha, spli, and spo to the ending t.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

4. Add ch, c, h, n and pl to the ending ow.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

5. Add dr, fl, j, l, and s to the ending aw.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

6. Add cla, fa, ga, ha, and ra to the ending ng.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

7. Add bri, ki, ri, si, and sti to the ending ng.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

8. Add b, d, m, p, and sp to the ending ark.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

9. Add b, c, h, m, and sc to the ending orn.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

10. Add be, ca, fi, ma and we to the ending st.

(1) \_\_\_\_\_ (2) \_\_\_\_\_ (3) \_\_\_\_\_ (4) \_\_\_\_\_ (5) \_\_\_\_\_

TEST SUMMARY

HAWAII READING TEST

MIHS Target Group

MIHS Control Group

AHS Target Group

Pre Post

Pre Post

Pre Post

Possible Right

100	100
-----	-----

100	100
-----	-----

100	100
-----	-----

Score Range

29-87	44-95
-------	-------

37-66	49-73
-------	-------

41-92	44-98
-------	-------

Mean Score

57	70
----	----

52	63
----	----

71	78
----	----

No. of Students

136	136
-----	-----

24	24
----	----

35	35
----	----

Mean Score Increase

	13
--	----

	11
--	----

	7
--	---

STANFORD DIAGNOSTIC READING TEST  
Test 1: Reading Comprehension

MIHS Target Group

MIHS Control Group

AHS Target Group

Pre Post

Pre Post

Pre Post

Possible Right

42	42
----	----

42	42
----	----

42	42
----	----

Score Range

8-39	17-42
------	-------

0-29	22-37
------	-------

15-42	16-41
-------	-------

Mean Score

28	33
----	----

21	30
----	----

32	35
----	----

No. of Students

136	136
-----	-----

24	24
----	----

35	35
----	----

Mean Score Increase

	5
--	---

	9
--	---

	3
--	---

STANFORD DIAGNOSTIC READING TEST  
Test 2: Vocabulary

MIHS Target Group

MIHS Control Group

AHS Target Group

Pre Post

Pre Post

Pre Post

Possible Right

40	40
----	----

40	40
----	----

40	40
----	----

Score Range

5-23	7-30
------	------

6-17	8-19
------	------

5-33	11-32
------	-------

Mean Score

13	15
----	----

12	14
----	----

15	19
----	----

No. of Students

136	136
-----	-----

24	24
----	----

35	35
----	----

Mean Score Increase

	2
--	---

149	2
-----	---

	4
--	---

Appendix G  
Table 1

STANFORD DIAGNOSTIC READING TEST  
Test 3: Auditory Discrimination

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	45	45	45	45	45	45
Score Range	10-44	14-45	8-39	12-39	7-44	13-45
Mean Score	28	38	22	29	35	40
No. of Students	136	136	24	24	35	35
Mean Score Increase		10		7		5

STANFORD DIAGNOSTIC READING TEST  
Test 4: Syllabication

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	20	20	20	20	20	20
Score Range	4-20	6-19	7-18	6-18	9-20	8-19
Mean Score	13	14	12	12	16	15
No. of Students	136	136	24	24	35	35
Mean Score Increase		1		0		-1

STANFORD DIAGNOSTIC READING TEST  
Test 5: Beginning and Ending Sounds

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	36	36	36	36	36	36
Score Range	15-35	13-34	14-30	19-30	19-36	22-35
Mean Score	27	27	21	23	29	29
No. of Students	136	136	24	24	35	35
Mean Score Increase		0		2		0

Appendix G  
Table 2

STANFORD DIAGNOSTIC READING TEST  
Test 6: Blending

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	36	36	36	36	36	36
Score Range	0-36	24-36	24-31	26-32	23-36	26-36
Mean Score	30	31	28	30	32	32
No. of Students	136	136	24	24	35	35
Mean Score Increase		1		2		0

STANFORD DIAGNOSTIC READING TEST  
Test 7: Sound Discrimination

	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Pre	Post	Pre	Post	Pre	Post
Possible Right	36	36	36	36	36	36
Score Range	7-31	7-30	3-18	3-17	0-34	9-34
Mean Score	16	19	11	12	19	22
No. of Students	136	136	24	24	35	35
Mean Score Increase		3		1		3

HAWAII READING TEST

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	Frequencies Pre	Frequencies Post	frequencies Pre	Post	frequencies Pre	Post
98						1
96						1
95		1				
94						2
93						2
92		1			1	1
91		1			1	
90		1				1
89		1			1	1
88					1	2
87	1	1				1
86					1	2
85		2				1
84	1	2				1
83					3	
82		3			1	1
81	1	6			1	1
80	1	3			2	
79	1	3			1	
78	1	2				
77	1	6				2
76		6			2	
75	1	5				1
74	2	3			3	1
73		9		1		1
72	1			1	1	
71		8		1		
70	2	2		1	1	1
69	1	4		2		
68	1	6		1	1	1
67	5	4		3		1
66	1	6	1	1	2	3
65	4	4				
64	4	9		2	1	2
63	6	5	1	2	3	
62	7	6	1			
61	7	4	2			
60	9	1		1		
59	5	4	1	2	2	
58	3	1			1	1
57	5	5	1	1	1	
56	5	3	1	1		1
55	3	3				
54	6	2	1			
53	3	1	1			
52	4	1		1	1	

Appendix G  
Table 4



HAWAII READING TEST (cont'd)

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
51	7		2			
50	6			1		
49	7	2	1			1
48	3		1		2	
47	6		2			
46	4		1			
45			1			
44	1	1	1			1
43	2					
42	1		1			
41	1				1	
40	2		1			
39	1					
38	1					
37	1		1			
29	1					

STANFORD DIAGNOSTIC READING TEST  
Test 1: Reading Comprehension

42		1			3	
41		3				5
40		5			2	3
39	1	9			1	6
38	3	11			1	3
37	3	7		1	4	1
36		14			1	4
35	2	13		2	2	1
34	5	11		3	2	1
33	6	6		2	3	1
32	7	11		3	1	2
31	13	6		2	2	3
30	11	12		2	1	1
29	10	8	2	1	2	
28	10	4			1	
27	9	5	1	2	1	
26	8	2	2		1	1
25	6	1	3		1	
24	11	2	2	3	2	
23	13		1	2		

Appendix G  
 Tables 5+6

STANFORD DIAGNOSTIC READING TEST (cont'd)  
 Test 1: Reading Comprehension

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
22	6	3	1	1		1
21	1		2			
20	3		2		1	
19	1		1		2	
18	2		1			
17	2	2	1			
16	1		2			1
15	1				1	
12			1			
10			1			
8			1			
6	1					

STANFORD DIAGNOSTIC READING TEST  
 Test 2: Vocabulary

33					1	
32						1
30		1				1
28					1	1
27					1	3
26		1				1
25						
24		1				
23	1	1			1	1
22	1	6			2	2
21	1	5			1	1
20	2	4			1	2
19		7		1		3
18	4	11		2	1	5
17	6	11	2	2	2	2
16	9	12	1	4	3	2
15	13	21	3	4	4	1
14	18	15	2	4	4	3
13	21	11	2		4	2
12	16	9		3	4	1
11	10	8	3	2	3	2
10	17	3	7	1		1
9	9	6	1		1	
8	2	2	1	1	1	
7	5	1				
6			2			
5	1				1	

Appendix G  
 Tables 6+7

STANFORD DIAGNOSTIC READING TEST  
Test 3: Auditory Discrimination

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
45		7				5
44	1	11			4	10
43	3	14			3	2
42	4	19			3	5
41	3	22			4	3
40	5	9			3	4
39	8	8	1	1	3	2
38	7	7			2	
37	2	7	1	2		1
36	10	5		1		
35	3	6	1			
34	4	3		2		
33	6	2		1		
32	2	4		2	2	
31	3		2	1	3	
30	5		1	2	1	
29	5			3	1	
28	3	1		1		
27	4	2	1	1		
26	7	1	2	1	1	
25	1	1	1	1		
24	1		2			
23	4	1		1		
22	1	2		1		
21			1	1		
20	5	1	1			1
19	7		1		1	
18	2	1		1		
17	5	1	1			
16	5		2			
15	4		2			1
14	3	1	1		1	
13	4		1		1	1
12	2			1	1	
11	3					
10	4					
9			1			
8			1			
7					1	

Appendix G  
Table 8

STANFORD DIAGNOSTIC READING TEST  
Test 4: Syllabication

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
20	5				2	
19	4	4			4	5
18	9	7	1	1	8	5
17	14	15		2	4	5
16	14	20	1		3	4
15	11	22	5	2	5	5
14	12	17	2	2		5
13	15	14	1	2	4	2
12	11	8	2	2	2	
11	7	11	5	4	2	
10	13	5	2	1		
9	11	4	3	4	13	3
8	4	5	1	3		1
7	1	2	1			
6	2	2		1		
5	1					
4	2					

STANFORD DIAGNOSTIC READING TEST  
Test 5: Beginning and Ending Sounds

36					2	1
35	2					
34	5	6			4	2
33	4	7			3	5
32	11	3			4	2
31	7	7			2	1
30	6	11	1	2	6	8
29	7	13	1		2	2
28	20	15		1	1	
27	15	13		1	3	3
26	9	16	1	1	1	3
25	14	10		4	1	
24	6	9	2	2	1	5
23	9	10	4	4	1	1
22	5	6	2	3	1	2
21	7	3	1	1	1	
20	3	1	4			
19	3	2	2	2	1	
18	1	1	2	3		
17		1	2			
16	1					
15	1	1	1			
14			1			
13		1				

Appendix G  
 Tables 9 + 10



**STANFORD DIAGNOSTIC READING TEST**  
Test 6: Blending

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
36	3	3			4	3
35	9	10			5	7
34	8	18			5	3
33	17	18			6	2
32	14	21		3	3	8
31	18	17	3	5	1	1
30	13	13	3	9	3	3
29	15	12	5	3	1	2
28	16	13	3	2	3	2
27	8	6	4	1	3	2
26	7	1	3	1	1	2
25	2	2				
24	2	2	3			
23	1				1	
22	1					
20	1					
0	1					

**STANFORD DIAGNOSTIC READING TEST**  
Test 7: Sound Discrimination

34					1	1
33					1	2
32					3	1
31	2				1	2
30	2	4			2	1
29	2	1				1
28	2	4			1	
27		11			1	1
26	2	7				2
25	4	3			1	1
24	3	1			2	1
23	5	5			1	2
22	3	8				2
21	8	7				4
20	6	8				2
19	6	7				2
18	8	12	1		2	3
17	6	7	1	1		
16	7	6	3	1	2	1
15	11	5	1	1	1	

Appendix G  
Tables 11 + 12

STANFORD DIAGNOSTIC READING TEST (cont'd)  
Test 7: Sound Discrimination

Scores	MIHS Target Group		MIHS Control Group		AHS Target Group	
	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post	frequencies Pre	frequencies Post
14	10	8		6		2
13	14	5	3	2	4	2
12	8	5	3	3		
11	8	6	2	1	3	1
10	5	7	3	5	1	
9	5	1	2	2	2	2
8	4	5	3		2	
7	5	2				
6				1		
5			1		1	
3			1	1		
0					1	

Appendix G  
 Table 12