

## DOCUMENT RESUME

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## ABSTRACT

The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains the first set of posttests which determine whether children have mastered the skills on which they and their parents have been working. The format of the posttests is varied and is determined by the level of difficulty and the nature of the objective being tested. (JM)

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THE DES MOINES FAMILY LEARNING PROJECT

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
NATIONAL INSTITUTE OF  
EDUCATION

THE PCRS

(PARENT - CHILD READING SYSTEM)

POST TEST MANUAL - VOL I

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Editor: Martin Miller

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and the Des Moines Area Community College

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The Department of Community and Adult Education  
Des Moines Schools  
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# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**010**

Page 1

DIRECTIONS: Ask the child to sing the patterns you tell him. For example:

- |                   |                          |                          |                          |
|-------------------|--------------------------|--------------------------|--------------------------|
| 1. high high low  | $\overline{\uparrow}$    | $\overline{\uparrow}$    | $\underline{\downarrow}$ |
| 2. low high low   | $\underline{\downarrow}$ | $\overline{\uparrow}$    | $\underline{\downarrow}$ |
| 3. low low high   | $\underline{\downarrow}$ | $\underline{\downarrow}$ | $\overline{\uparrow}$    |
| 4. high low low   | $\overline{\uparrow}$    | $\underline{\downarrow}$ | $\underline{\downarrow}$ |
| 5. low high high  | $\underline{\downarrow}$ | $\overline{\uparrow}$    | $\overline{\uparrow}$    |
| 6. high low high  | $\overline{\uparrow}$    | $\underline{\downarrow}$ | $\overline{\uparrow}$    |
| 7. high high high | $\overline{\uparrow}$    | $\overline{\uparrow}$    | $\overline{\uparrow}$    |
| 8. high low high  | $\overline{\uparrow}$    | $\underline{\downarrow}$ | $\overline{\uparrow}$    |
| 9. low low low    | $\underline{\downarrow}$ | $\underline{\downarrow}$ | $\underline{\downarrow}$ |
| 10. low low high  | $\underline{\downarrow}$ | $\underline{\downarrow}$ | $\overline{\uparrow}$    |
| 11. high high low | $\overline{\uparrow}$    | $\overline{\uparrow}$    | $\underline{\downarrow}$ |
| 12. low high high | $\underline{\downarrow}$ | $\overline{\uparrow}$    | $\overline{\uparrow}$    |

Score


ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 1

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST  
• 010

Page 1

DIRECTIONS: Ask the child to sing the patterns you tell him. For example:

- |                   |          |          |          |
|-------------------|----------|----------|----------|
| 1. high high low  | <u>↑</u> | <u>↑</u> | <u>↓</u> |
| 2. low high low   | <u>↓</u> | <u>↑</u> | <u>↓</u> |
| 3. low low high   | <u>↓</u> | <u>↓</u> | <u>↑</u> |
| 4. high low low   | <u>↑</u> | <u>↓</u> | <u>↓</u> |
| 5. low high high  | <u>↓</u> | <u>↑</u> | <u>↑</u> |
| 6. high low high  | <u>↑</u> | <u>↓</u> | <u>↑</u> |
| 7. high high high | <u>↑</u> | <u>↑</u> | <u>↑</u> |
| 8. high low high  | <u>↑</u> | <u>↓</u> | <u>↑</u> |
| 9. low low low    | <u>↓</u> | <u>↓</u> | <u>↓</u> |
| 10. low low high  | <u>↓</u> | <u>↓</u> | <u>↑</u> |
| 11. high high low | <u>↑</u> | <u>↑</u> | <u>↓</u> |
| 12. low high high | <u>↓</u> | <u>↑</u> | <u>↑</u> |

Score


Carolyn Farquahr, Bettye Jennings, and Elaine Weber, PATTR  
(Personalized Approach To Teaching Reading) (Midland, Mich. 1972).  
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# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **010**

Page 2

**DIRECTIONS:** Ask the child to "hum" the pattern you give him. Use words in place of sounds. Examples: run rabbit run

1. long short short = \_\_\_\_\_
2. short long long = \_\_\_\_\_
3. long long long = \_\_\_\_\_
4. short short short = \_\_\_\_\_
5. short long short = \_\_\_\_\_
6. long short long = \_\_\_\_\_
7. short short long = \_\_\_\_\_
8. long short long = \_\_\_\_\_
9. long long short = \_\_\_\_\_
10. short short short = \_\_\_\_\_
11. long short short = \_\_\_\_\_
12. short long short = \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 010

Page 2

DIRECTIONS: Ask the child to "hurn" the pattern you give him. Use words in place of sounds. Examples: run rabbit run

1. l o n g s h o r t s h o r t = \_\_\_\_\_
2. s h o r t l o n g l o n g = \_\_\_\_\_
3. l o n g l o n g l o n g = \_\_\_\_\_
4. s h o r t s h o r t s h o r t = \_\_\_\_\_
5. s h o r t l o n g s h o r t = \_\_\_\_\_
6. l o n g s h o r t l o n g = \_\_\_\_\_
7. s h o r t s h o r t l o n g = \_\_\_\_\_
8. l o n g s h o r t l o n g = \_\_\_\_\_
9. l o n g l o n g s h o r t = \_\_\_\_\_
10. s h o r t s h o r t s h o r t = \_\_\_\_\_
11. l o n g s h o r t s h o r t = \_\_\_\_\_
12. s h o r t l o n g s h o r t = \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **010**

Page 3

**DIRECTIONS:** Read the child the following directions and ask him to produce the loud -- soft patterns. Vary the pattern for each child being tested.

- |     |      |      |      |
|-----|------|------|------|
| 1.  | loud | loud | loud |
| 2.  | soft | soft | soft |
| 3.  | loud | soft | loud |
| 4.  | soft | soft | loud |
| 5.  | soft | loud | loud |
| 6.  | soft | loud | soft |
| 7.  | loud | soft | soft |
| 8.  | loud | soft | loud |
| 9.  | soft | soft | loud |
| 10. | soft | loud | soft |
| 11. | loud | loud | soft |
| 12. | soft | loud | loud |

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 010

Page 3

DIRECTIONS: Read the child the following directions and ask him to produce the loud -- soft patterns. Vary the pattern for each child being tested.

- |     |      |      |      |
|-----|------|------|------|
| 1.  | loud | loud | loud |
| 2.  | soft | soft | soft |
| 3.  | loud | soft | loud |
| 4.  | soft | soft | loud |
| 5.  | soft | loud | loud |
| 6.  | soft | loud | soft |
| 7.  | loud | soft | soft |
| 8.  | loud | soft | loud |
| 9.  | soft | soft | loud |
| 10. | soft | loud | soft |
| 11. | loud | loud | soft |
| 12. | soft | loud | loud |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 010

Page 4

**DIRECTIONS:** The rhythm of each pattern must be established and maintained very accurately. Clap for each child as he has a turn in the testing. Select three of the rhythms for each child being tested. Establish the tapping pattern (clap, or tap each pattern as shown three times) and instruct the child to tap the same pattern he hears (in his turn). Do not count off for a tag-end beat ( X X X O / X X X O ). Give credit for the rhythm ( X O X X / X O X X ).

Key: X = one beat (tap or clap)  
Patterns are given in 4/4 time.

O = one rest

1. X O X X / X O X X
2. X O X O / X O X O
3. X O O X / X O O X
4. X X O X / X X O X
5. X X X X / X X X X
6. X X X O / X X X O
7. X X X O / X X X O
8. X X O O / X X O O
9. X O X O / X O X O
10. X O X X / X O X X
11. X X O X / X X O X
12. X O O X / X O O X

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 010

Page 4

**DIRECTIONS:** The rhythm of each pattern must be established and maintained very accurately. Clap for each child as he has a turn in the testing. Select three of the rhythms for each child being tested. Establish the tapping pattern (clap, or tap each pattern as shown three times) and instruct the child to tap the same pattern he hears (in his turn). Do not count off for a tag-end beat ( X X X O / X X X O ). Give credit for the rhythm ( X O X X / X O X X ).

Key: X = one beat (tap or clap)  
Patterns are given in 4/4 time.

O = one rest

1. X O X X / X O X X
2. X O X O / X O X O
3. X O O X / X O O X
4. X X O X / X X O X
5. X X X X / X X X X
6. X X X O / X X X O
7. X X X O / X X X O
8. X X O O / X X O O
9. X O X O / X O X O
10. X O X X / X O X X
11. X X O X / X X O X
12. X O O X / X O O X

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 011

DIRECTIONS: Read the word pairs to the child. Ask if they are the same word or two different words.

1. stare -- stare
2. head -- head
3. rack -- wreath
4. tune -- tune
5. vest -- vest
6. vain -- main
7. pale -- pain
8. cube -- cub
9. sock -- soak
10. hail -- meal

Score

--

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 011

**DIRECTIONS:** Read the word pairs to the child. Ask if they are the same word or two different words.

- |                   |           |
|-------------------|-----------|
| 1. stare -- stare | SAME      |
| 2. head -- head   | SAME      |
| 3. rack -- wreath | DIFFERENT |
| 4. tune -- tune   | DIFFERENT |
| 5. vest -- vest   | SAME      |
| 6. vain -- main   | DIFFERENT |
| 7. pale -- pain   | DIFFERENT |
| 8. cube -- cub    | DIFFERENT |
| 9. sock -- soak   | DIFFERENT |
| 10. hail -- meal  | DIFFERENT |

Score

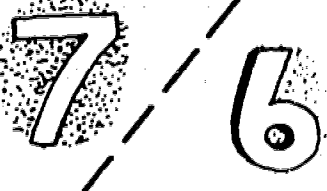

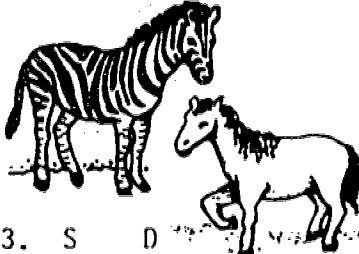
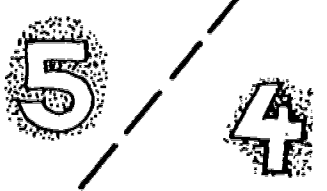
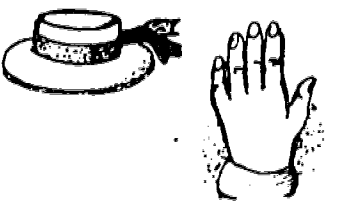
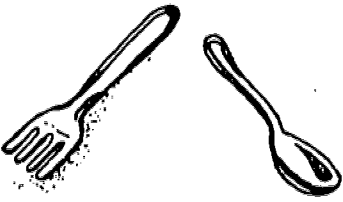
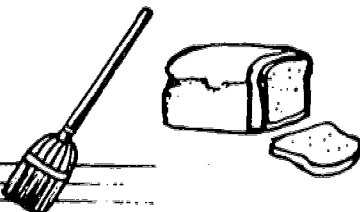
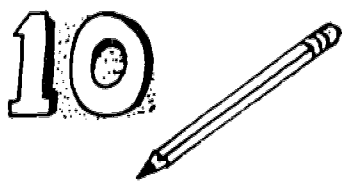
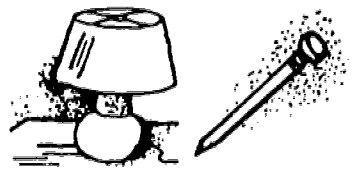
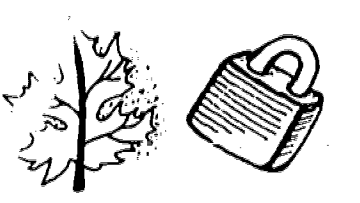
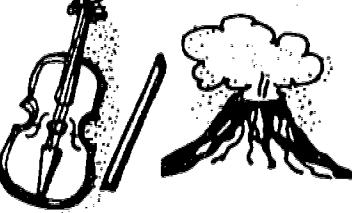
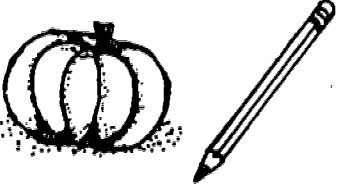

# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

**012**

DIRECTIONS: Circle S if the beginning sounds are the same. Circle D if the beginning sounds are different.

 1. S D	 2. S D	 3. S D
 4. S D	 5. S D	 6. S D
 7. S D	 8. S D	 9. S D
 10. S D	 11. S D	 12. S D

Score





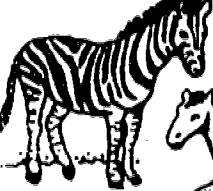
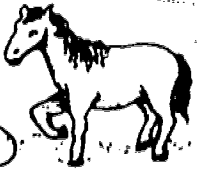




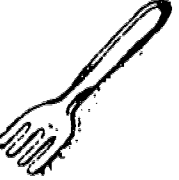

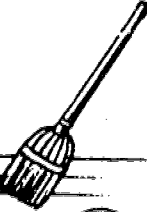
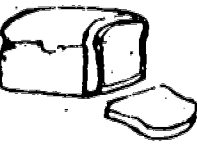


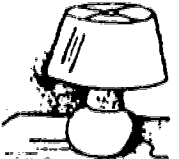






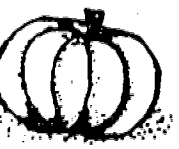


# THE PCRS

POST-11.1

•012

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Circle S if the beginning sounds are the same. Circle D if the beginning sounds are different.

1.   <input checked="" type="radio"/> S <input type="radio"/> D	2.   <input type="radio"/> S <input checked="" type="radio"/> D	3.   <input type="radio"/> S <input checked="" type="radio"/> D
4.   <input checked="" type="radio"/> S <input type="radio"/> D	5.   <input type="radio"/> S <input type="radio"/> D	6.   <input type="radio"/> S <input checked="" type="radio"/> D
7.   <input checked="" type="radio"/> S <input type="radio"/> D	8.   <input type="radio"/> S <input checked="" type="radio"/> D	9.   <input type="radio"/> S <input checked="" type="radio"/> D
10.   <input checked="" type="radio"/> S <input type="radio"/> D	11.    <input checked="" type="radio"/> S <input type="radio"/> D	12.   <input checked="" type="radio"/> S <input type="radio"/> D

Score


# THE PCRS


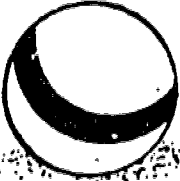

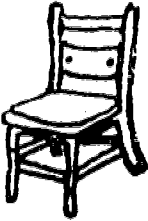





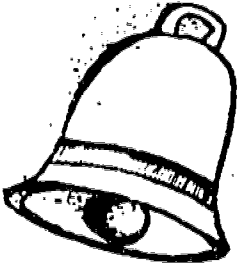
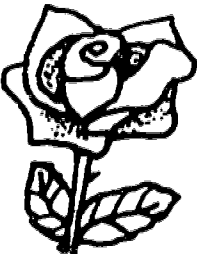

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 013

Page 1

DIRECTIONS: In each row, circle the pictures that rhyme.

Row 1			
Row 2			
Row 3			
Row 4			

Score



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

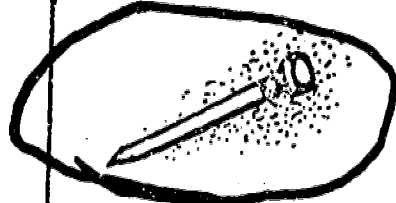
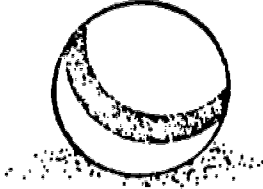
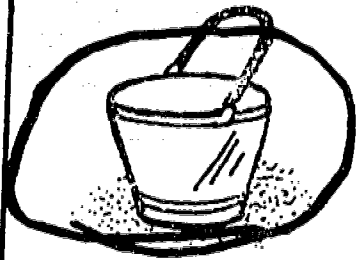
POST-TEST

• **013**

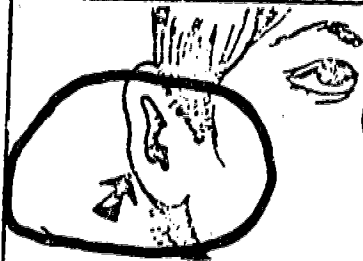
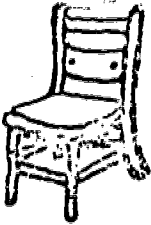
Page 1

DIRECTIONS: In each row, circle the pictures that rhyme.

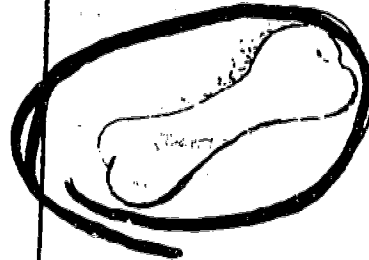
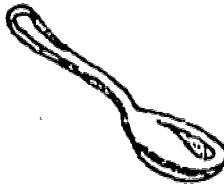
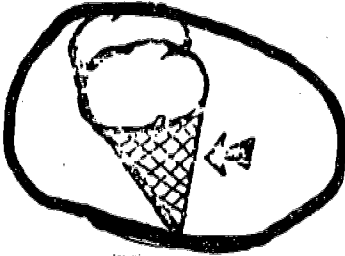
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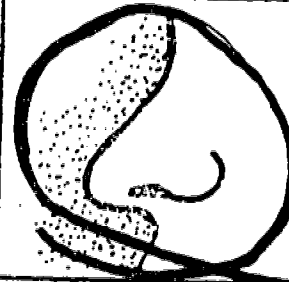
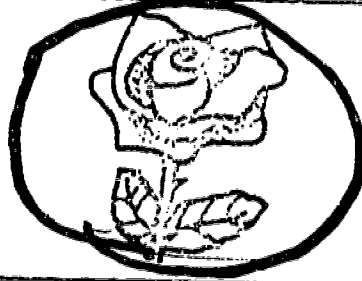
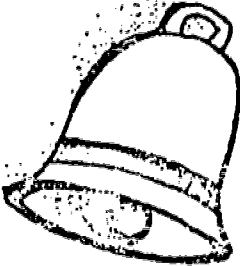
Row 2



Row 3



Row 4



Score


# THE PCRS

POST-1985

• 013

Page 2

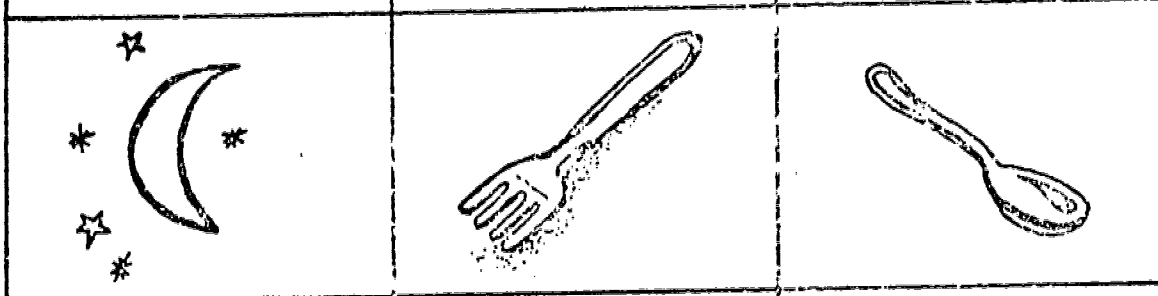
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: In each row, circle the pictures that rhyme.

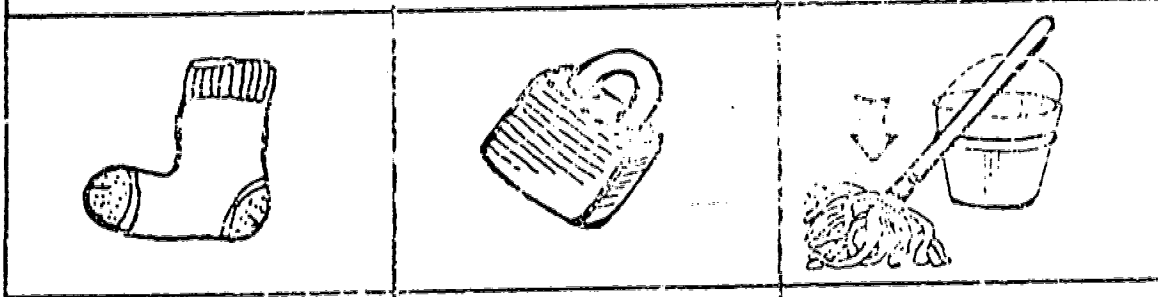
Row 5



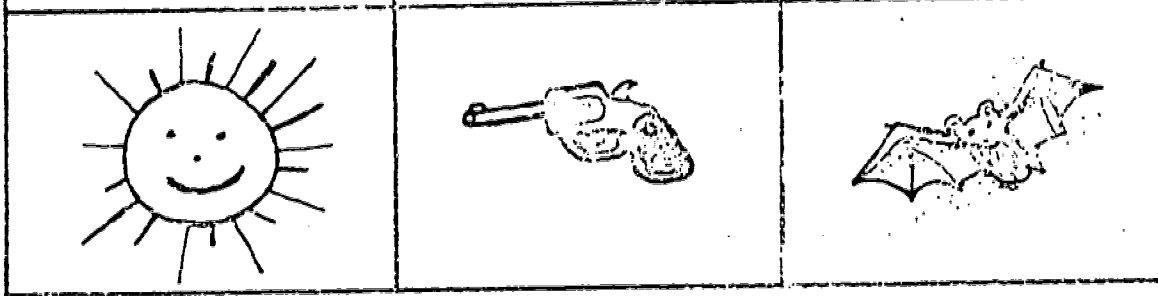
Row 6



Row 7



Row 8



# THE PCRS

## SYSTEM 1 READ

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

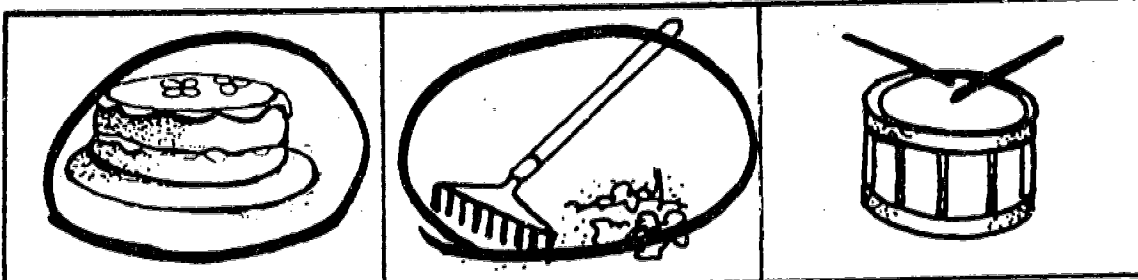
POS.1-115.1

• **013**

Page 2

DIRECTIONS: In each row, circle the pictures that rhyme.

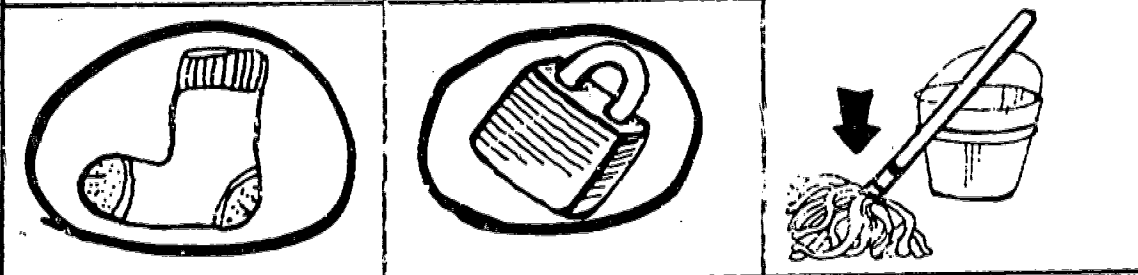
Row 5



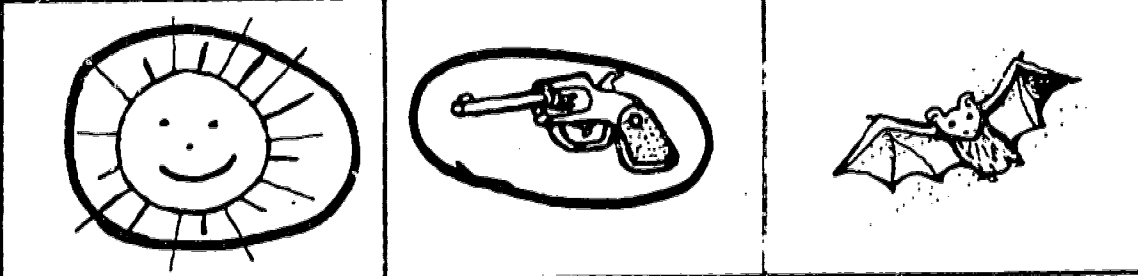
Row 6



Row 7



Row 8









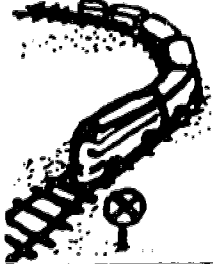
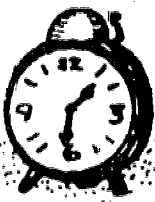
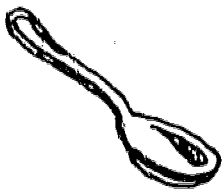

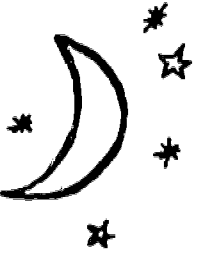
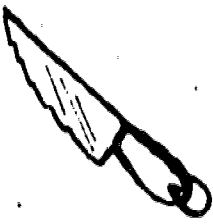
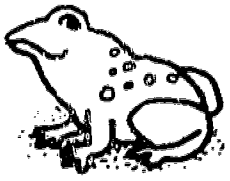



# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST  
**•014**

Page 1

DIRECTIONS: Circle the pictures that rhyme with the first picture.

Row 1				
Row 2				
Row 3				
Row 4				

Score

# THE PCRS




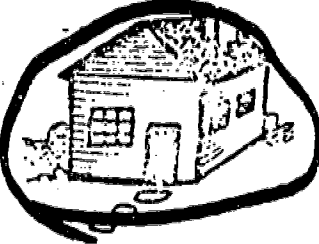


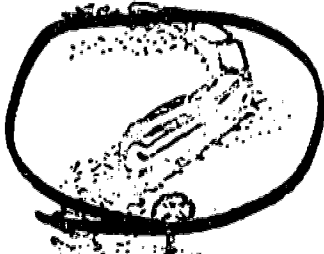
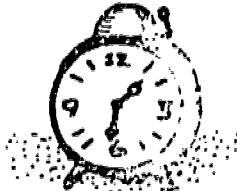
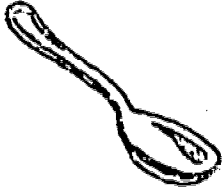

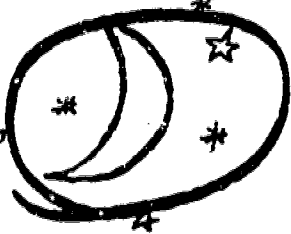
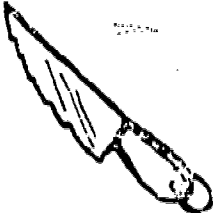


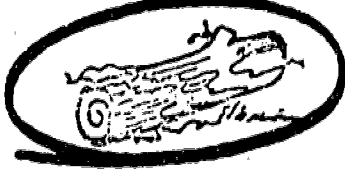

## SYSTEM 1 READ

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**014**

Page 1

DIRECTIONS: Circle the pictures that rhyme with the first picture.

1		 	
2		 	
3		 	
4		 	

Score

# THE PCRS

1967-1971

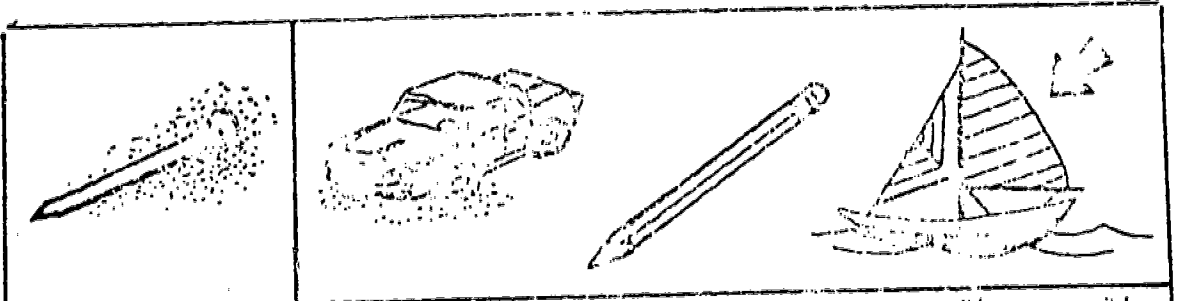
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**014**

Page 2

DIRECTIONS: Circle the pictures that rhyme with the first picture.

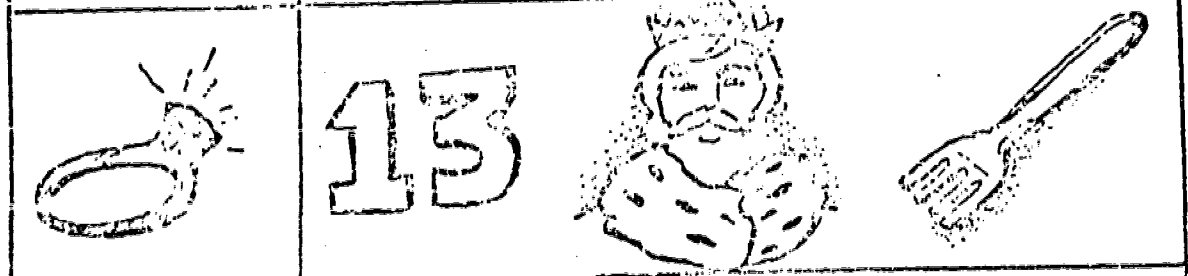
5



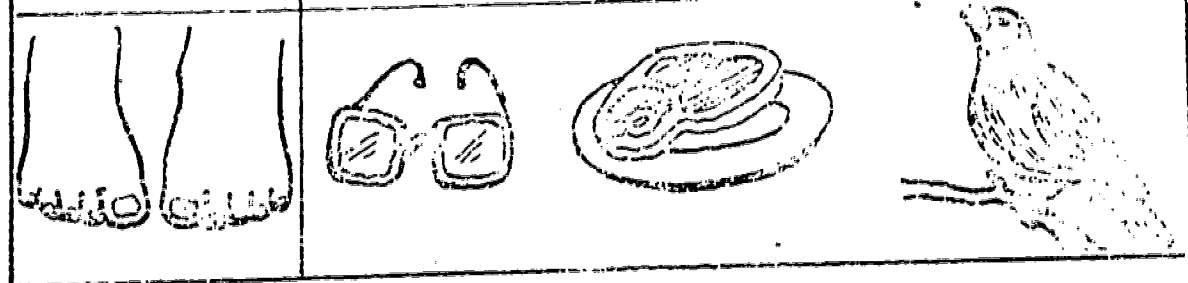
6



7



8



Score

# THE PCRS

## SYSTEM 1 READ

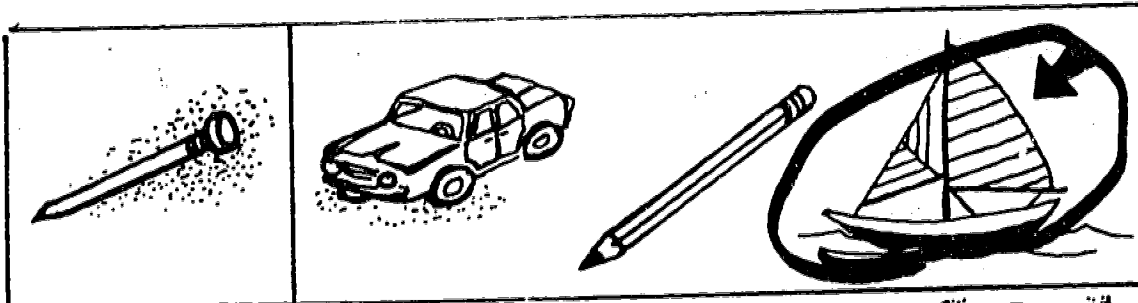
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**014**

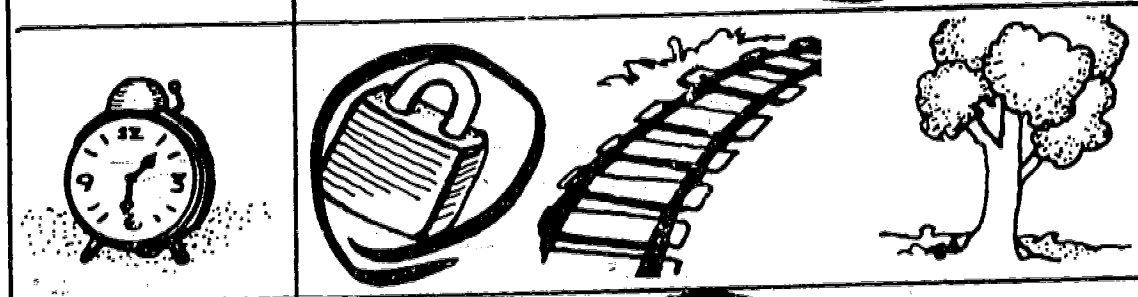
Page 2

DIRECTIONS: Circle the pictures that rhyme with the first picture.

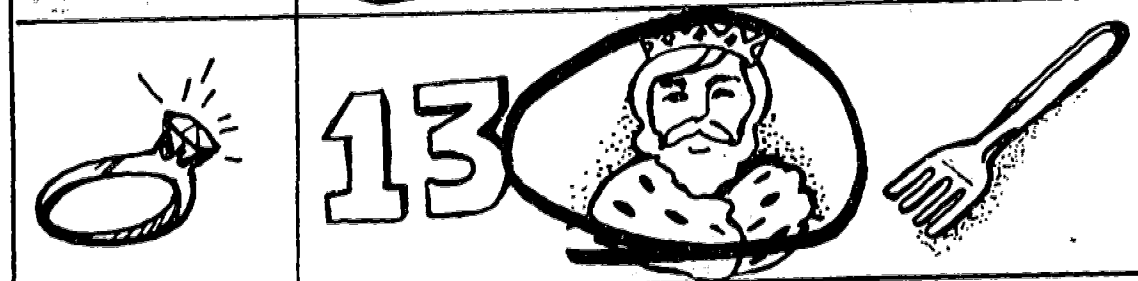
DW 5



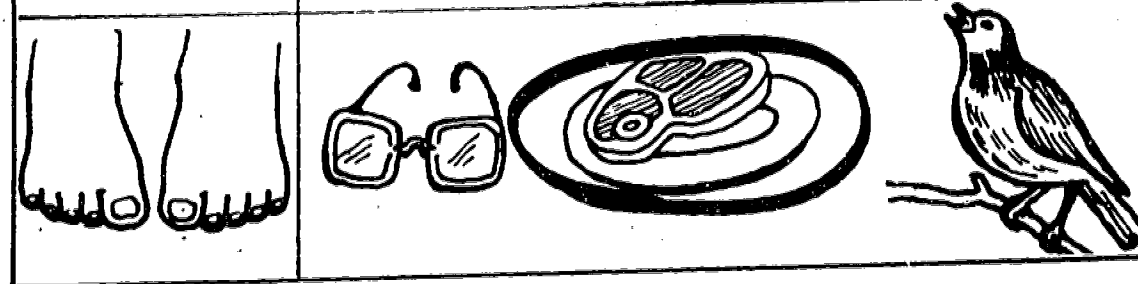
DW 6



DW 7



DW 8



Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **018**

DIRECTIONS: Ask your teacher to read the words on the bottom of the page. Say whether the letter is beginning, middle or ending.

	Beginning	Middle	Ending
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			
11.			
12.			

- |             |              |
|-------------|--------------|
| L Tolling   | S Selfish    |
| B Bargain   | G Returning  |
| A About     | N Nineteen   |
| G Age       | I Relinquish |
| S Sailboat  | A Estimate   |
| C Cigarette | E Equal      |

Score




# THE PCRS SYSTEM 1 READ

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **018**

DIRECTIONS: Get test tape 018. Use the post-test side. Follow the directions.

	Beginning	Middle	Ending
1.		X	
2.	X		
3.	X		
4.		X	
5.	X		
6.	X		
7.	X		X
8.			X
9.	X		X
10.		X	X
11.			X
12.	X		

Score 


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•019

DIRECTIONS: Give the isolated sounds; the child is to blend them and tell you what the word is.

	Tester Isolated Sounds	Child Blended	Word
1.	f a t	f a t	fat
2.	g o	g o	go
3.	f i g h t	f i g h t	fight
4.	c r y	c r y	cry
5.	t r a i n	t r a i n	train
6.	k i t e	k i t e	kite
7.	r i d e	r i d e	ride
8.	f a s t	f a s t	fast
9.	s l i d e	s l i d e	slide
10.	h o m e	h o m e	home
11.	b a t	b a t	bat
12.	f a l l	f a l l	fall

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 019

DIRECTIONS: Give the isolated sounds; the child is to blend them and tell you what the word is.

	Tester Isolated Sounds	Blended	Child Word
1.	f a t	f a t	fat
2.	g o	g o	go
3.	f i g h t	f i g h t	fight
4.	c r y	c r y	cry
5.	t r a i n	t r a i n	train
6.	k i t e e	k i t e	kite
7.	r i d e	r i d e	ride
8.	f a s t	f a s t	fast
9.	s l i d e	s l i d e	slide
10.	h o m e	h o m e	home
11.	b a t	b a t	bat
12.	f a l l	f a l l	fall

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
•021

DIRECTIONS: Ask the child to correct the changes as you read the passages.

Jack and Jane went up the hill.  
To steal a pail of water.  
Jack jumped down and broke his crown.  
And Jane came stumbling after.

Hey diddle, diddle, the fish and the fiddle.  
The cat jumped over the broom.  
The little dog laughed to see such fun,  
And the plate ran away with the spoon.

Mary had a great big cow,  
Its hair was white as snow.  
And everywhere that Linda went,  
The cow was sure to go.

Little girl blue  
Come play your horn,  
The goats are in the fields,  
And the cows look so forelorn.

This little hog went to market.  
This big pig stayed home.  
This little pig had cooked beef.  
This little pig had porridge,  
This little pig went hippity hop all the way home.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST  
•021

DIRECTIONS: Ask the child to correct the changes as you read the passages.

Jack and Jane went up the hill.  
To steal a pail of water.  
Jack jumped down and broke his crown.  
And Jane came stumbling after.

Hey diddle, diddle, the fish and the fiddle.  
The cat jumped over the broom.  
The little dog laughed to see such fun,  
And the plate ran away with the spoon.

Mary had a great big cow,  
Its hair was white as snow.  
And everywhere that Linda went,  
The cow was sure to go.

Little girl blue  
Come play your horn,  
The goats are in the fields,  
And the cows look so forelorn.

This little hog went to market.  
This big pig stayed home.  
This little pig had cooked beef.  
This little pig had porridge,  
This little pig went hippity hop all the way home.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**•022**

DIRECTIONS: Flash color card and have the child name a color in turn.  
Be sure each child identifies red, blue, yellow, orange,  
green, purple.

Score


30

# THE PCRS

NAME \_\_\_\_\_ Self  
DATE \_\_\_\_\_ Checking

POST-TEST

• 022

**DIRECTIONS:** Flash color card and have the child name a color in turn.  
Be sure each child identifies red, blue, yellow, orange,  
green, purple.

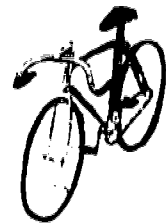
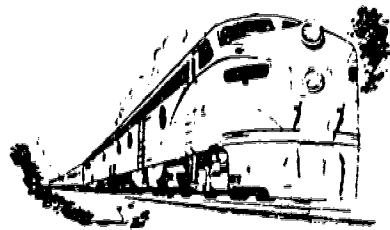
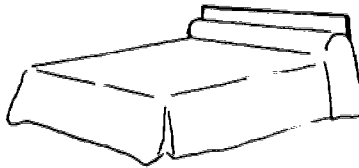
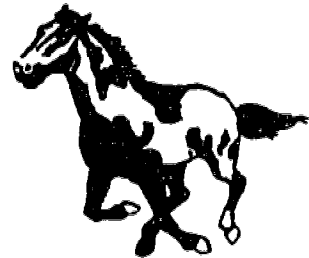
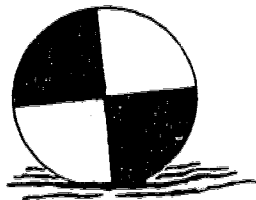
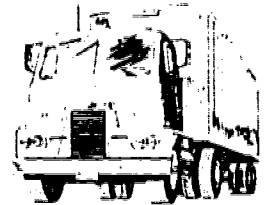
Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
• 023

DIRECTIONS: Have the child name and point to all the pictures as we do in our reading books in the rows below. He should "read" from left to right. (Give each child a chance to read 3 pictures.) or Give each child a set of 2 sequence cards and ask him to arrange them. See if he arranges them in the right order.



Score




# THE PCRS

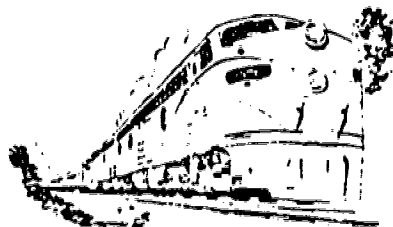
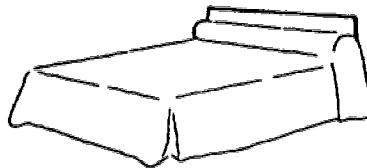
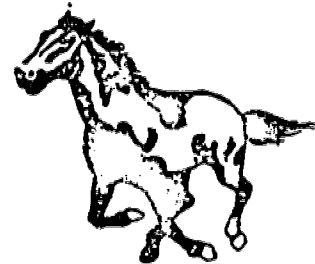
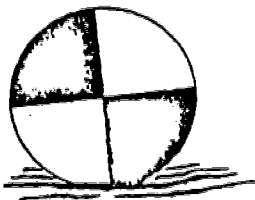
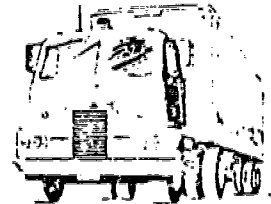
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 023

**DIRECTIONS:** Have the child name and point to all the pictures as we do in our reading books in the rows below. He should "read" from left to right. (Give each child a chance to read 3 pictures.) or Give each child a set of 2 sequence cards and ask him to arrange them. See if he arranges them in the right order.



Score








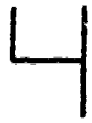

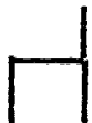









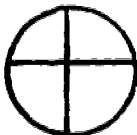



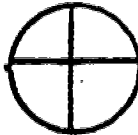






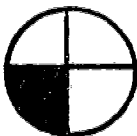
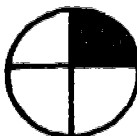
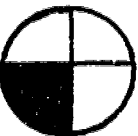
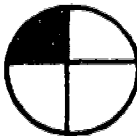
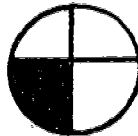
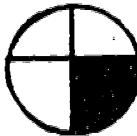







# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

• 024

DIRECTIONS: Look at each row of objects. Circle all of the objects that look like the first one in each row.

	1	2	3	4	5
					
					
					
					
					
					
					

Score







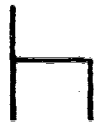


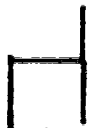





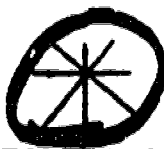



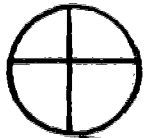


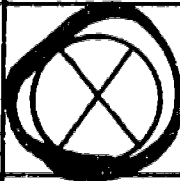
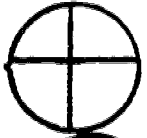





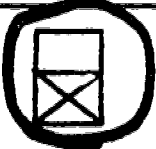
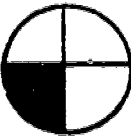
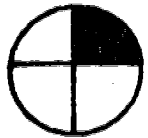

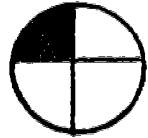
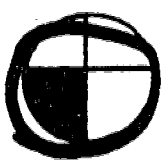
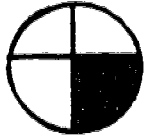






--

# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

FORM 1151  
**•024**

DIRECTIONS: Look at each row of objects. Circle all of the objects that look like the first one in each row.

	1	2	3	4	5
					
					
					
					
					
					
					

Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **025**

DIRECTIONS: Look at each row of letters. Circle all of the letters that look like the first one in each row.

a	c	a	a	b	a
d	b	d	d	d	b
B	B	P	B	D	B
C	G	C	G	D	C
R	P	R	D	R	R
W	M	W	m	W	V
X	x	X	Y	X	Y

Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 025

DIRECTIONS: Look at each row of letters. Circle all of the letters that look like the first one in each row.

a	c	a	a	b	a
d	b	d	d	d	b
B	B	P	B	D	B
C	G	C	G	D	C
R	P	R	D	R	R
W	M	W	m	W	V
X	x	X	Y	X	Y

Score

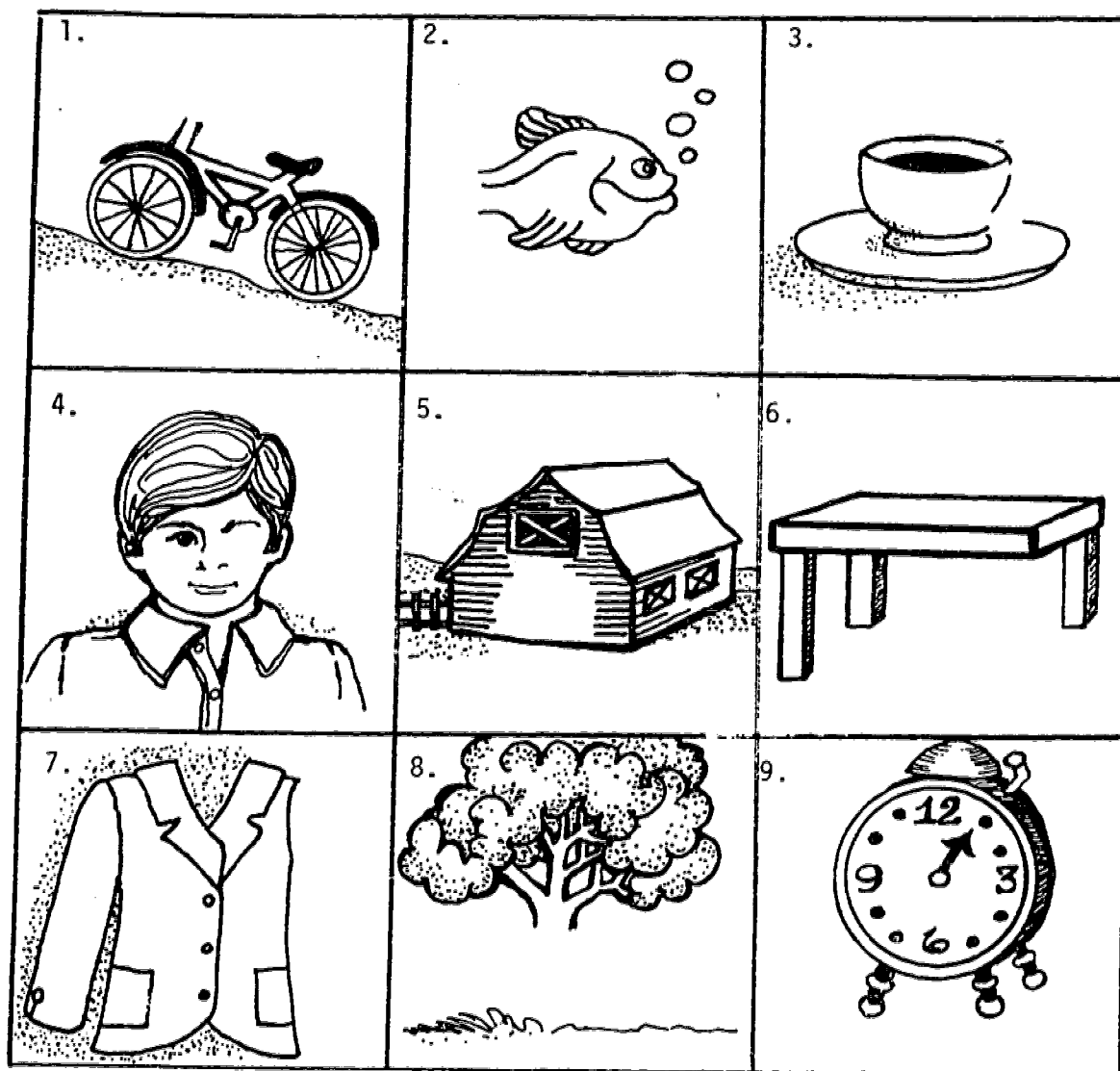

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 026

DIRECTIONS: Look at each picture. Draw in the missing part.



Score

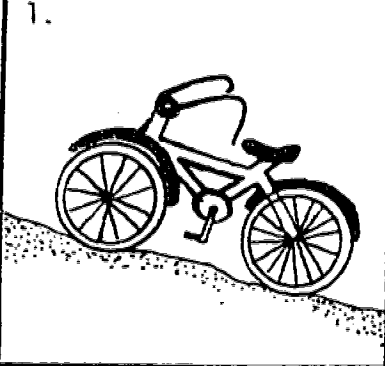
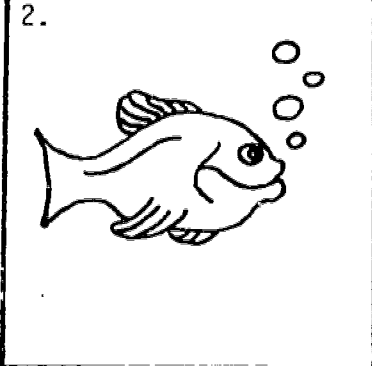
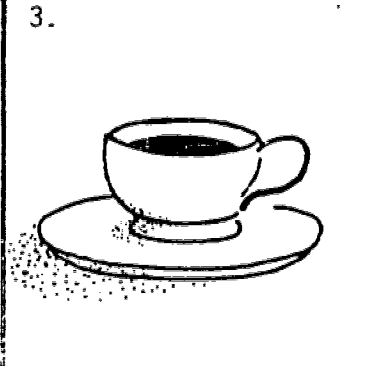

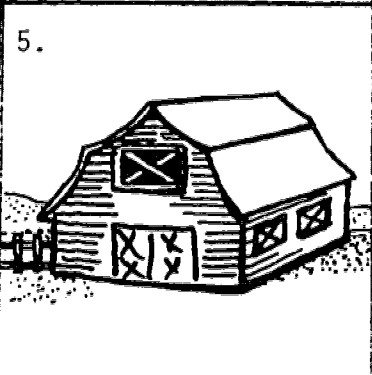
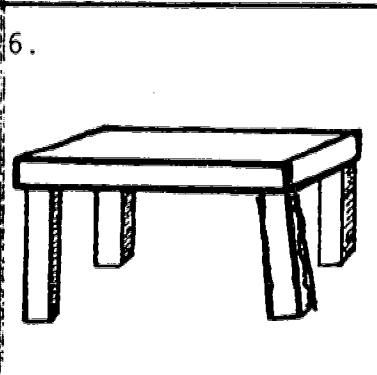
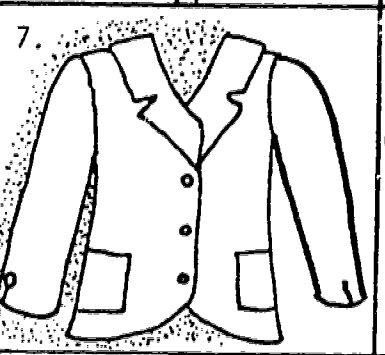
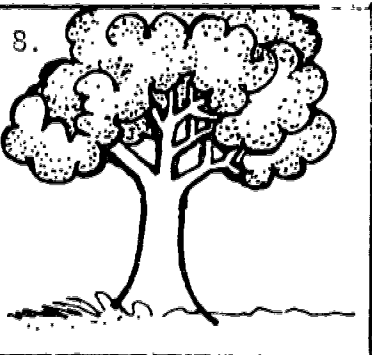
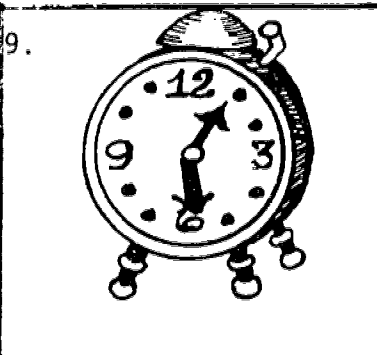
# THE PCRS

Self  
Checking

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**026**

DIRECTIONS: Look at each picture. Draw in the missing part.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 

Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•027

DIRECTIONS: Look at the key word. Circle the word that is the SAME as the key word.

- |     |        |        |        |        |       |       |
|-----|--------|--------|--------|--------|-------|-------|
| 1.  | then   | ten    | thin   | the    | then  | me    |
| 2.  | when   | with   | when   | may    | what  | wan   |
| 3.  | said   | tell   | said   | they   | sail  | sated |
| 4.  | funny  | found  | funny  | but    | finny | have  |
| 5.  | think  | pretty | white  | think  | take  | thank |
| 6.  | around | better | around | pretty | arose | from  |
| 7.  | want   | white  | who    | want   | went  | were  |
| 8.  | his    | him    | his    | hot    | at    | hip   |
| 9.  | no     | go     | no     | not    | so    | she   |
| 10. | this   | draw   | this   | that   | they  | tell  |

Score


40



# THE PCRS

POST-TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

027

DIRECTIONS: Look at the key word. Circle the word that is the SAME as the key word.

- |           |        |        |        |       |       |
|-----------|--------|--------|--------|-------|-------|
| 1. then   | ten    | thin   | the    | then  | me    |
| 2. when   | with   | when   | may    | what  | wan   |
| 3. said   | tell   | said   | they   | sail  | sated |
| 4. funny  | found  | funny  | but    | finny | have  |
| 5. think  | pretty | white  | think  | take  | thank |
| 6. around | better | around | pretty | arose | from  |
| 7. want   | white  | who    | want   | went  | were  |
| 8. his    | him    | his    | hot    | at    | hip   |
| 9. no     | go     | no     | not    | so    | she   |
| 10. this  | draw   | this   | that   | they  | tell  |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 028

DIRECTIONS: Look at each set of words below. One of the words has a letter or letters missing. Add a letter to make the words look the same.

box	hum	Mom
_ox	_um	_om

bat	rob	fit
_t	_o_	_i_

rug	Sam	paid
_g	S_m	p__d

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 028

DIRECTIONS: Look at each set of words below. One of the words has a letter or letters missing. Add a letter to make the words look the same.

box	hum	Mom
<u>b</u> ox	<u>h</u> um	<u>M</u> om

bat	rob	fit
<u>b</u> at	<u>r</u> ob	<u>f</u> it

rug	Sam	paid
<u>r</u> ug	<u>S</u> am	<u>p</u> a <u>i</u> d

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 029

DIRECTIONS: Look at the underlined word in each row. Circle all the words that have the same ending as the underlined word.

Example: hand                      hane                      sand                      ban

- |                 |         |      |       |
|-----------------|---------|------|-------|
| 1. <u>track</u> | sack    | shut | back  |
| 2. <u>shell</u> | fell    | trap | look  |
| 3. <u>book</u>  | hook    | look | took  |
| 4. <u>ham</u>   | dog     | hog  | ram   |
| 5. <u>spoon</u> | balloon | home | cat   |
| 6. <u>cat</u>   | frog    | rat  | hat   |
| 7. <u>rose</u>  | caught  | hose | clock |
| 8. <u>clock</u> | rock    | sock | block |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 029

DIRECTIONS: Look at the underlined word in each row. Circle all the words that have the same ending as the underlined word.

Example: hand                      hane                      sand                      ban

- |                 |                |             |              |
|-----------------|----------------|-------------|--------------|
| 1. <u>track</u> | <u>sack</u>    | shut        | <u>back</u>  |
| 2. <u>shell</u> | <u>fell</u>    | trap        | look         |
| 3. <u>book</u>  | <u>hook</u>    | <u>look</u> | <u>took</u>  |
| 4. <u>ham</u>   | dog            | hog         | <u>ram</u>   |
| 5. <u>spoon</u> | <u>balloon</u> | home        | cat          |
| 6. <u>cat</u>   | frog           | <u>rat</u>  | <u>hat</u>   |
| 7. <u>rose</u>  | caught         | <u>nose</u> | clock        |
| 8. <u>clock</u> | <u>rock</u>    | <u>sock</u> | <u>block</u> |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**030**

DIRECTIONS: Show the child three name cards and ask him to choose the name card that has \_\_\_\_\_ (his name) on it.

Score 




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 030

DIRECTIONS: Show the child three name cards and ask him to choose the name card that has \_\_\_\_\_ (his name) on it.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **032**

Page 1

**DIRECTIONS:** Ask the child to make a line from left to right (from X) across the paper.

X

Score


48

ADAPTED FROM SYSTEM I READ  
OMAHA PUBLIC SCHOOLS

PT: 45



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 032

Page 1

**DIRECTIONS:** Ask the child to make a line from left to right (from X) across the paper.

X

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **032**

Page 2

**DIRECTIONS:** Have the child draw three vertical (up and down, top to bottom) lines across the page, left to right.

Score


50

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• **032**

Page 2

**DIRECTIONS:** Have the child draw three vertical (up and down, top to bottom) lines across the page, left to right.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **033**

**DIRECTIONS:** Have the child make a row of four marks on a page (top to bottom). Then give him another sheet of paper and have him reproduce his first row of marks after looking at that page.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 033

**DIRECTIONS:** Have the child make a row of four marks on a page (top to bottom). Then give him another sheet of paper and have him reproduce his first row of marks after looking at that page.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•034

DIRECTIONS: Tell the child "Make a mark for the words that I read to you."  
Give him paper and pencil.

Story: (read slowly)

I saw a little bunny go hop, hop, hop.

I said to him, "Stop, stop, stop."

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

•034

**DIRECTIONS:** Tell the child "Make a mark for the words that I read to you."  
Give him paper and pencil.

Story: (read slowly)

I saw a little bunny go hop, hop, hop.

I said to him, "Stop, stop, stop."

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•035

DIRECTIONS: Look at the letter at the beginning of each row. Mark all the letters that look like or belong to the beginning letter in each row.

	Ex.	M	m	w	W	x	W
1.	B	b	d	B	b	d	
2.	n	m	w	W	n	m	
3.	j	k	J	j	g	J	
4.	u	v	u	w	u	U	
5.	x	Y	x	X	Y	X	
6.	t	t	T	h	T	h	
7.	n	u	W	n	u	n	
8.	c	c	e	C	e	E	
9.	S	c	s	e	S	s	
10.	p	p	g	q	p	p	

Score




# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

• **035**

DIRECTIONS: Look at the letter at the beginning of each row. Mark all the letters that look like or belong to the beginning letter in each row.

Ex. M m w M x N

- |       |          |          |          |          |          |
|-------|----------|----------|----------|----------|----------|
| 1. B  | <b>b</b> | d        | <b>B</b> | <b>b</b> | d        |
| 2. m  | <b>m</b> | w        | <b>m</b> | n        | <b>m</b> |
| 3. j  | k        | <b>J</b> | <b>j</b> | g        | <b>J</b> |
| 4. u  | v        | <b>u</b> | w        | <b>u</b> | <b>U</b> |
| 5. x  | Y        | <b>x</b> | <b>X</b> | Y        | <b>X</b> |
| 6. t  | <b>t</b> | <b>T</b> | h        | <b>T</b> | h        |
| 7. n  | u        | <b>n</b> | <b>n</b> | u        | <b>n</b> |
| 8. c  | c        | <b>e</b> | C        | <b>e</b> | <b>E</b> |
| 9. S  | c        | <b>s</b> | e        | <b>S</b> | <b>s</b> |
| 10. p | <b>p</b> | g        | q        | <b>p</b> | <b>p</b> |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**• 036**

DIRECTIONS: Look at the letters below. Add the missing parts to each letter.

1.	P	I	5.	Q	O
2.	d	o	6.	p	i
3.	y	\	7.	r	i
4.	R	I	8.	F	I

Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **036**

DIRECTIONS: Look at the letters below. Add the missing parts to each letter.

1.	P	P	5.	Q	Q
2.	d	d	6.	p	p
3.	y	y	7.	r	r
4.	R	R	8.	F	F

Score


# THE PCRS

POST-TEST

•041

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Read the words at the top of the page. Then read the sentences below. Fill in the blanks with a word that makes sense in the sentence. Now write the word in the puzzle numbered the same as the sentence. The word must have the same number of spaces as the puzzle.

just

live

know

first

say

went

came

once

every

have

1.

2.

3.

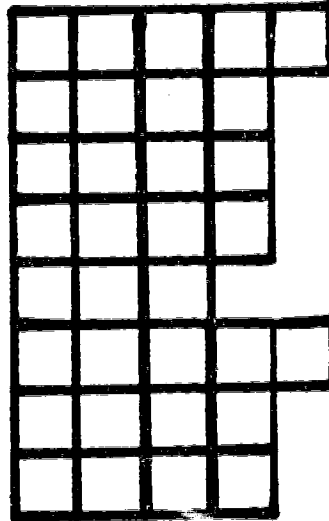
4.

5.

6.

7.

8.



1. Tom is always \_\_\_\_\_ in line.
2. Father \_\_\_\_\_ came home.
3. We like to \_\_\_\_\_ in the city.
4. Do you \_\_\_\_\_ all the story?
5. Can you \_\_\_\_\_ all the letters?
6. Try to be in school \_\_\_\_\_ day.
7. They all \_\_\_\_\_ on a picnic in the park.
8. Try to do it \_\_\_\_\_ more.

Score


# THE PCRS

POST-TEST

•041

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Read the words at the top of the page. Then read the sentences below. Fill in the blanks with a word that makes sense in the sentence. Now write the word in the puzzle numbered the same as the sentence. The word must have the same number of spaces as the puzzle.

just

live

know

first

say

went

came

once

every

have

1.

2.

3.

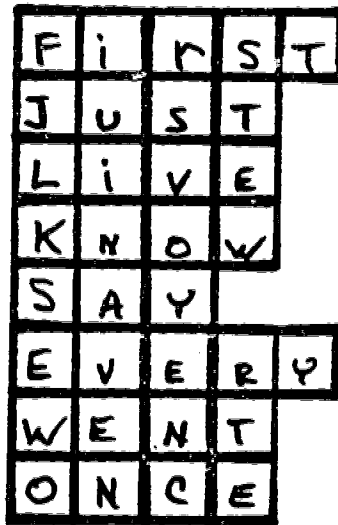
4.

5.

6.

7.

8.



1. Tom is always FIRST in line.
2. Father JUST came home.
3. We like to LIVE in the city.
4. Do you KNOW all the story?
5. Can you SAY all the letters?
6. Try to be in school EVERY day.
7. They all WENT on a picnic in the park.
8. Try to do it ONCE more.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **042**

DIRECTIONS: Show the child four different addresses. Ask the child to tell you what his home address is, both number and street name.

Score


62

# THE PCRS

NAME \_\_\_\_\_ Self  
DATE \_\_\_\_\_ Checking

POST-TEST  
• **042**

**DIRECTIONS:** Show the child four different addresses. Ask the child to tell you what his home address is, both number and street name.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **043**

Page 1

DIRECTIONS 1: The child says a word to rhyme with three of the following words. Select three words for each child being tested.

m an	back
cook	top
hat	fig
hug	go
sat	bit
bed	bun

Score

DIRECTIONS 2: Show the child five name tags of his friends and ask him to read them.

Score

DIRECTIONS 3: Have the child read these words from the word cards.

red                      yellow                      blue

Score



# THE PCRS

NAME \_\_\_\_\_ Self  
DATE \_\_\_\_\_ Checking

POST-TEST

• 043

Page 1

DIRECTIONS 1: The child says a word to rhyme with three of the following words. Select three words for each child being tested.

man	back
cook	top
hat	fig
hug	go
sat	bit
bed	bun

Score

DIRECTIONS 2: Show the child five name tags of his friends and ask him to read them.

Score

DIRECTIONS 3: Have the child read these words from the word cards.

red                      yellow                      blue

Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **043**

Page 2

DIRECTIONS 4: Have the child read these words.

square      triangle      circle

Score


DIRECTIONS 5: Ask the child to read the following words.

boy      girl

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• **043**

Page 2

DIRECTIONS 4: Have the child read these words.

square      triangle      circle

Score


DIRECTIONS 5: Ask the child to read the following words.

boy      girl

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•043

Page 3

DIRECTIONS 6: Point out the word card for "yes" and the word card for "no." Ask the following questions and have the child indicate his response by choosing the appropriate word, "yes" or "no."

1. Is snow red?
2. Do boys and girls like to play?
3. Does a cat say bow-wow?
4. Is most grass black?
5. Is ice cream cold?
6. Is rain wet?
7. Do ducks quack?
8. Do cows eat grass?
9. Do boys and girls like to play?
10. Is the sun cold?
11. Is your Mother a boy?
12. Is winter hot?

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 043

Page 3

**DIRECTIONS 6:** Point out the word card for "yes" and the word card for "no." Ask the following questions and have the child indicate his response by choosing the appropriate word, "yes" or "no."

1. Is snow red?
2. Do boys and girls like to play?
3. Does a cat say bow-wow?
4. Is most grass black?
5. Is ice cream cold?
6. Is rain wet?
7. Do ducks quack?
8. Do cows eat grass?
9. Do boys and girls like to play?
10. Is the sun cold?
11. Is your Mother a boy?
12. Is winter hot?

Score

--

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
• **043**

Page 4

**DIRECTIONS 7:** Present the child with the following vocabulary cards alone. Ask the child to read each one.

run	walk	jump	hop
talk	sing	clap	swing
sit	climb	hit	slide

Score

**DIRECTIONS 8:** Have labels on the objects in the room and leave the labels up during testing. Show the child five printed words of objects in the room and ask him to read the words.

Score

**DIRECTIONS 9:** Have the child tell an experience story which is written down. Help the child expand the story if necessary. Ask the child to read the experience story he has helped to create. Keep the story for a progress record for the child.

Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• **043**

Page 4

**DIRECTIONS 7:** Present the child with the following vocabulary cards alone. Ask the child to read each one.

run	walk	jump	hop
talk	sing	clap	swing
sit	climb	hit	slide

Score


**DIRECTIONS 8:** Have labels on the objects in the room and leave the labels up during testing. Show the child five printed words of objects in the room and ask him to read the words.

Score


**DIRECTIONS 9:** Have the child tell an experience story which is written down. Help the child expand the story if necessary. Ask the child to read the experience story he has helped to create. Keep the story for a progress record for the child.

Score


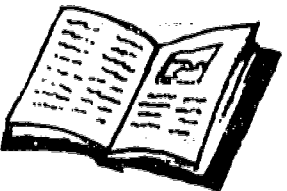
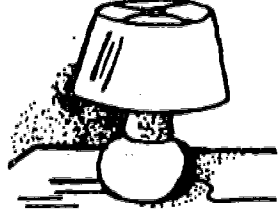


# THE PCRS

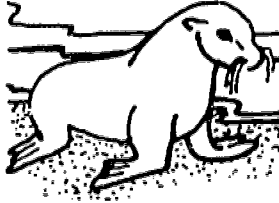


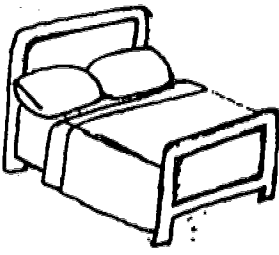
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 053

DIRECTIONS: Look at the pictures on this page. Draw a line to the pictures that begin with the same sound.

- 1. 
- 2. 
- 3. 
- 4. 

- a. 
- b. 
- c. 
- d. 

Score




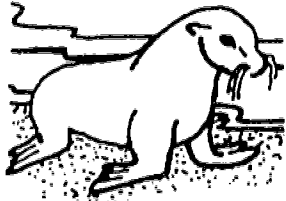
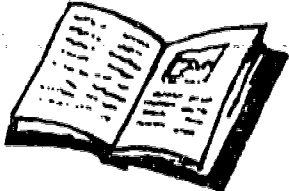

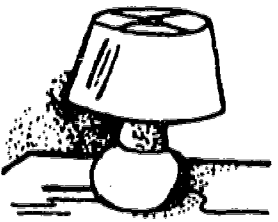

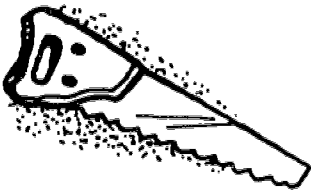
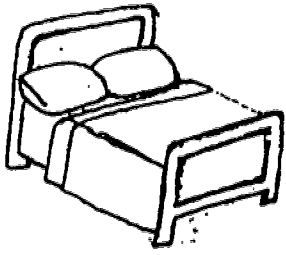
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•053

DIRECTIONS: Look at the pictures on this page. Draw a line to the pictures that begin with the same sound.

1.		a.	
2.		b.	
3.		c.	
4.		d.	

Connections: Lines connect 1 to b, 2 to d, 3 to a, and 4 to c.

Score



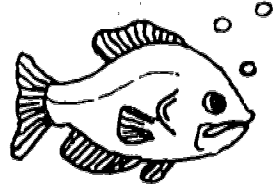
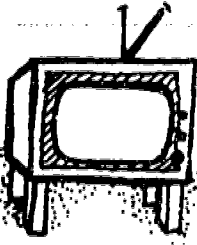
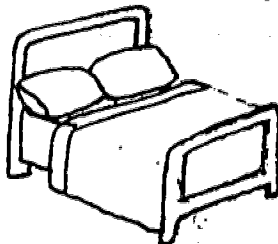
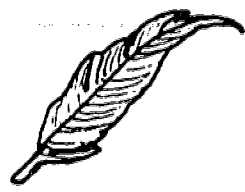

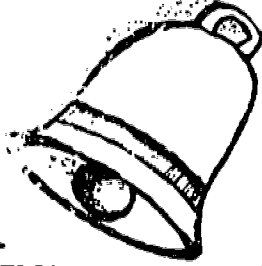


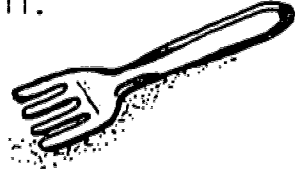
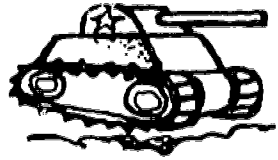

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **054 a**  
(b, f, t)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____
10.  _____	11.  _____	12.  _____

Score


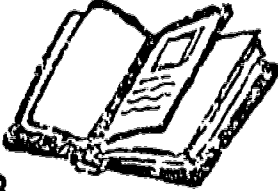
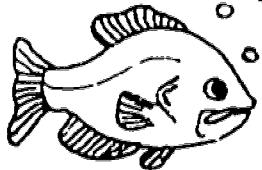
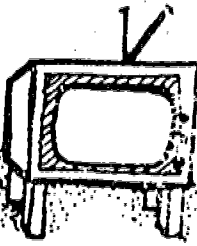
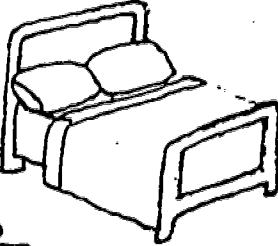
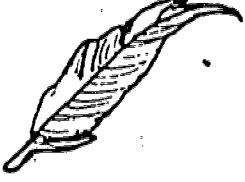
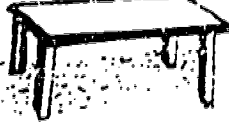
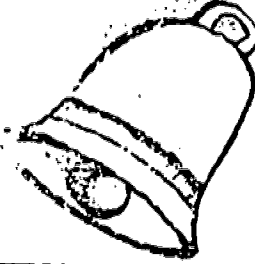



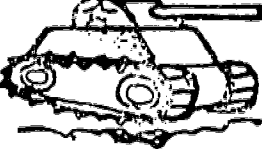
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**054 a**  
(b, f, t)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  <u>F</u>	2.  <u>B</u>	3.  <u>F</u>
4.  <u>T</u>	5.  <u>B</u>	6.  <u>F</u>
7.  <u>T</u>	8.  <u>B</u>	9.  <u>B</u>
10.  <u>T</u>	11.  <u>F</u>	12.  <u>T</u>

Score

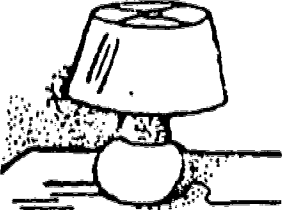


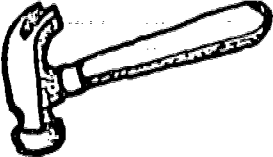


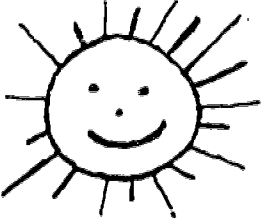
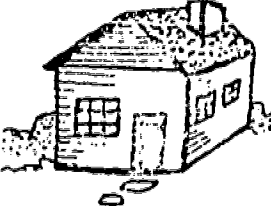
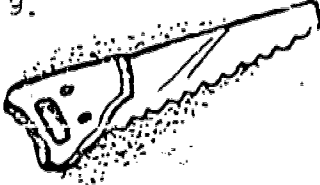
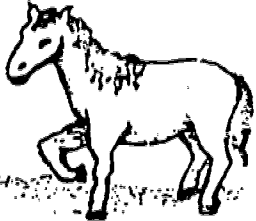


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 054b  
(s, p, h, l)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____
10.  _____	11.  _____	12.  _____

Score

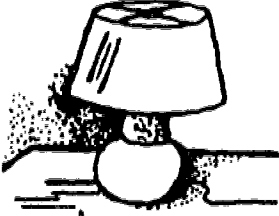




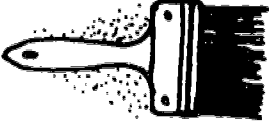
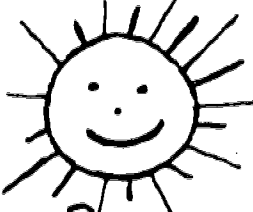

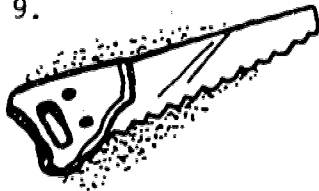
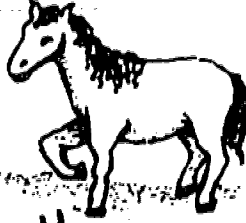

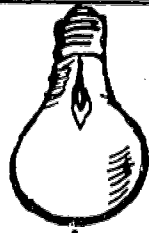

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 054b  
(s, p, h, l)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  <u>L</u>	2.  <u>S</u>	3.  <u>P</u>
4.  <u>H</u>	5.  <u>L</u>	6.  <u>B</u>
7.  <u>S</u>	8.  <u>H</u>	9.  <u>S</u>
10.  <u>H</u>	11.  <u>L</u>	12.  <u>L</u>

Score



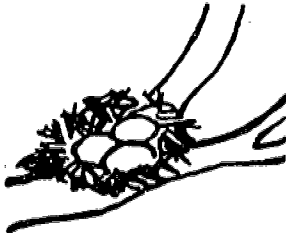
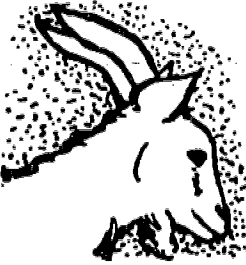


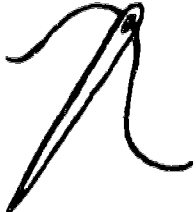
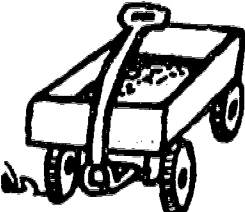

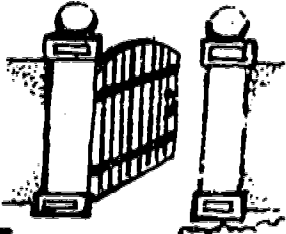



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **054 C**  
(m, g, w, n)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____
10.  _____	11.  _____	12.  _____



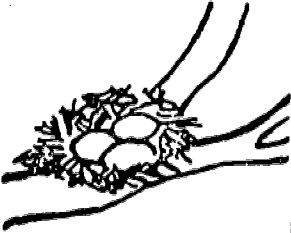




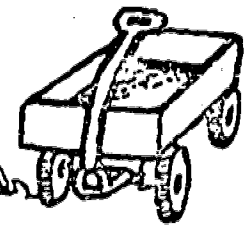

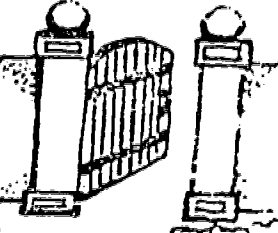


Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**054 C**  
(m, g, w, n)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  <u>W</u>	2.  <u>M</u>	3.  <u>N</u>
4.  <u>G</u>	5.  <u>W</u>	6.  <u>M</u>
7.  <u>N</u>	8.  <u>W</u>	9.  <u>M</u>
10.  <u>G</u>	11.  <u>N</u>	12.  <u>N</u>

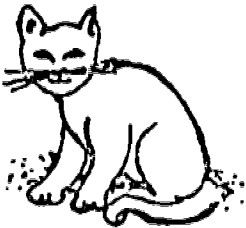



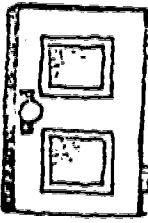

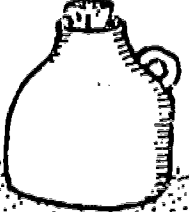
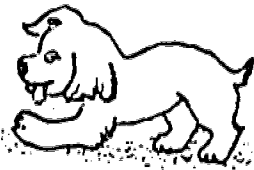
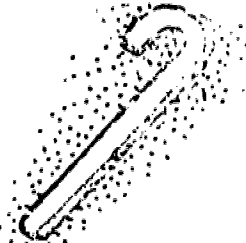

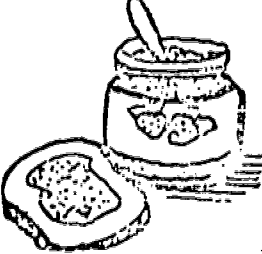
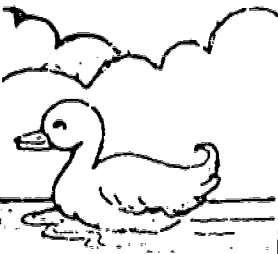
Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**054d**  
(c, d, r)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____
10.  _____	11.  _____	12.  _____

Score 



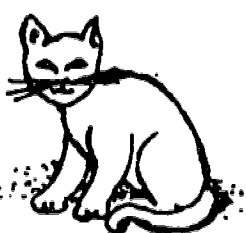



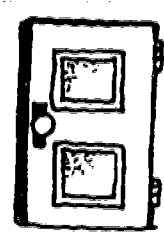

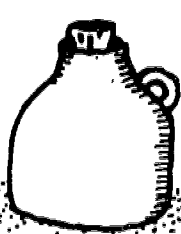

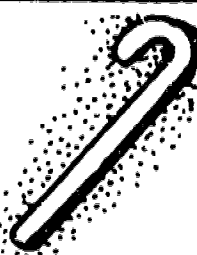


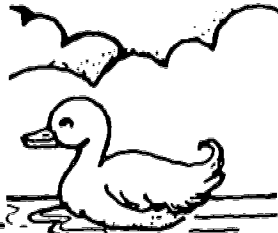

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**054d**  
(c, d, r, i)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  <u>C</u>	2.  <u>C</u>	3.  <u>R</u>
4.  <u>J</u>	5.  <u>D</u>	6.  <u>C</u>
7.  <u>J</u>	8.  <u>D</u>	9.  <u>C</u>
10.  <u>B</u>	11.  <u>J</u>	12.  <u>D</u>

Score

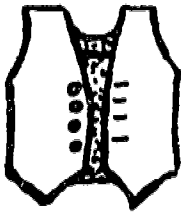

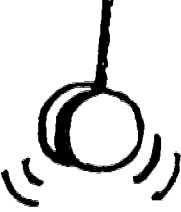
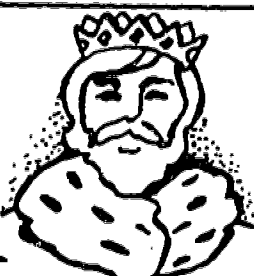
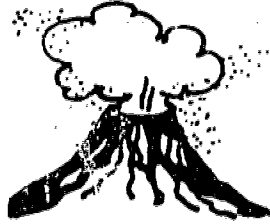

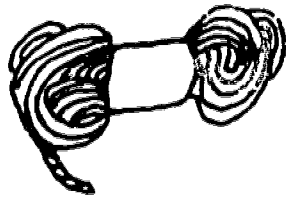
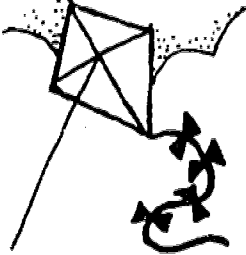
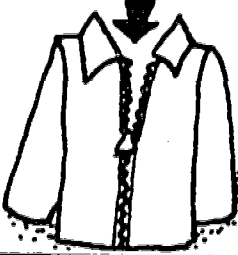

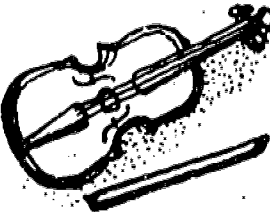
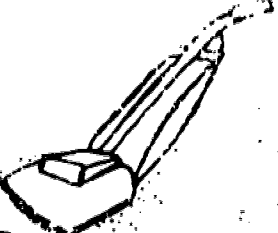

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **054e**  
(y, z, k, v)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

Score

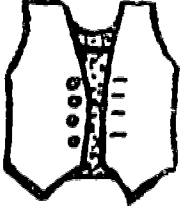



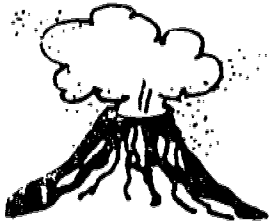

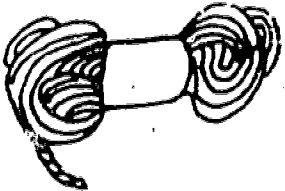
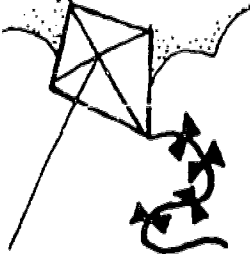

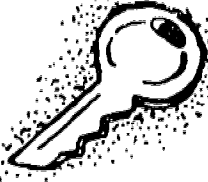
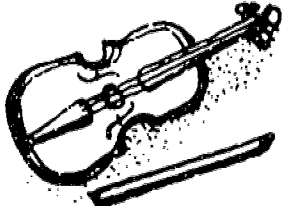
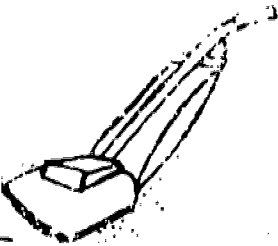

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**054e**  
(y, z, k, v)

DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1.  <u>V</u>	2.  <u>Z</u>	3.  <u>Y</u>
4.  <u>K</u>	5.  <u>V</u>	6.  <u>V</u>
7.  <u>Y</u>	8.  <u>K</u>	9.  <u>Z</u>
10.  <u>K</u>	11.  <u>V</u>	12.  <u>V</u>

Score


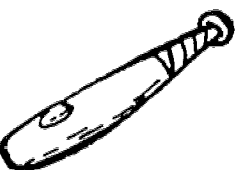
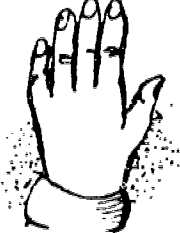

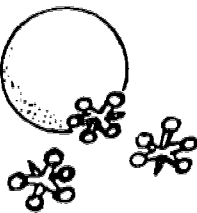

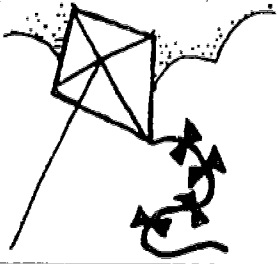






# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **055**

DIRECTIONS: Write the letter that stands for the sound heard at the beginning of the name of the picture in the box.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

Score


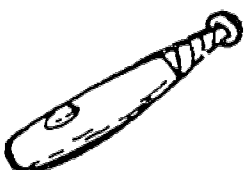
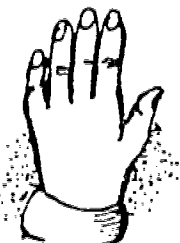

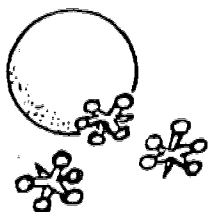

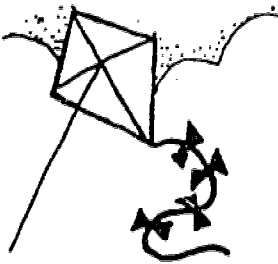




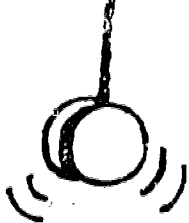
# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 055

DIRECTIONS: Write the letter that stands for the sound heard at the beginning of the name of the picture in the box.

1.  T	2.  B	3.  H
4.  G	5.  J	6.  F
7.  K	8.  W	9.  P
10.  R	11.  Z	12.  Y


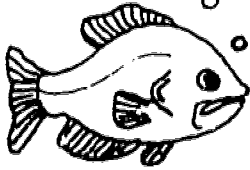



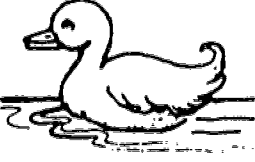
Score

# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST  
**056**  
 Page 1

DIRECTIONS: In each row, circle each word that begins like the picture.

	<p>1.</p> <p>came                      seal</p> <p>candy                     beat</p>
	<p>2.</p> <p>kept                        feet</p> <p>best                        fed</p>
	<p>3.</p> <p>pet                            ten</p> <p>peas                        just</p>
	<p>4.</p> <p>keen                        bet</p> <p>bed                         need</p>
	<p>5.</p> <p>set                            nest</p> <p>see                          fell</p>
	<p>6.</p> <p>net                            door</p> <p>pen                          dive</p>

Score


# THE PCRS


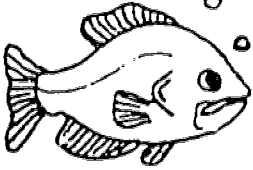




NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

• 056

Page 1 (Cont'd)

DIRECTIONS: In each row, circle each word that begins like the picture.

	<p>1.</p> <p>came                      seal</p> <p>candy                     beat</p>
	<p>2.</p> <p>kept                      feet</p> <p>best                      fed</p>
	<p>3.</p> <p>pet                        ten</p> <p>peas                      just</p>
	<p>4.</p> <p>keep                      bet</p> <p>bed                        need</p>
	<p>5.</p> <p>set                        nest</p> <p>see                        fell</p>
	<p>6.</p> <p>net                        door</p> <p>pen                        dive</p>

Score

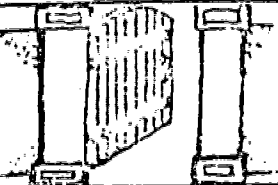
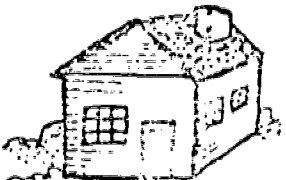


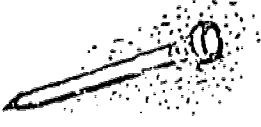
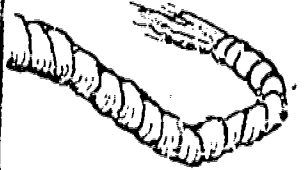

# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

Page 2

DIRECTIONS: In each row, circle each word that begins like the picture.

	<p>7.</p> <p>gum                      drum</p> <p>goal                      key</p>
	<p>8.</p> <p>key                      monkey</p> <p>hat                      dog</p>
	<p>9.</p> <p>hat                      haze</p> <p>key                      high</p>
	<p>10.</p> <p>key                      drum</p> <p>mouse                      morning</p>
	<p>11.</p> <p>needle                      nest</p> <p>nut                      cow</p>
	<p>12.</p> <p>fly                      rainbow</p> <p>raisin                      with</p>



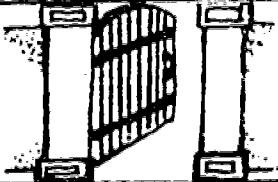
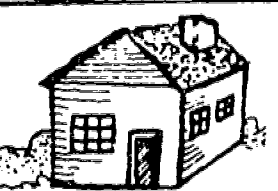

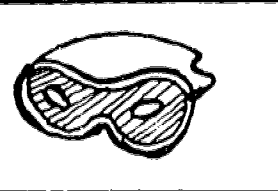
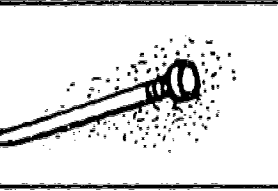
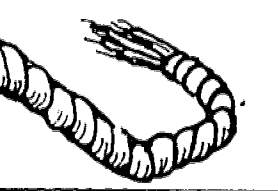
# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

• **056**  
 Page 2

DIRECTIONS: In each row, circle each word that begins like the picture.

	<p>7.</p> <p>gum goal</p> <p>drum key</p>
	<p>8.</p> <p>key hat</p> <p>monkey dog</p>
	<p>9.</p> <p>hat key</p> <p>haze high</p>
	<p>10.</p> <p>key mouse</p> <p>drum morning</p>
	<p>11.</p> <p>needle nut</p> <p>nest cow</p>
	<p>12.</p> <p>fly raisin</p> <p>rainbow with</p>

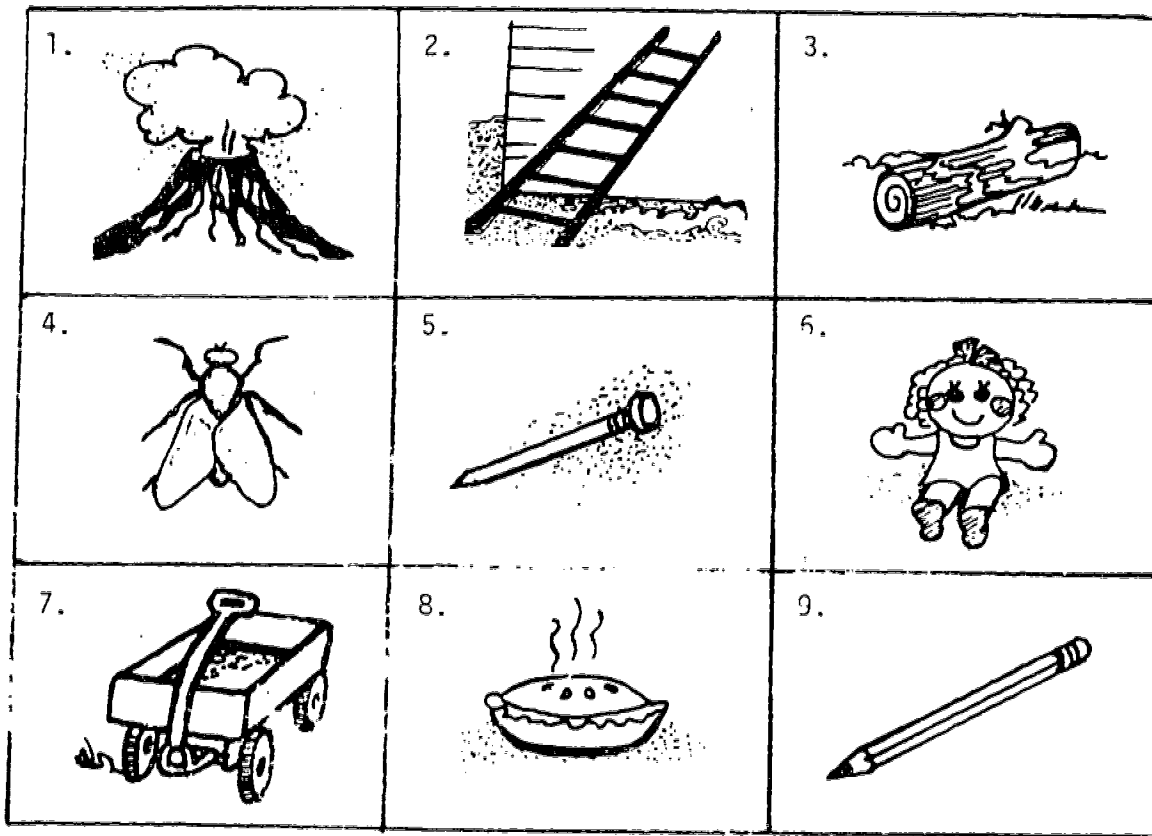
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 057

DIRECTIONS: Look at the pictures. In the incomplete sentences below, write the number of the picture that completes the sentence.



- The f \_\_\_\_\_ came in an open door.
- If you want a ride in my w \_\_\_\_\_, hurry.
- He used a n \_\_\_\_\_ to hold the wagon together.
- The l \_\_\_\_\_ helped get to the top.
- Sometimes a v \_\_\_\_\_ might blow up and hurt people.
- The d \_\_\_\_\_ belonged to Mary and she took good care of it.
- A p \_\_\_\_\_ can be used to write your address.
- My grandmother made a very good p \_\_\_\_\_ for me.
- The rabbit hopped over a l \_\_\_\_\_ and was gone.

Score

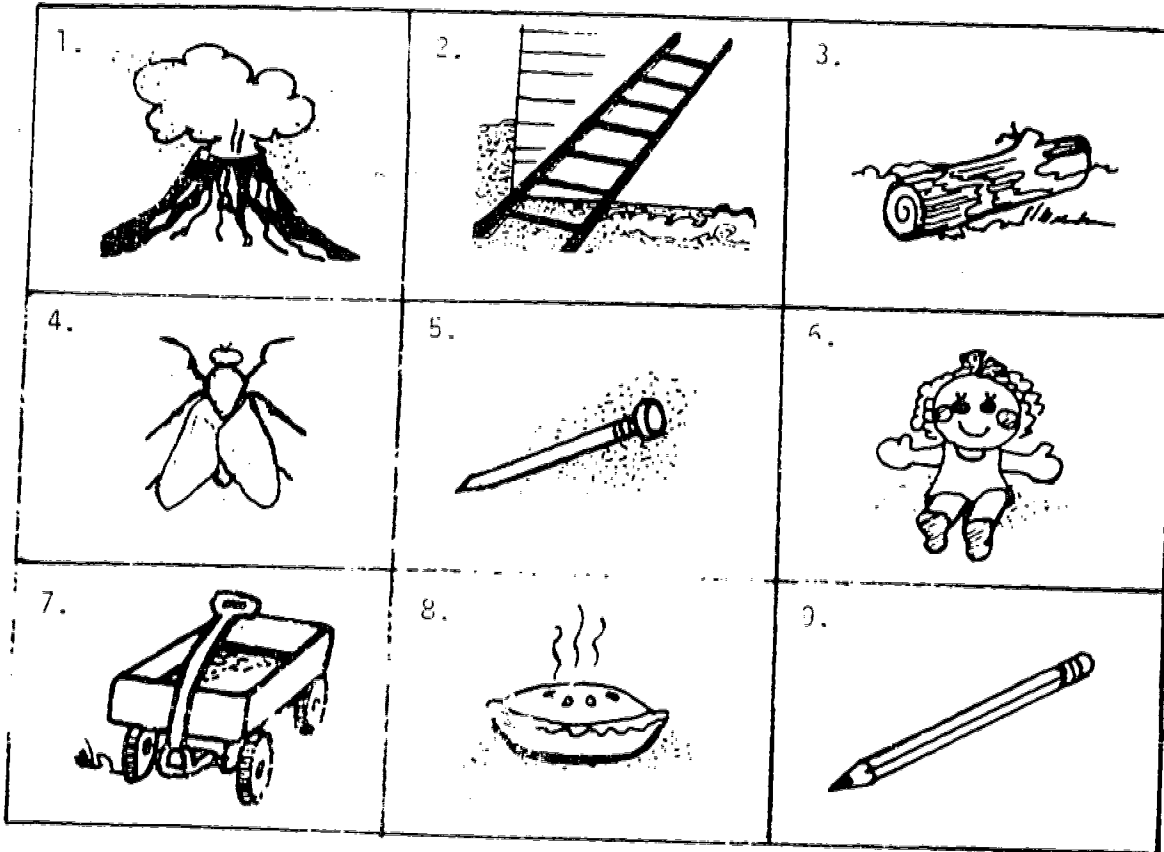

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•057

DIRECTIONS: Look at the pictures. In the incomplete sentences below, write the number of the picture that completes the sentence.



- The f 4 came in an open door.
- If you want a ride in my w 7, hurry.
- He used a n 5 to hold the wagon together.
- The l 2 elved get to the top.
- Sometimes a v 1 might blow up and hurt people.
- The d 6 belonged to Mary and she took good care of it.
- A n 9 can be used to write your address.
- My grandmother made a very good p 8 for me.
- The rabbit hopped over a l 3 and was gone.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 058

DIRECTIONS: Circle the word that completes the sentence.

1. He is not the \_\_\_\_\_ boy I knew.  
tame      game      same
2. I will be on your \_\_\_\_\_ in the game.  
tide      side      pride
3. She is as \_\_\_\_\_ as her mother.  
call      mall      tall
4. There was a \_\_\_\_\_ in the basement.  
night      light      might
5. Jim and Ron had \_\_\_\_\_ playing in the sand.  
pun      fun      sun
6. Would you tell us \_\_\_\_\_ to get to your house?  
now      mow      how
7. It was cold so he put on his \_\_\_\_\_.  
boat      coat      goat
8. Dad will \_\_\_\_\_ all the children to the zoo.  
take      bake      lake
9. We took a ride in his \_\_\_\_\_.  
par      bar      car
10. If you don't hurry, you will be \_\_\_\_\_.  
Kate      late      mate

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 058

DIRECTIONS: Circle the word that completes the sentence.

1. He is not the tame game **same** boy I knew.
2. I will be on your tide **side** pride in the game.
3. She is as call mall **call** as her mother.
4. There was a night **light** might in the basement.
5. Jim and Ron had pun **fun** sun playing in the sand.
6. Would you tell us now mow **how** to get to your house?
7. It was cold so he put on his boat **coat** goat.
8. Dad will **take** bake lake all the children to the zoo.
9. We took a ride in his par bar **car**.
10. If you don't hurry, you will be Kate **late** mate.




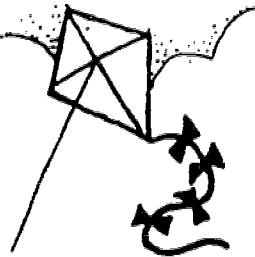


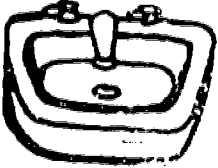

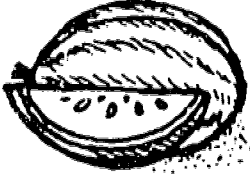
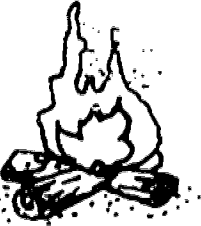


Score


# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST  
**059**  
 Page 1

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the BEGINNING sound in the picture.

1.  l p	2.  d r	3.  n n
4.  k z	5.  b t	6.  m n
7.  k s	8.  h s	9.  g w
10.  f g	11. Boo  g t	12.  w r

Score

# THE PCRS




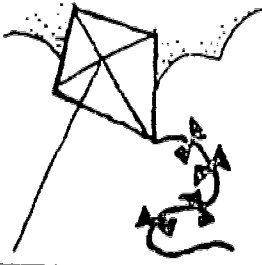
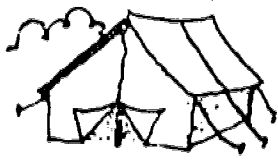







NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-11.9.T

• 059

Page 1 (Cont'd)

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the BEGINNING sound in the picture.

1.  p r	2.  d r	3.  m n
4.  k z	5.  b t	6.  m n
7.  k s	8.  h s	9.  g w
10.  f g	11. BOOOO  g t	12.  w r

Score

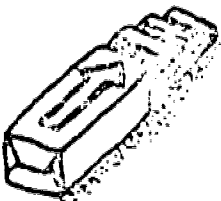


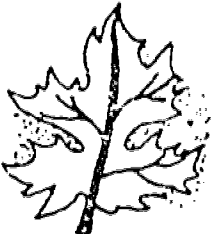

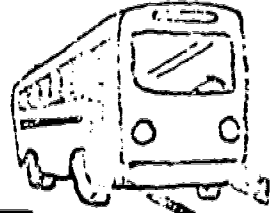
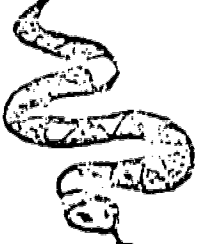
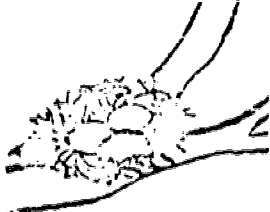
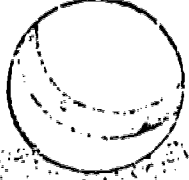
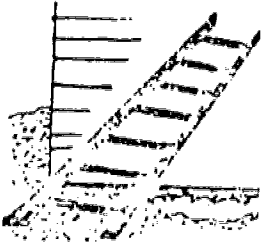

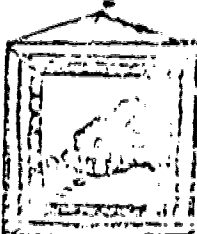
# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

Page 2

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the ENDING sound in the picture.

<p>13.</p>  <p>d m</p>	<p>14.</p>  <p>n s</p>	<p>15.</p>  <p>p t</p>
<p>16.</p>  <p>f k</p>	<p>17.</p>  <p>d g</p>	<p>18.</p>  <p>g s</p>
<p>19.</p>  <p>r t</p>	<p>20.</p>  <p>m t</p>	<p>21.</p>  <p>b l</p>
<p>22.</p>  <p>r w</p>	<p>23.</p>  <p>t d</p>	<p>24.</p>  <p>i r</p>



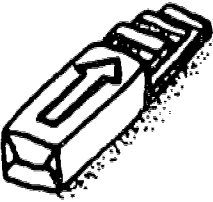




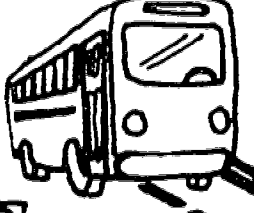
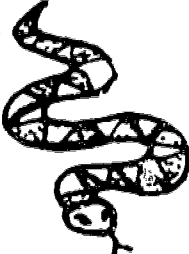
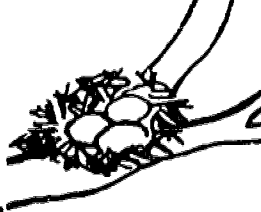
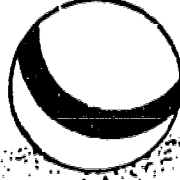
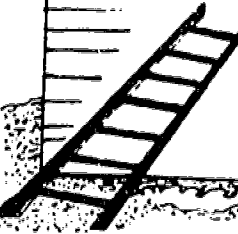

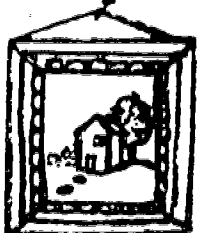
# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

**059**  
 Page 2

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the ENDING sound in the picture.

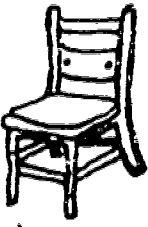
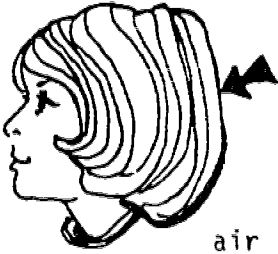





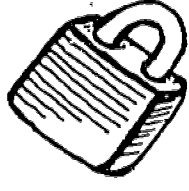




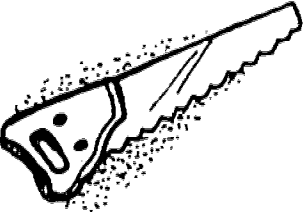
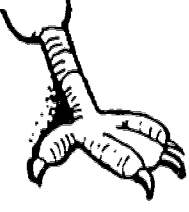
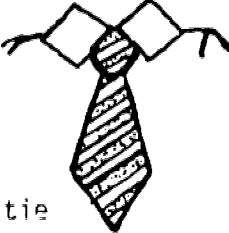

13.  d m	14.  n s	15.  p t
16.  f k	17.  d g	18.  g s
19.  k t	20.  m t	21.  b l
22.  r w	23.  t d	24.  l r

# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST  
**• 060**

DIRECTIONS: Make a new word by using the pictures in each box.

Row 1	 chair	 _air	 bat	 _at
Row 2	 rug	 _ug	 sock	 _ock
Row 3	 house	 _ouse	 log	 _og
Row 4	 saw	 _aw	 tie	 _ie

Score


# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

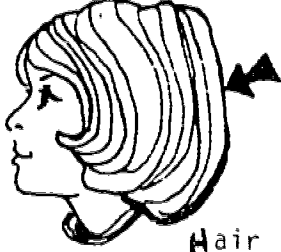
POST-TEST  
**060**

DIRECTIONS: Make a new word by using the pictures in each box.

Row 1



chair



Hair

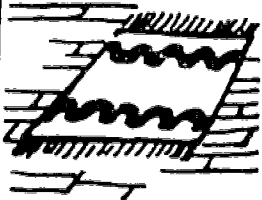


bat



Hat

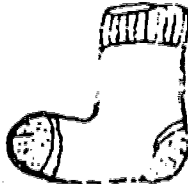
Row 2



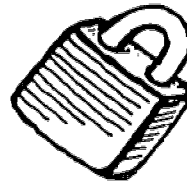
rug



Bug



sock



Lock

Row 3



house



Mouse

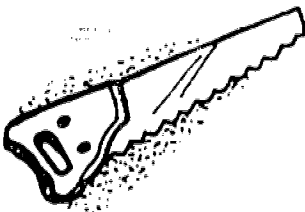


log

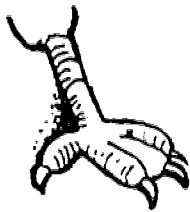


Dog

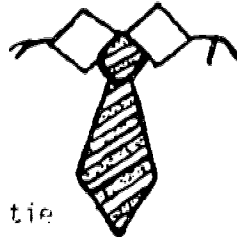
Row 4



saw



Claw



tie



Pie

Score

--

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
• **061**

DIRECTIONS: Look at the pairs of words. Both of the words need the same beginning consonants. Write in one beginning consonant to make two real words.

- |             |         |               |
|-------------|---------|---------------|
| 1. ___ish   | ___ag   | n, l, r, w, g |
| 2. ___ub    | ___ent  | t, f, j, w, h |
| 3. ___in    | ___ank  | c, b, f, g, w |
| 4. ___obe   | ___an   | r, s, t, v, y |
| 5. ___en    | ___and  | t, j, h, k, l |
| 6. ___ar    | ___at   | d, c, n, a, y |
| 7. ___ight  | ___un   | z, w, d, k, s |
| 8. ___ap    | ___at   | b, d, c, h, j |
| 9. ___am    | ___og   | f, k, r, h, v |
| 10. ___atch | ___outh | n, m, f, t, w |

Score


100

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•061

DIRECTIONS: Look at the pairs of words. Both of the words need the same beginning consonants. Write in one beginning consonant to make two real words.

- |                   |               |               |
|-------------------|---------------|---------------|
| 1. <u>W</u> ish   | <u>W</u> ag   | n, l, r, v, g |
| 2. <u>T</u> ub    | <u>T</u> ent  | t, f, j, w, h |
| 3. <u>B</u> in    | <u>B</u> ank  | c, h, f, g, w |
| 4. <u>R</u> obe   | <u>R</u> an   | r, s, t, v, y |
| 5. <u>H</u> en    | <u>H</u> and  | t, j, h, k, l |
| 6. <u>C</u> ar    | <u>C</u> at   | d, c, n, o, y |
| 7. <u>S</u> ight  | <u>S</u> un   | z, w, d, k, s |
| 8. <u>C</u> ap    | <u>C</u> at   | b, d, c, h, j |
| 9. <u>H</u> am    | <u>H</u> og   | f, k, r, h, v |
| 10. <u>M</u> atch | <u>M</u> outh | n, m, f, t, w |

Score



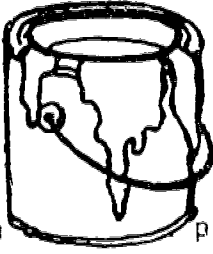




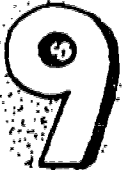
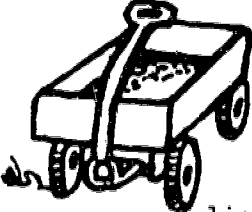

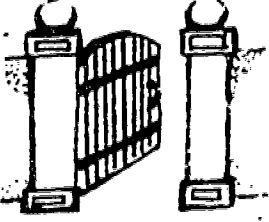


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.063**

DIRECTIONS: Look at the picture. Circle the word that has the same sound at the beginning or end as the picture.

<p>1.</p>  <p>sew                  cat</p>	<p>2.</p>  <p>key                  nut</p>	<p>3.</p>  <p>lion                  pie</p>
<p>4.</p>  <p>house                  tack</p>	<p>5.</p>  <p>tap                  cap</p>	<p>6.</p>  <p>bat                  bag</p>
<p>7.</p>  <p>miss                  fly</p>	<p>8.</p>  <p>nail                  barn</p>	<p>9.</p>  <p>tip                  lion</p>
<p>10.</p>  <p>jam                  park</p>	<p>11.</p>  <p>gum                  pail</p>	<p>12.</p>  <p>log                  yes</p>

Score



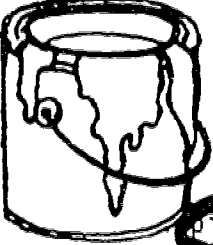





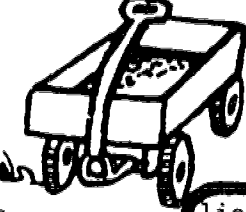



# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•063

DIRECTIONS: Look at the picture. Circle the word that has the same sound at the beginning or end as the picture.

<p>1.</p>  <p>sew      <b>cat</b></p>	<p>2.</p>  <p><b>key</b>      nut</p>	<p>3.</p>  <p>lion      <b>pie</b></p>
<p>4.</p>  <p>house      <b>tack</b></p>	<p>5.</p>  <p>tap      <b>cap</b></p>	<p>6.</p>  <p>bat      <b>bag</b></p>
<p>7.</p>  <p>miss      <b>flv</b></p>	<p>8.</p>  <p><b>nail</b>      <b>barn</b></p>	<p>9.</p>  <p>tip      <b>lion</b></p>
<p>10.</p>  <p><b>jam</b>      park</p>	<p>11.</p>  <p><b>gum</b>      pail</p>	<p>12.</p>  <p>log      <b>yes</b></p>

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 064

DIRECTIONS: Look at the list of words. After each word write another word that has the same beginning sound as the word.

- |           |       |           |       |
|-----------|-------|-----------|-------|
| 1. ball   | _____ | 11. nut   | _____ |
| 2. candy  | _____ | 12. park  | _____ |
| 3. dish   | _____ | 13. queen | _____ |
| 4. fan    | _____ | 14. red   | _____ |
| 5. gum    | _____ | 15. seven | _____ |
| 6. harp   | _____ | 16. tank  | _____ |
| 7. jump   | _____ | 17. vest  | _____ |
| 8. kiss   | _____ | 18. water | _____ |
| 9. little | _____ | 19. yo-yo | _____ |
| 10. many  | _____ | 20. zip   | _____ |

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Answers will vary

POST-TEST

• **064**

DIRECTIONS: Look at the list of words. After each word write another word that has the same beginning sound as the word.

- |           |            |           |       |
|-----------|------------|-----------|-------|
| 1. ball   | <u>boy</u> | 11. nut   | _____ |
| 2. candy  | _____      | 12. park  | _____ |
| 3. dish   | _____      | 13. queen | _____ |
| 4. fat    | _____      | 14. red   | _____ |
| 5. gum    | _____      | 15. seven | _____ |
| 6. harp   | _____      | 16. tank  | _____ |
| 7. jump   | _____      | 17. vest  | _____ |
| 8. kiss   | _____      | 18. water | _____ |
| 9. little | _____      | 19. yo-yo | _____ |
| 10. many  | _____      | 20. zip   | _____ |

Score 

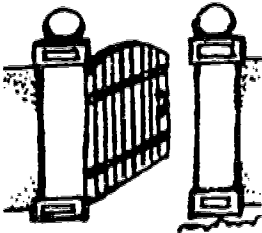
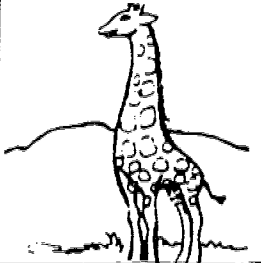
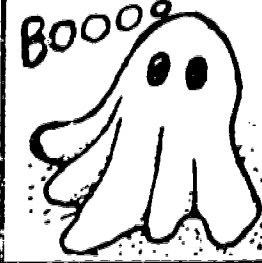
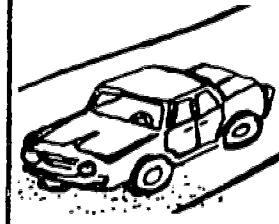
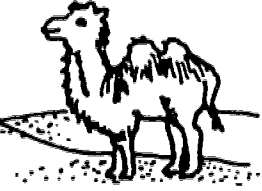

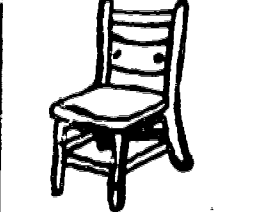



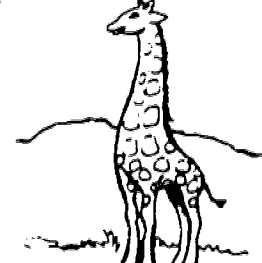
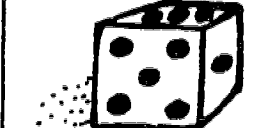
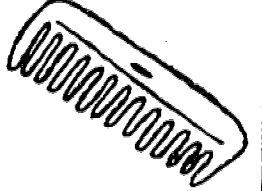

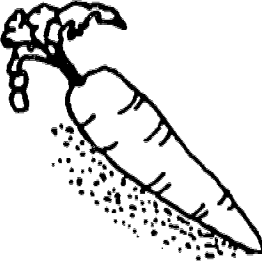


# THE PCRS

POST TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•065

DIRECTIONS: Circle two pictures in each row that begin with the same sound.

Row 1				
Row 2				
Row 3				
Row 4				

Score

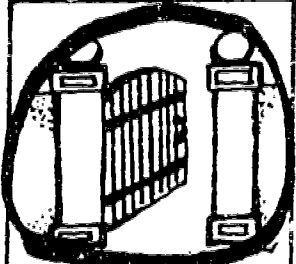
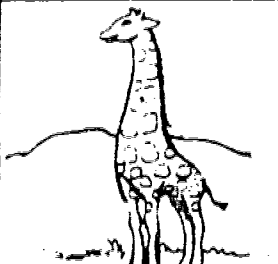
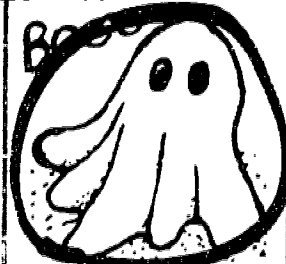
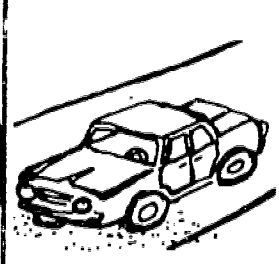

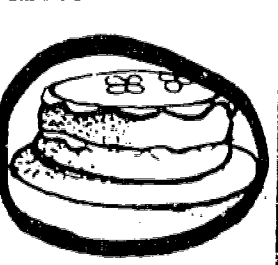
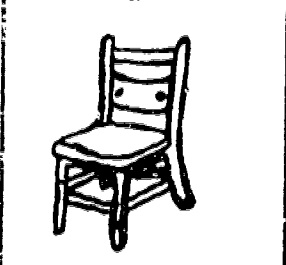
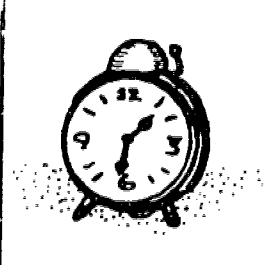
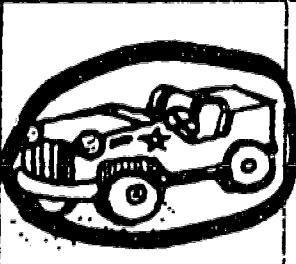

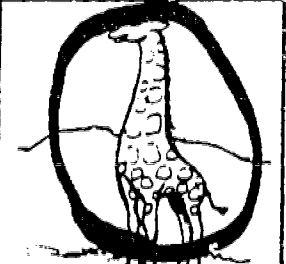
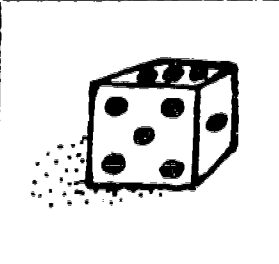
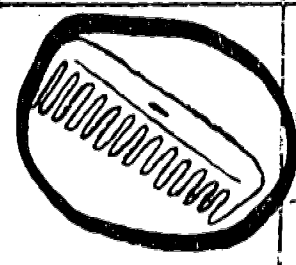
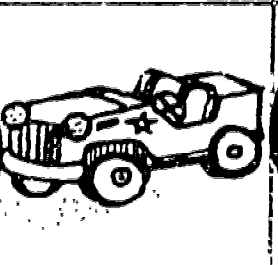

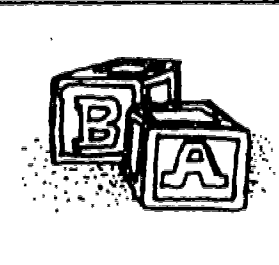
# THE PCRS

POST TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **065**

DIRECTIONS: Circle two pictures in each row that begin with the same sound.

Row 1				
Row 2				
Row 3				
Row 4				

Score



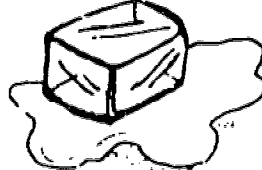
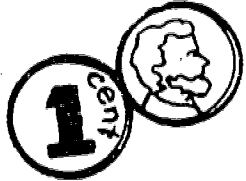

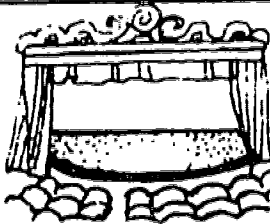

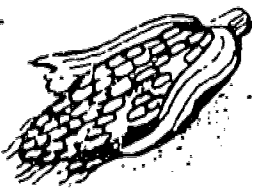
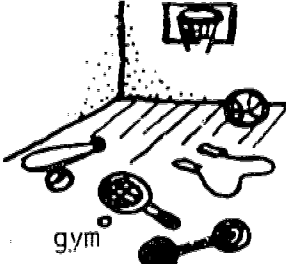
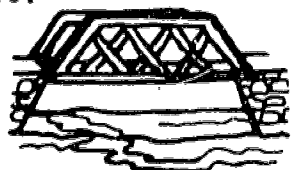
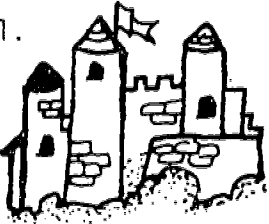

# THE PCRS

POST-TEST

•066

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: The word for each picture is written under the picture. If the c or g in the word has a hard sound circle the letter. If c or g has a soft sound, cross the letter out.

1.  face	2.  club	3.  ice
4.  cent	5.  gun	6.  stage
7.  goat	8.  corn	9.  gym
10.  bridge	11.  castle	12.  cake

Score



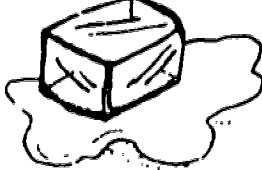


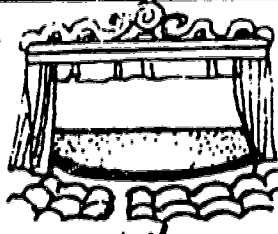

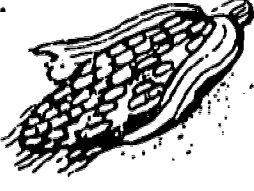
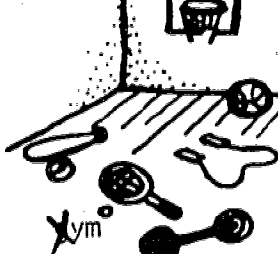
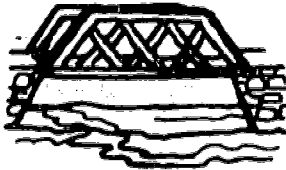



# THE PCRS

POST-TEST

• 066

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: The word for each picture is written under the picture. If the c or g in the word has a hard sound circle the letter. If c or g has a soft sound, cross the letter out.

<p>1.</p>  <p>fa<del>x</del>e</p>	<p>2.</p>  <p>©ub</p>	<p>3.</p>  <p>i<del>x</del>e</p>
<p>4.</p>  <p><del>x</del>ent</p>	<p>5.</p>  <p>©un</p>	<p>6.</p>  <p>st<del>a</del>ke</p>
<p>7.</p>  <p>©oat</p>	<p>8.</p>  <p>©orn</p>	<p>9.</p>  <p><del>x</del>ym</p>
<p>10.</p>  <p>br<del>i</del>dge</p>	<p>11.</p>  <p>©astle</p>	<p>12.</p>  <p>©ake</p>

Score

# THE PCRS

POST-TEST

• 067

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Select a word to complete each sentence.

Words to Use:	corn	cob	gate
	ice	cube	cub
	center	judge	
	bridge	gum	
	gun	gypsy	

1. Another word for middle is \_\_\_\_\_.
2. Cora put salt, pepper, and butter on the \_\_\_\_\_ on the \_\_\_\_\_.
3. The \_\_\_\_\_ in court said the boy was innocent.
4. Many cars and trucks drove over the \_\_\_\_\_.
5. The little boy had a toy \_\_\_\_\_.
6. The \_\_\_\_\_ cost ten cents.
7. The \_\_\_\_\_ wore many rings and bracelets.
8. The \_\_\_\_\_ made the drink cold.
9. A little bear is called a \_\_\_\_\_.
10. A pig walked by the open \_\_\_\_\_.

Score


# THE PCRS

POST-TEST

• 067

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Select a word to complete each sentence.

Words to Use:	corn	cob	gate
	ice	cube	cub
	center	judge	
	bridge	gum	
	gun	gypsy	

1. Another word for middle is CENTER.
2. Cora put salt, pepper, and butter on the CORN on the COB.
3. The JUDGE in court said the boy was innocent.
4. Many cars and trucks drove over the BRIDGE.
5. The little boy had a toy GUN.
6. The GUM cost ten cents.
7. The GYPSY wore many rings and bracelets.
8. The ICE made the drink cold.
9. A little bear is called a CUB.
10. A pig walked by the open GATE.

Score

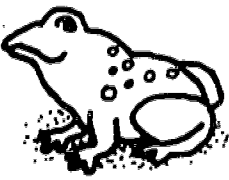




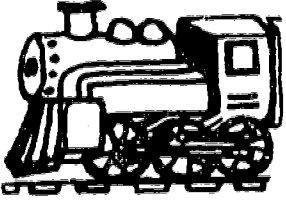
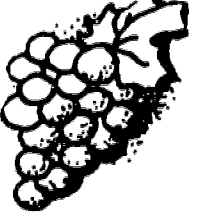
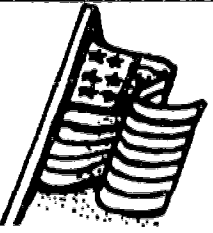

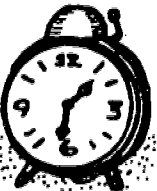
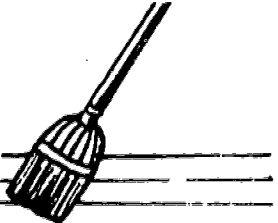


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•075

DIRECTIONS: Draw a circle around the consonant blend in the word.

1.  frog	2.  tree	3.  stick
4.  skunk	5.  stool	6.  train
7.  grapes	8.  flag	9.  spoon
10.  clock	11.  broom	12.  snail

Score




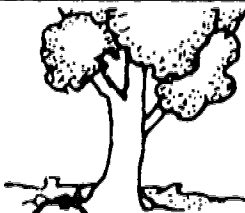

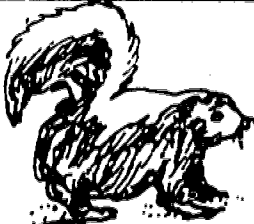

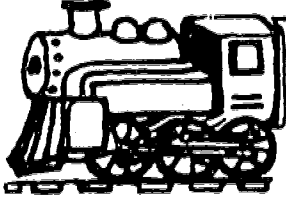
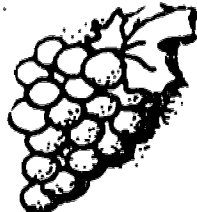
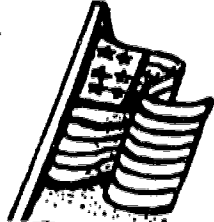

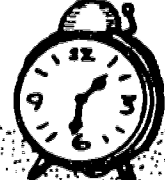
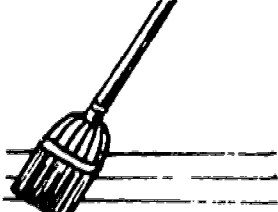

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **075**

DIRECTIONS: Draw a circle around the consonant blend in the word.

1.  f r o g	2.  t r e e	3.  s t i c k
4.  s k u n k	5.  s t o o l	6.  t r a i n
7.  g r a p e s	8.  f l a g	9.  s p o o n
10.  c l o c k	11.  b r o o m	12.  s n a i l

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•076

DIRECTIONS: Answer each riddle with a word which contains either a two or three letter blend. The number of blank spaces indicates how many letters the word has. The first one is done for you.

- 1. A bee can do this to a person.      s t i n g
- 2. Always obey this kind of sign.      \_\_\_\_\_
- 3. This rises from a chimney.      \_\_\_\_\_
- 4. Use this to dig the earth.      \_\_\_\_\_
- 5. A baby sleeps in this.      \_\_\_\_\_
- 6. You can find the location of countries on this object.      \_\_\_\_\_
- 7. You do this when you wash the floor.      \_\_\_\_\_
- 8. You do this with a baseball.      \_\_\_\_\_
- 9. This is used to hold paper together.      \_\_\_\_\_
- 10. We usually eat off one of these.      \_\_\_\_\_

Score 




# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 076

DIRECTIONS: Answer each riddle with a word which contains either a two or three letter blend. The number of blank spaces indicates how many letters the word has. The first one is done for you.

1. A bee can do this to a person.      s t i n g
2. Always obey this kind of sign.      S T O P
3. This rises from a chimney.      S M O K E
4. Use this to dig the earth.      S P A D E
5. A baby sleeps in this.      C R I B
6. You can find the location of countries on this object.      G L O B E
7. You do this when you wash the floor.      S C R U B
8. You do this with a baseball.      T H R O W  
P I T C H
9. This is used to hold paper together.      G L U E  
C L I P
10. We usually eat off one of these.      P L A T E

Score


# THE PCRS



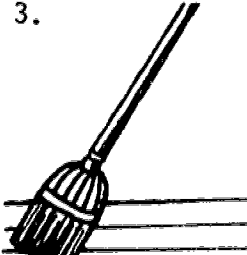

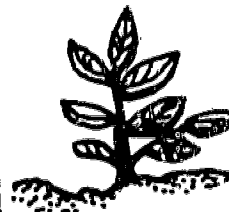
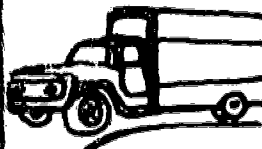
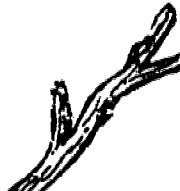
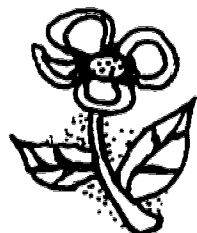
POST-TEST

**077**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Write the consonant blends below with the word parts under the pictures to make a word that names the picture.

tr      st      pl      br      fl      sp      sk

1.  ___ a r	2.  ___ u n k	3.  ___ o o m	4.  ___ o o n
5.  ___ a n t	6.  ___ u c k	7.  ___ i c k	8.  ___ o w e r

Score

# THE PCRS

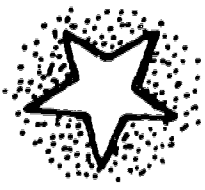

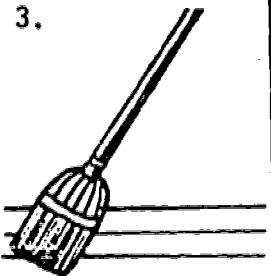

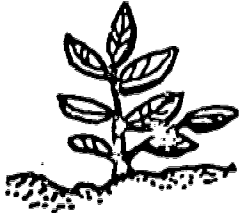
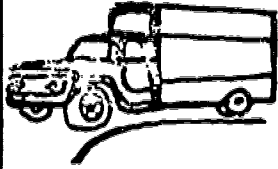
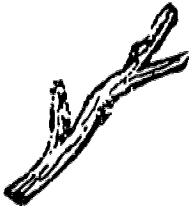
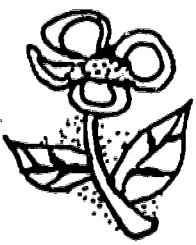
POST-TEST

**077**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Write the consonant blends below with the word parts under the pictures to make a word that names the picture.

tr      st      pl      br      fl      sp      sk

1.  <u>S</u> <u>T</u> ar	2.  <u>S</u> <u>K</u> unk	3.  <u>B</u> <u>R</u> oom	4.  <u>S</u> <u>P</u> oon
5.  <u>P</u> <u>L</u> ant	6.  <u>T</u> <u>R</u> uck	7.  <u>S</u> <u>T</u> ick	8.  <u>F</u> <u>L</u> ower

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•078

DIRECTIONS: Circle the blends in the words below. Use a word from the list to complete each sentence.

program	umbrella	sweater	trailer
instead	between	storm	dream
blaze	frost	teaspoon	spend
plug	blocked	crown	basket

1. Save your money; don't \_\_\_\_\_ it.
2. Ride your bike \_\_\_\_\_ of walking so far.
3. The sixth grade practiced in the gym for their spring \_\_\_\_\_.
4. The wrecked truck on the highway \_\_\_\_\_ traffic for hours.
5. The wind blew and the sky grew dark before the \_\_\_\_\_ started.
6. Get your wool \_\_\_\_\_ on to keep warm.
7. The driver was pulling a small \_\_\_\_\_ loaded with trash behind his car.
8. While he was sleeping, Sue had a \_\_\_\_\_ about riding on the clouds.
9. He needed an \_\_\_\_\_ to keep dry in the rain.
10. Mother put a \_\_\_\_\_ of salt in the soup.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 078

DIRECTIONS: Circle the blends in the words below. Use a word from the list to complete each sentence.

program  
instead  
blaze  
plug

umbrella  
between  
frost  
blocked

sweater  
storm  
teaspoon  
crown

trailer  
dream  
spend  
basket

1. Save your money; don't SPEND it.
2. Ride your bike INSTEAD of walking so far.
3. The sixth grade practiced in the gym for their spring PROGRAM.
4. The wrecked truck on the highway BLOCKED traffic for hours.
5. The wind blew and the sky grew dark before the STORM started.
6. Get your wool SWEATER on to keep warm.
7. The driver was pulling a small TRAILER loaded with trash behind his car.
8. While he was sleeping, Sue had a DREAM about riding on the clouds.
9. He needed an UMBRELLA to keep dry in the rain.
10. Mother put a TEASPOON of salt in the soup.

Score


# THE PCRS

POST-TEST

•079

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Choose a consonant blend and make a real word to complete each sentence.

---

gl gr tw sw sp pr cr sn dr cl

---

1. The \_\_\_ ark from the burning woods started the grass on fire.
2. I found a baby \_\_\_ ake in the yard yesterday.
3. We had a sur \_\_\_ ise party for Judy today.
4. Cathy was \_\_\_ ad to go home after a long day at work.
5. The old man got an \_\_\_ y when my ball went in his yard.
6. My brother can lift one hun \_\_\_ ed pounds.
7. We heard a loud \_\_\_ ash when Mom drove the car over the bikes.
8. Did you know that Pete has a \_\_\_ in sister?
9. Mom told Mary to get the broom to \_\_\_ eep the floor.
10. The man \_\_\_ oses the door every night when he goes home.

Score




# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•079

DIRECTIONS: Choose a consonant blend and make a real word to complete each sentence.

---

gl gr tw sw sp pr cr sh dr cl

---

1. The SP ark from the burning woods started the grass on fire.
2. I found a baby SN ake in the yard yesterday.
3. We had a surPR ise party for Judy today.
4. Cathy was GL ad to go home after a long day at work.
5. The old man got an GR y when my ball went in his yard.
6. My brother can lift one hunDR ed pounds.
7. We heard a loud CR ash when Mom drove the car over the bikes.
8. Did you know that Pete has a TW in sister?
9. Mom told Mary to get the broom to SW eep the floor.
10. The man CL oses the door every night when he goes home.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **080**

DIRECTIONS: Look at the consonant blends and the list of words below. Change the first letter in each word by adding a consonant blend to make a new word.

---

pl      sl      fl      cl      st      br      dr      tr      bl

---

1. night \_\_\_\_\_
2. rain \_\_\_\_\_
3. hope \_\_\_\_\_
4. pump \_\_\_\_\_
5. down \_\_\_\_\_
6. back \_\_\_\_\_
7. day \_\_\_\_\_
8. boat \_\_\_\_\_
9. red \_\_\_\_\_
10. ream \_\_\_\_\_

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **080**

DIRECTIONS: Look at the consonant blends and the list of words below. Change the first letter in each word by adding a consonant blend to make a new word.

pl      sl      fl      cl      st      br      dr      tr      bl

1. night      PLIGHT, SLIGHT, FLIGHT, BRIGHT, BLIGHT
2. rain      PLAIN, SLAIN, STAIN, DRAIN, TRAIN
3. hope      SLOPE
4. pump      PLUMP, SLUMP, CLUMP, TRUMP
5. down      CLOWN, BROWN, DROWN
6. back      SLACK, FLACK, CIACK, TRACK, BLACK
7. day      PLAY, SLAY, FLAY, CLAY, STAY, TRAY
8. boat      FLOAT, BLOAT
9. red      SLED, FLED, FRED, BLED
10. ream      STEAM, DREAM

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **082**

DIRECTIONS: Circle the consonant digraphs. Look at where they come in the words. Put the words in the right columns.

black	search	thank	faithful
mash	cheese	short	this
shirt	shout	luck	tracked
washing	mother	chair	achieve
somewhere	bunch	white	bathtub
path	wish	reaches	tooth

BEGINNING

MIDDLE

END

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

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 082

DIRECTIONS: Circle the consonant digraphs. Look at where they come in the words. Put the words in the right columns.

black	search	thank	faithful
mash	cheese	short	this
shirt	shout	luck	tracked
washing	mother	chair	achieve
somewhere	bunch	white	bath tub
path	wish	reaches	tooth

BEGINNING

SHIRT  
SHOUT  
THANK  
SHORT  
CHAIR  
WHITE  
CHEESE  
THIS

MIDDLE

WASHING  
MOTHER  
REACHES  
ACHIEVE  
FAITHFUL  
TRACKED  
BATH TUB  
SOMEWHERE

END

BLACK  
PATH  
SEARCH  
BUNCH  
WISH  
LUCK  
TOOTH  
MASH

Score






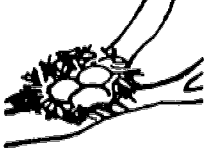

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **084**

DIRECTIONS: In each row, circle all the words that have the same ending sound as the key picture.

<p>1.</p> 	<p>cramp      hump      broom      brought</p>
<p>2.</p> 	<p>cost      crisp      brick      lisp</p>
<p>3.</p> 	<p>dunk      crisp      toast      punk</p>
<p>4.</p> 	<p>rent      crunch      chair      tent</p>
<p>5.</p> 	<p>blast      punk      skunk      hunk</p>
<p>6.</p> 	<p>test      best      lamp      track</p>

Score


126

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 123







# THE PCRS

POST-TEST

• **084**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: In each row, circle all the words that have the same ending sound as the key picture.

<p>1.</p> 	<p>cramp hump broom brought</p>
<p>2.</p> 	<p>cost crisp brick lisp</p>
<p>3.</p> 	<p>dunk crisp toast punk</p>
<p>4.</p> 	<p>rent crunch chair tent</p>
<p>5.</p> 	<p>blast punk skunk hunk</p>
<p>6.</p> 	<p>test best lamp track</p>

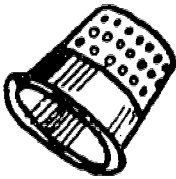
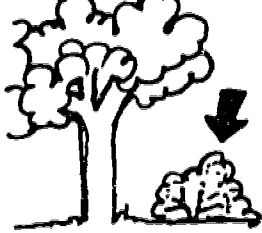
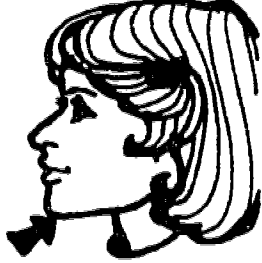

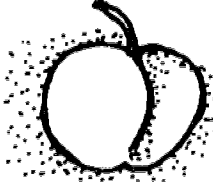



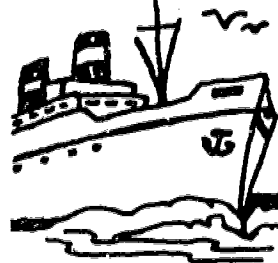
Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**085**

DIRECTIONS: Circle the letters that have the same beginning or ending sound as the picture.

1.  ch                      th	2.  wh                      sh	3.  ch                      sh
4.  th                      sh	5.  th                      ch	5.  th                      wh
7.  ch                      th	8.  ch                      wh	9.  sh                      ch

Score


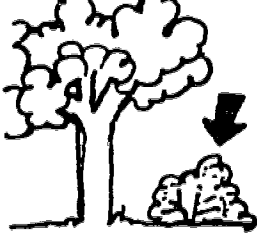


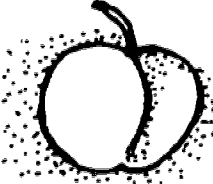



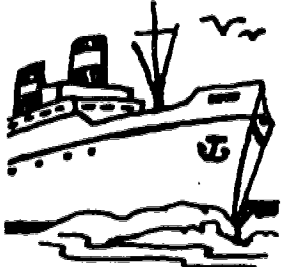


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
• 085

DIRECTIONS: Circle the letters that have the same beginning or ending sound as the picture.

1.  ch <b>th</b>	2.  wh <b>sh</b>	3.  <b>ch</b> sh
4.  th <b>sh</b>	5.  th <b>ch</b>	5.  <b>th</b> wh
7.  <b>ch</b> th	8.  ch <b>wh</b>	9.  <b>sh</b> ch

Score

# THE PCRS





POST-TEST



Page 1

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 1		broom	spoon	spook	duke
Row 2		sting	broom	groom	bride
Row 3		snake	snow	snipe	snail
Row 4		flag	fresh	flip	friend

Score


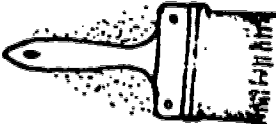


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **086**  
Page 1

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 1		broom	spoon	spook	duke
Row 2		sting	broom	groom	bride
Row 3		snake	snow	snipe	snail
Row 4		flag	fresh	flip	friend

Score

# THE PCRS


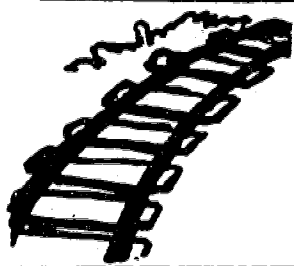

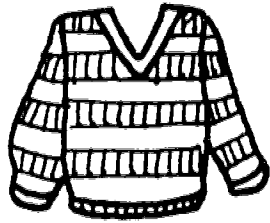
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **086**

Page 2

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 5		gloom	brick	stick	glass
Row 6		trail	snail	trip	back
Row 7		sky	scooter	trail	plate
Row 8		swing	switch	glue	broken

# THE PCRS

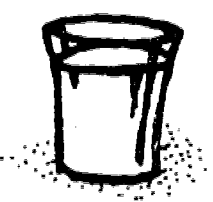
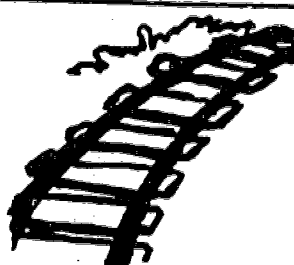


NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 086

Page 2

DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

Row 5		<u>gloom</u> brick   stick <u>glass</u>
Row 6		<u>trail</u> snail <u>trip</u> back
Row 7		<u>sky</u> <u>scooter</u> trail   plate
Row 8		<u>swing</u> <u>switch</u> glue   broken

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•087

DIRECTIONS: Look at the list of words below. If the ch in the word has a HARD sound put an H after the word. If the ch has a SOFT sound, put an S after the word.

1. chicken \_\_\_\_\_
2. echo \_\_\_\_\_
3. chili \_\_\_\_\_
4. school \_\_\_\_\_
5. stomach \_\_\_\_\_
6. choir \_\_\_\_\_
7. choke \_\_\_\_\_
8. chip \_\_\_\_\_
9. church \_\_\_\_\_
10. charge \_\_\_\_\_

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **087**

DIRECTIONS: Look at the list of words below. If the ch in the word has a HARD sound put an H after the word. If the ch has a SOFT sound, put an S after the word.

1. chicken      S
2. echo          H
3. chili          S
4. school        H
5. stomach      H
6. choir          H
7. choke          S
8. chip           S
9. church        S
10. charge       S

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **088**

DIRECTIONS: Complete the sentence by adding one of the word parts to the incomplete word.

1. One should never wh\_\_\_\_\_ to get his way.

om            ine            en

2. The red sh\_\_\_\_\_ was used for a playhouse.

ook            ad            ed

3. A bicycle can be ridden on a pa\_\_\_\_\_.

th            sh            ch

4. "Sh\_\_\_\_\_ your shoes," said John.

ip            ell            ine

5. Ranchers sh\_\_\_\_\_ wool from sheep at least once a year.

ap            ear            op

6. A farmer used his hoe to ch\_\_\_\_\_ weeds.

ep            ap            op

7. The diver was caught in a giant sh\_\_\_\_\_.

ale            ell            ed

8. Eagles ch\_\_\_\_\_ mice and snakes for food.

oose            alk            ap

Score




# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 088

DIRECTIONS: Complete the sentence by adding one of the word parts to the incomplete word.

1. One should never whINE to get his way.

om            ine            en

2. The red shED was used for a playhouse.

ook            ad            ed

3. A bicycle can be ridden on a paTH.

th            sh            ch

4. "ShINE your shoes," said John.

ip            ell            ine

5. Ranchers shEAR wool from sheep at least once a year.

ap            ear            op

6. A farmer used his hoe to chOP weeds.

ep            ap            op

7. The diver was caught in a giant shELL.

ale            ell            ed

8. Eagles chOOSE mice and snakes for food.

oose            alk            ap

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 089

DIRECTIONS: Each sentence below contains one word with a consonant blend at the beginning. Copy the word on the blank after the sentence.

1. Don't smack little John.

\_\_\_\_\_

2. Why did Jim kick the stool.

\_\_\_\_\_

3. Mmmm, I smell good food cooking.

\_\_\_\_\_

4. I like my crib.

\_\_\_\_\_

5. Jim did trip over his big feet.

\_\_\_\_\_

6. I will plant a new seed.

\_\_\_\_\_

7. Jim is not stupid, just lazy.

\_\_\_\_\_

8. Did you see the ugly flower?

\_\_\_\_\_

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 089

DIRECTIONS: Each sentence below contains one word with a consonant blend at the beginning. Copy the word on the blank after the sentence.

1. Don't smack little John.

SMACK

2. Why did Jim kick the stool.

STOOL

3. Mmmm, I smell good food cooking.

SMELL

4. I like my crib.

CRIB

5. Jim did trip over his big feet.

TRIP

6. I will plant a new seed.

PLANT

7. Jim is not stupid, just lazy.

STUPID

8. Did you see the ugly flower?

FLOWER

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **098**

DIRECTIONS: Choose a word that completes the rhyme and write the word in the blank.

Jim is so tall. It makes it easy for him to play _____.	darts ball swing
For this animal you will have to dig. It is called a _____.	prune apple pig
The cat hit the rat with a _____.	log dog bat
Watch out for the log. It will roll on the _____.	cat dog rat
Jake hit the snake with a _____.	hake rake bake

Score


140

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **098**

DIRECTIONS: Choose a word that completes the rhyme and write the word in the blank.

Jim is so tall. It makes it easy for him to play <u>Ball</u> .	darts ball swing
For this animal you will have to dig. It is called a <u>Pig</u> .	prune apple pig
The cat hit the rat with a <u>BAT</u> .	log dog bat
Watch out for the log. It will roll on the <u>Doc</u> .	cat dog rat
Jake hit the snake with a <u>RAKE</u> .	hake rake bake

Score

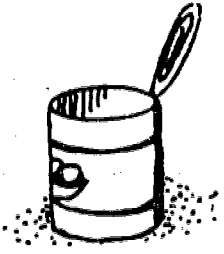
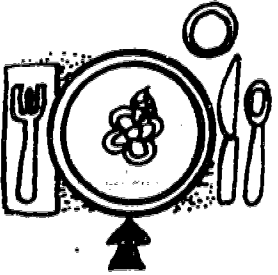
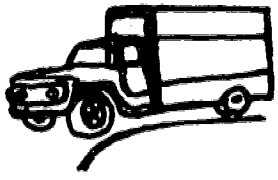
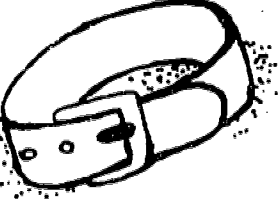

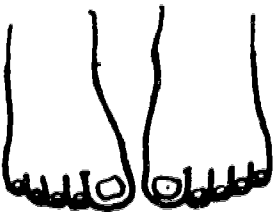
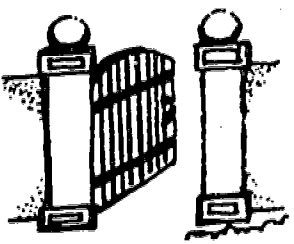
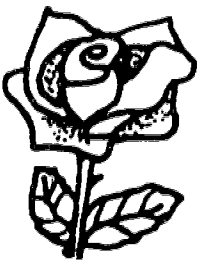
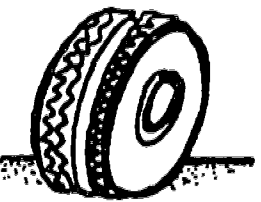

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **099**

DIRECTIONS: Circle the word that names the picture.

<p>1.</p>  <p>man      can      tack</p>	<p>2.</p>  <p>dish      fish      wash</p>	<p>3.</p>  <p>stuck      lock      truck</p>
<p>4.</p>  <p>felt      belt      meat</p>	<p>5.</p>  <p>rock      mate      sock</p>	<p>6.</p>  <p>beef      feet      neat</p>
<p>7.</p>  <p>gate      late      game</p>	<p>8.</p>  <p>nose      poem      rose</p>	<p>9.</p>  <p>fine      wire      tire</p>

Score


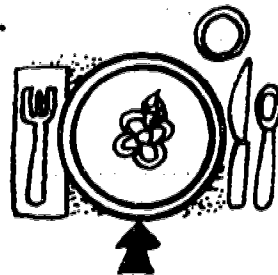
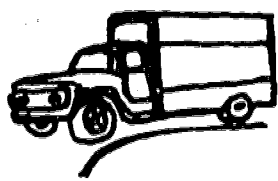
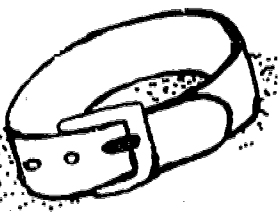

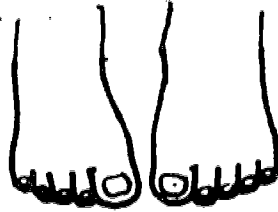
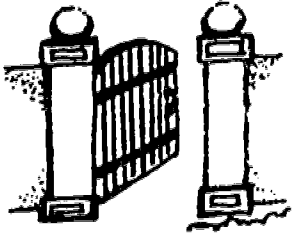
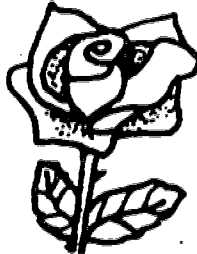
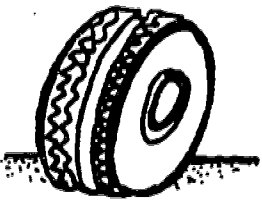
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 099

DIRECTIONS: Circle the word that names the picture.

1.  man <b>can</b> tack dish fish wash	2.  stuck lock <b>truck</b>	3. 
4.  felt <b>belt</b> meat	5.  rock mate <b>sock</b>	6.  beef <b>feet</b> neat
7.  <b>gate</b> late game	8.  nose poem <b>rose</b>	9.  fine wire <b>tire</b>

Score

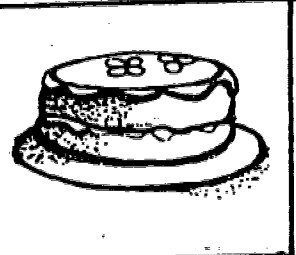
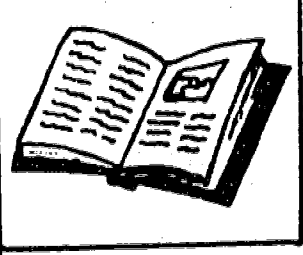
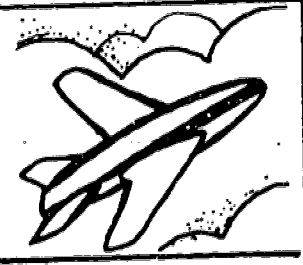
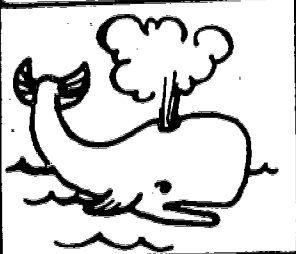
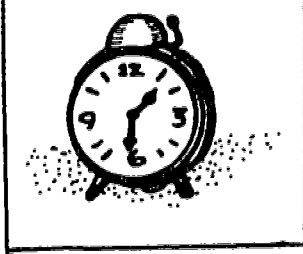
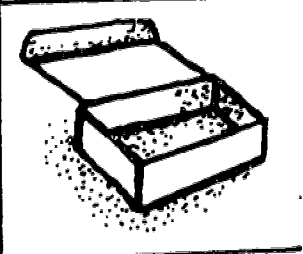
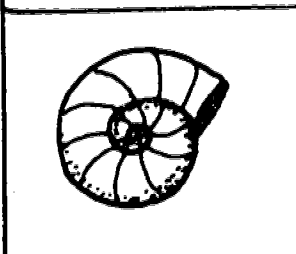
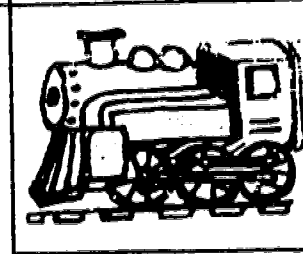
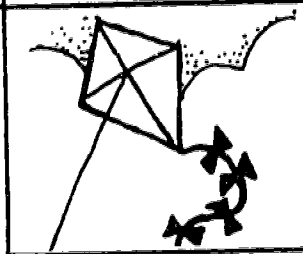
# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**101**

DIRECTIONS: Write the letter or letters to complete the word that names the picture.

ow 1		s t c		r b x		pl cl st
	__ake		__ook		__ane	
ow 2		sh th wh		sl cl pl		t r b
	__ale		__ock		__ox	
ow 3		sh th cl		tr sr br		s k v
	__ell		__ain		__ite	

Score




# THE PCRS

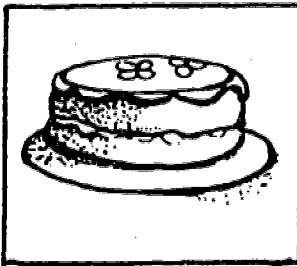
POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

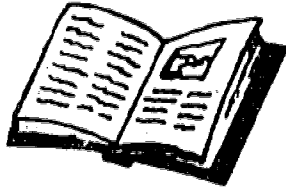
**.101**

DIRECTIONS: Write the letter or letters to complete the word that names the picture.

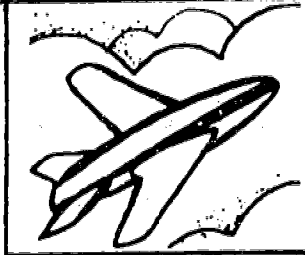
row 1



s  
t  
c



r  
b  
x



pl  
cl  
st

Cake

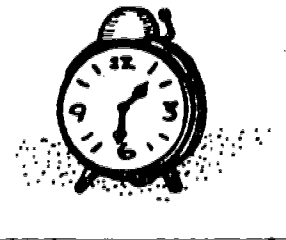
Book

PLane

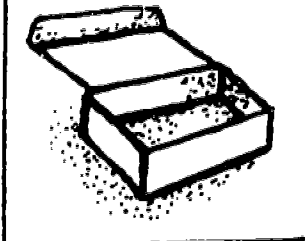
row 2



sh  
th  
wh



sl  
cl  
pl



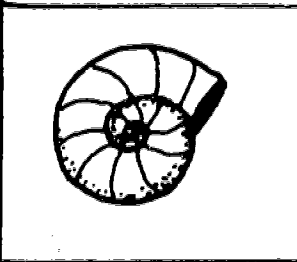
t  
r  
b

Whale

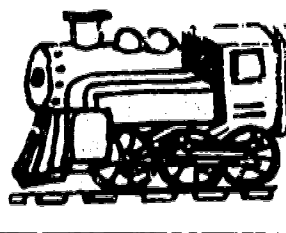
Clock

Box

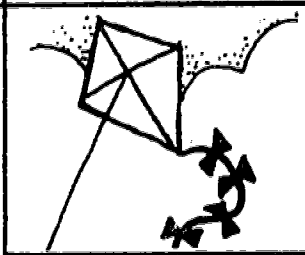
row 3



sh  
th  
cl



tr  
sr  
br



s  
k  
v

SHell

TRain

Kite

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**106**

DIRECTIONS: Look at the letter at the top of each column. Circle the words that have the short vowel sound as that same vowel letter.

A	E	I	O	U
sail	set	Jill	not	trust
can	seed	mile	hope	fuss
Dan	mend	trick	drop	fuse
cane	steal	tip	droop	but
pain	seat	time	no	gum
lake	bell	kit	hop	suit
pan	rest	rink	float	number
pane	team	Jim	coat	ruin

Score

146

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 143

# THE PCRS

POST-TEST

• 106

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Look at the letter at the top of each column. Circle the words that have the short vowel sound as that same vowel letter.

A	E	I	O	U
sail	set	Jill	not	trust
can	seed	mile	hope	fuss
Dan	mend	trick	drop	fuse
cane	steal	tip	droop	but
pain	seat	time	no	gum
lake	bell	kit	hop	suit
pan	rest	rink	float	number
pane	team	Jim	coat	ruin

Score

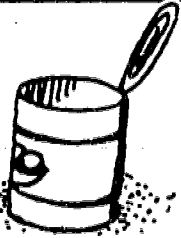


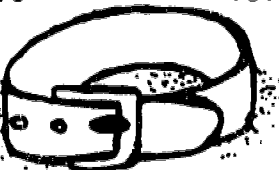
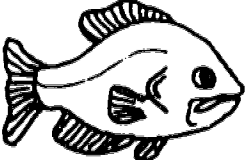
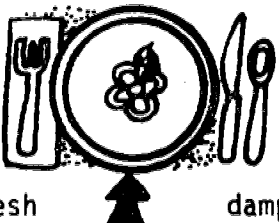
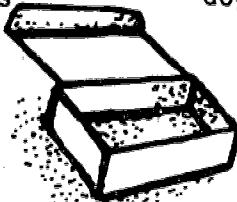

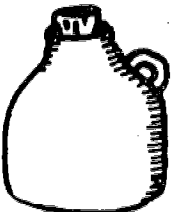
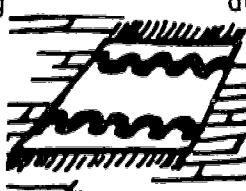



# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**107**

DIRECTIONS: In each box circle the word that names the picture.

Row 1	fan  plant sand	pan  Jan tan	fender  pencil better fresh
Row 2	belt  melt bell	dish  swish fish	desk  fresh damp
Row 3	socks  box fox	pot  got jot	bug  jog jug
Row 4	tug  rug run	clog  flog frog	block  sock clock

Score




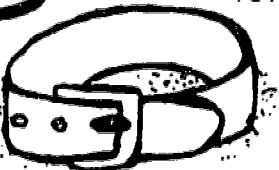
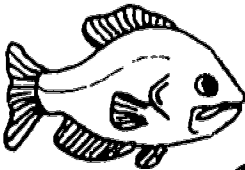

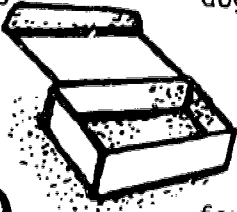

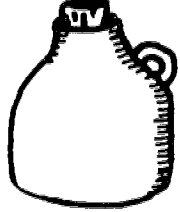
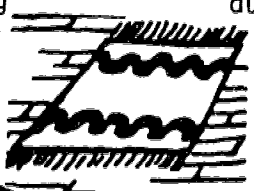


# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

POST-TEST

**107**

DIRECTIONS: In each box circle the word that names the picture.

Row 1	fan  plant sand	can pan  Jan tan	plan fender  better fresh
Row 2	belt  melt bell	felt dish  swish fish	mesh desk  fresh damp
Row 3	socks  box fox	dog pot  got jot	not bug  jog jug
Row 4	tug  rug run	dug clog  flog frog	log block  sock clock

Score

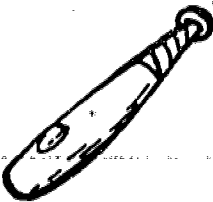



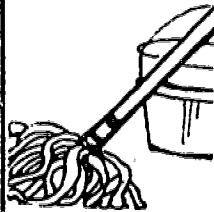
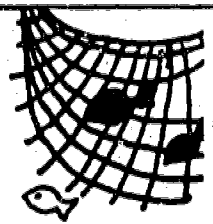
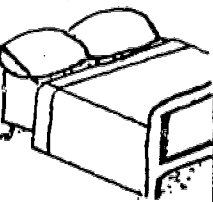




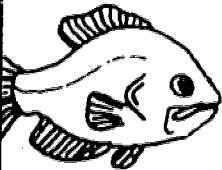





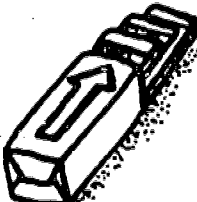




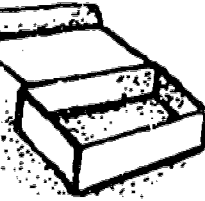
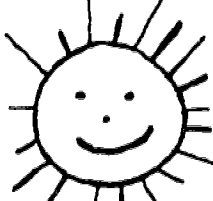
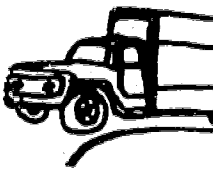
# THE PCRS

POST-TEST

**108**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Look at the vowel at the beginning of each row. Circle the pictures that have the same short vowel sounds.

Row 1	a					
Row 2	e					
Row 3	i					
Row 4	o					
Row 5	u					

Score

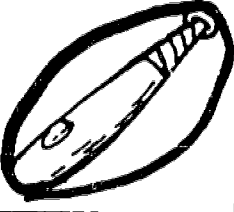

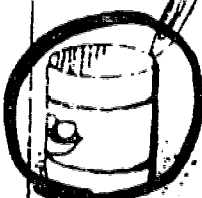

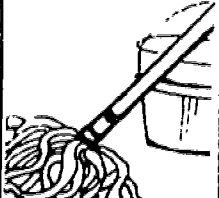
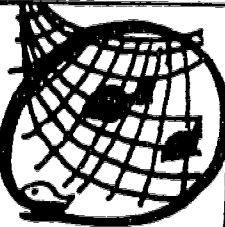
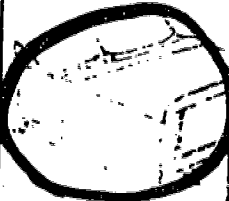


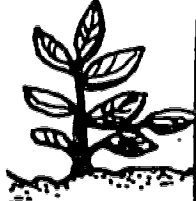
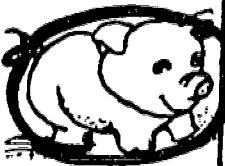
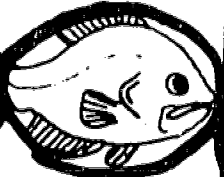





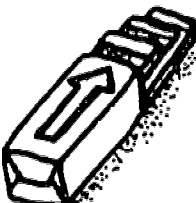
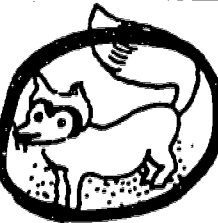
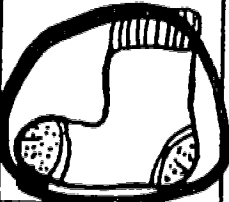
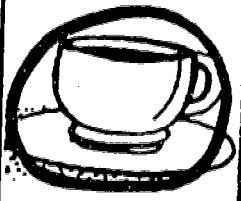

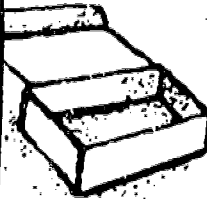
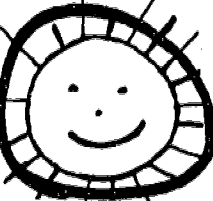
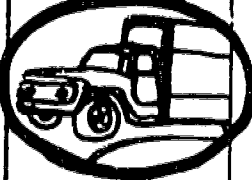
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 108

DIRECTIONS: Look at the vowel at the beginning of each row. Circle the pictures that have the same short vowel sounds.

Row 1	a					
Row 2	e					
Row 3	i					
Row 4	o					
Row 5	u					

Score

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

# 109

DIRECTIONS: Look at the list of words. Make two new real words by changing the vowel.

- |          |       |       |
|----------|-------|-------|
| 1. cut   | _____ | _____ |
| 2. jig   | _____ | _____ |
| 3. bad   | _____ | _____ |
| 4. top   | _____ | _____ |
| 5. sick  | _____ | _____ |
| 6. cap   | _____ | _____ |
| 7. Dick  | _____ | _____ |
| 8. bug   | _____ | _____ |
| 9. hat   | _____ | _____ |
| 10. ball | _____ | _____ |
| 11. pen  | _____ | _____ |
| 12. bid  | _____ | _____ |
| 13. rang | _____ | _____ |
| 14. not  | _____ | _____ |
| 15. lock | _____ | _____ |
| 16. ton  | _____ | _____ |
| 17. mess | _____ | _____ |
| 18. pet  | _____ | _____ |
| 19. him  | _____ | _____ |
| 20. son  | _____ | _____ |

Score





# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

PROBLEM

• 109

DIRECTIONS: Look at the list of words. Make two new real words by changing the vowel.

- |          |             |           |             |
|----------|-------------|-----------|-------------|
| 1. cut   | <u>CAT</u>  |           | <u>COT</u>  |
| 2. jig   | <u>JOG</u>  |           | <u>JUG</u>  |
| 3. bad   | <u>BED</u>  | BID       | <u>BUD</u>  |
| 4. top   | <u>TAP</u>  |           | <u>TIP</u>  |
| 5. sick  | <u>SACK</u> | SOCK      | <u>SUCK</u> |
| 6. cap   | <u>COP</u>  |           | <u>CUP</u>  |
| 7. Dick  | <u>DECK</u> | DOCK      | <u>DUCK</u> |
| 8. bug   | <u>BAG</u>  | BEG BIG   | <u>BOG</u>  |
| 9. hat   | <u>HIT</u>  | HOT       | <u>HUT</u>  |
| 10. ball | <u>BELL</u> | BILL BOLL | <u>BULL</u> |
| 11. pen  | <u>PAN</u>  | PIN       | <u>PUN</u>  |
| 12. bid  | <u>BAD</u>  | BED       | <u>BUD</u>  |
| 13. rang | <u>RING</u> |           | <u>RUNG</u> |
| 14. not  | <u>NET</u>  | NUT       | <u>NIT</u>  |
| 15. lock | <u>LACK</u> | LICK      | <u>LUCK</u> |
| 16. ton  | <u>TAN</u>  | TEN       | <u>TIN</u>  |
| 17. mess | <u>MASS</u> | MISS MOSS | <u>MUSS</u> |
| 18. pet  | <u>PAT</u>  | PIT POT   | <u>POT</u>  |
| 19. him  | <u>HAM</u>  | HEM       | <u>HUM</u>  |
| 20. son  | <u>SIN</u>  |           | <u>SUN</u>  |

• Score


# THE PCRS

POPE-HULL

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**•111**

DIRECTIONS: Circle the word that answers the riddle. "What is it?"

1. You do it with your eyes:  
seem see sweep
2. It is made by a spider.  
web sweep window
3. You wear it on cold days.  
boat clock coat
4. It makes everyone wet.  
train frame rain
5. There is a bird in it.  
rest nest next
6. You put it on a letter to mail.  
stamp tramp steam
7. It is not new.  
cold told old
8. It comes after five.  
six mix sticks

Score

--

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

FOURTH

• 111

DIRECTIONS: Circle the word that answers the riddle. "What is it?"

1. You do it with your eyes.  
    seem    **see**    sweep
2. It is made by a spider.  
    **web**    sweep    window
3. You wear it on cold days.  
    boat    clock    **coat**
4. It makes everyone wet.  
    train    frame    **rain**
5. There is a bird in it.  
    rest    **nest**    next
6. You put it on a letter to mail.  
    **stamp**    tramp    steam
7. It is not new.  
    cold    told    **old**
8. It comes after five.  
    **six**    mix    sticks

Score


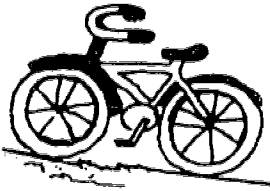
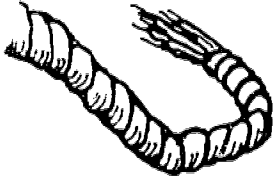
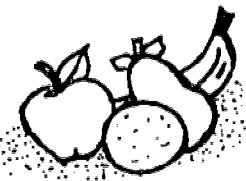
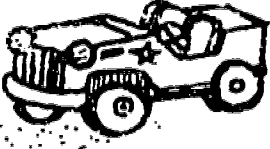

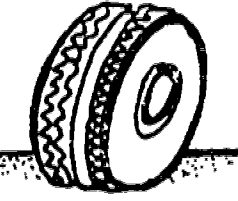

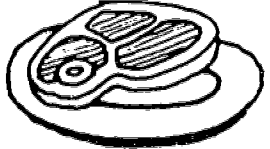
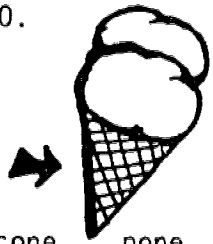
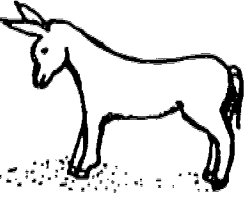


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

•113

DIRECTIONS: In each box, circle the word that names the picture.

<p>1.</p>  <p>cake rake came bike kite fire coat soap rope</p>	<p>2.</p>  <p>bike kite fire coat soap rope</p>	<p>3.</p>  <p>coat soap rope</p>
<p>4.</p>  <p>blue fruit cube steep meat jeep cane case far</p>	<p>5.</p>  <p>steep meat jeep cane case far</p>	<p>6.</p>  <p>cane case far</p>
<p>7.</p>  <p>time fire tire float goat load meat green real</p>	<p>8.</p>  <p>float goat load meat green real</p>	<p>9.</p>  <p>meat green real</p>
<p>10.</p>  <p>cone pone stone mile mule meal tape slate skate</p>	<p>11.</p>  <p>mile mule meal tape slate skate</p>	<p>12.</p>  <p>tape slate skate</p>

Score

# THE PCRS


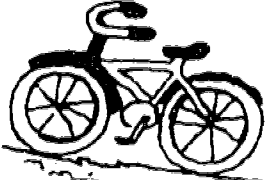
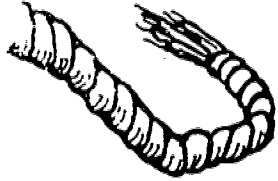
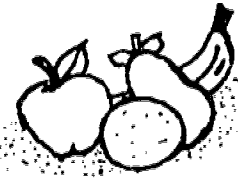


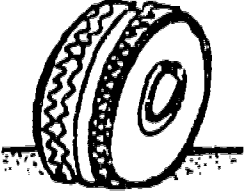

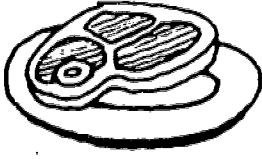

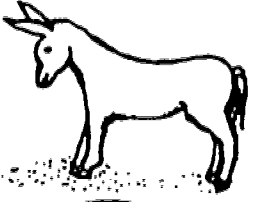

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• 113

DIRECTIONS: In each box, circle the word that names the picture.

<p>1.</p>  <p>cake rake came bike kite fire coat soap rope</p>	<p>2.</p>  <p>bike kite fire</p>	<p>3.</p>  <p>coat soap rope</p>
<p>4.</p>  <p>blue fruit cube steep meat jeep cane case face</p>	<p>5.</p>  <p>steep meat jeep cane</p>	<p>6.</p>  <p>case face</p>
<p>7.</p>  <p>time fire tire float goat load meat green real</p>	<p>8.</p>  <p>float goat load meat</p>	<p>9.</p>  <p>meat green real</p>
<p>10.</p>  <p>cone pone stone mile mule meal tape slate skate</p>	<p>11.</p>  <p>mile mule meal</p>	<p>12.</p>  <p>tape slate skate</p>

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 114

DIRECTIONS: Read each word. Underline the long vowel sounds you hear in each word.

- |            |                |
|------------|----------------|
| 1. fable   | 14. categorize |
| 2. graze   | 15. brighten   |
| 3. frail   | 16. vocal      |
| 4. nation  | 17. rover      |
| 5. weight  | 18. boast      |
| 6. cease   | 19. shoulder   |
| 7. grief   | 20. slope      |
| 8. beneath | 21. brute      |
| 9. breed   | 22. tumor      |
| 10. recent | 23. tow        |
| 11. apply  | 24. rescue     |
| 12. finer  | 25. rule       |
| 13. ice    |                |

Score


158

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 114

DIRECTIONS: Read each word. Underline the long vowel sounds you hear in each word.

- |                     |                         |
|---------------------|-------------------------|
| 1. f <u>a</u> ble   | 14. categor <u>i</u> ze |
| 2. gra <u>a</u> ze  | 15. bright <u>e</u> n   |
| 3. fra <u>i</u> l   | 16. v <u>o</u> cal      |
| 4. nat <u>i</u> on  | 17. r <u>o</u> ver      |
| 5. we <u>i</u> ght  | 18. b <u>o</u> ast      |
| 6. ce <u>a</u> se   | 19. sh <u>o</u> ulder   |
| 7. grie <u>f</u>    | 20. slo <u>p</u> e      |
| 8. be <u>n</u> eath | 21. br <u>u</u> te      |
| 9. br <u>ee</u> d   | 22. tum <u>o</u> r      |
| 10. r <u>e</u> cent | 23. t <u>o</u> w        |
| 11. appl <u>y</u>   | 24. resc <u>ue</u>      |
| 12. f <u>i</u> ner  | 25. r <u>u</u> le       |
| 13. <u>i</u> ce     |                         |

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.115**

DIRECTIONS: Look at each word. Underline each word that has a long vowel sound in it.

Row 1	take	tie	mill	sue	lobe
Row 2	beet	poke	like	cone	child
Row 3	bite	cut	soak	ball	boast
Row 4	rate	tin	Jan	neat	ran
Row 5	teach	rocks	mute	peck	rod
Row 6	might	lane	reel	mob	street
Row 7	so	net	sew	ride	pack
Row 8	rub	meat	pail	dune	mitt

Score


160



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **115**

DIRECTIONS: Look at each word. Underline each word that has a long vowel sound in it.

Row 1	<u>take</u>	<u>tie</u>	mill	<u>sue</u>	<u>lobe</u>
Row 2	<u>beet</u>	<u>poke</u>	<u>like</u>	<u>cone</u>	<u>child</u>
Row 3	<u>bite</u>	cut	<u>soak</u>	ball	<u>boast</u>
Row 4	<u>rate</u>	tin	Jan	<u>neat</u>	ran
Row 5	<u>teach</u>	rocks	<u>mute</u>	peck	rod
Row 6	<u>might</u>	<u>lane</u>	<u>reel</u>	mob	<u>street</u>
Row 7	<u>so</u>	net	<u>sew</u>	<u>ride</u>	pack
Row 8	rub	<u>meat</u>	<u>nail</u>	<u>dune</u>	mitt

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 116

DIRECTIONS: Look at the sentence with the incomplete word. Circle the vowel that will complete the word.

1. Dan thinks a horse is a m\_\_le.  
long u                      short u
2. Our car needs some g\_\_s.  
long a                      short a
3. Do you like to take a tr\_\_p in your car?  
long i                      short i
4. She did not wait to open the b\_\_x.  
long o                      short o
5. The small boy was able to count to t\_\_n .  
long e                      short e
6. The last l\_\_af fell from the tree.  
long e                      short e
7. Cora wants to skip r\_\_pe all day.  
long o                      short o
8. It is past time to take a n\_\_p.  
long a                      short a

Score


162

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

FOCUS

• 116

DIRECTIONS: Look at the sentence with the incomplete word. Circle the vowel that will complete the word.

1. Dan thinks a horse is a m\_\_le.  
    long u                      short u
2. Our car needs some g\_\_s.  
    long a                      short a
3. Do you like to take a tr\_\_p in your car?  
    long i                      short i
4. She did not wait to open the b\_\_x.  
    long o                      short o
5. The small boy was able to count to t\_\_n .  
    long e                      short e
6. The last l\_\_af fell from the tree.  
    long e                      short e
7. Cora wants to skip r\_\_pe all day.  
    long o                      short o
8. It is past time to take a n\_\_p.  
    long a                      short a

Score

--

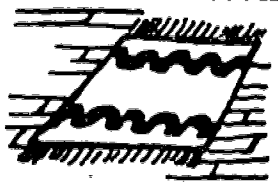



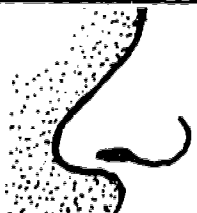
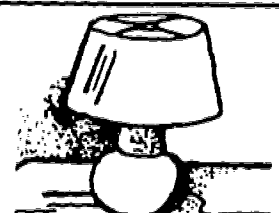
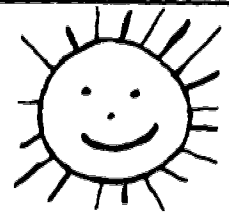


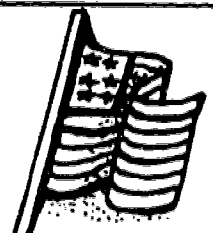
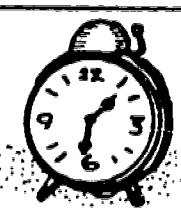
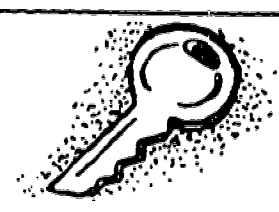
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**.119**

DIRECTIONS: Look at the picture. Say the name of the picture. Listen for the sound of the vowel. Write the vowel on the line below each picture.

 1. _____	 2. _____	 3. _____
 4. _____	 5. _____	 6. _____
 7. _____	 8. _____	 9. _____
 10. _____	 11. _____	 12. _____

Score

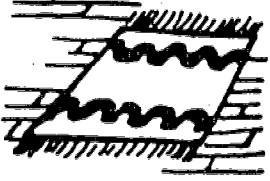




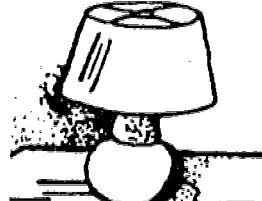
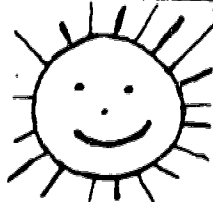


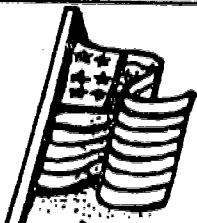
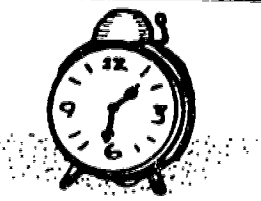


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 119

DIRECTIONS: Look at the picture. Say the name of the picture. Listen for the sound of the vowel. Write the vowel on the line below each picture.

 1. <u>U</u>	 2. <u>A</u>	 3. <u>E</u>
 4. <u>I</u>	 5. <u>O</u>	 6. <u>A</u>
 7. <u>U</u>	 8. <u>O</u>	 9. <u>I</u>
 10. <u>A</u>	 11. <u>O</u>	 12. <u>E</u>

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **120**

DIRECTIONS: Circle the word that completes each sentence.

1. Dad will \_\_\_\_\_ us to the circus.  
(a) bake            (b) train            (c) take
  
2. The \_\_\_\_\_ did not move.  
(a) rule            (b) mule            (c) tool
  
3. Jim \_\_\_\_\_ Dean in the race.  
(a) beat            (b) beet            (c) seat
  
4. Rose gave the dog a \_\_\_\_\_.  
(a) tone            (b) bone            (c) boat
  
5. Ron wore a big wide \_\_\_\_\_.  
(a) lie            (b) time            (c) tie
  
6. Ruth looked out her window and saw a \_\_\_\_\_.  
(a) gate            (b) lame            (c) late
  
7. Fat Elbert will get up almost any time to go \_\_\_\_\_.  
(a) right            (b) eat            (c) reach

Score


166

# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• 120

DIRECTIONS: Circle the word that completes each sentence.

1. Dad will \_\_\_\_\_ us to the circus.  
(a) bake            (b) train            (c) **take**
2. The \_\_\_\_\_ did not move.  
(a) rule            (b) **mule**            (c) tool
3. Jim \_\_\_\_\_ Dean in the race.  
(a) **beat**            (b) beet            (c) seat
4. Rose gave the dog a \_\_\_\_\_.  
(a) tone            (b) **bone**            (c) boat
5. Ron wore a big wide \_\_\_\_\_.  
(a) lie            (b) time            (c) **tie**
6. Ruth looked out her window and saw a \_\_\_\_\_.  
(a) **gate**            (b) lame            (c) late
7. Fat Elbert will get up almost any time to go \_\_\_\_\_.  
(a) right            (b) **eat**            (c) reach

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 122

DIRECTIONS: Read the vowel name before each sentence. Then read the sentence. Underline each word that has the same vowel sound as is written before each sentence.

- (long u) 1. The cute little girl blushed when I saw her use the lipstick.
- (short o) 2. Monk shoved the rocks in his pockets.
- (long i) 3. Lila likes to wipe the dishes but not the frying pan.
- (short e) 4. Jed let his pet hen peck at all the feed.
- (long a) 5. Nate and Jane will take the baby to Grandma's.
- (short u) 6. He said he felt snug as a bug in a rug.
- (long o) 7. He wanted to load the goat on the boat but the old goat wouldn't go.
- (short i) 8. Jim's sister will sit by Tiny Tim.
- (long e) 9. We eat red beets and yellow beans.
- (short a) 10. The rat ran past the trap right to the cat.

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 122

DIRECTIONS: Read the vowel name before each sentence. Then read the sentence. Underline each word that has the same vowel sound as is written before each sentence.

- (long u) 1. The cute little girl blushed when I saw her use the lipstick.
- (short o) 2. Monk shoved the rocks in his pockets.
- (long i) 3. Lila likes to wipe the dishes but not the frying pan.
- (short e) 4. Jed let his pet hen peck at all the feed.
- (long a) 5. Nate and Jane will take the baby to Grandma's.
- (short u) 6. He said he felt snug as a bug in a rug.
- (long o) 7. He wanted to load the goat on the boat but the old goat wouldn't go.
- (short i) 8. Jim's sister will sit by Tiny Tim.
- (long e) 9. We eat red beets and yellow beans.
- (short a) 10. The rat ran past the trap right to the cat.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 123

DIRECTIONS: Circle the word that completes each sentence.

1. The horse was gentle and \_\_\_\_\_.  
same                      tame                      late
2. Ron went to \_\_\_\_\_ the letter.  
pail                      chain                      mail
3. He took a big \_\_\_\_\_ from the ice-cream cone.  
bite                      bike                      kite
4. The balloon had a large \_\_\_\_\_ in it.  
mole                      hole                      hope
5. Mother sliced the \_\_\_\_\_ for lunch.  
seat                      heat                      meat
6. The hot brown \_\_\_\_\_ was good to eat.  
toad                      toast                      coast
7. Tom was \_\_\_\_\_ for school.  
bake                      rate                      late

Score


170

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 123

DIRECTIONS: Circle the word that completes each sentence.

1. The horse was gentle and \_\_\_\_\_.  
same      **tame**      late
2. Ron went to \_\_\_\_\_ the letter.  
pail      chain      **mail**
3. He took a big \_\_\_\_\_ from the ice-cream cone.  
**bite**      bike      kite
4. The balloon had a large \_\_\_\_\_ in it.  
moie      **hole**      hope
5. Mother sliced the \_\_\_\_\_ for lunch.  
seat      heat      **meat**
6. The hot brown \_\_\_\_\_ was good to eat.  
toad      **toast**      coast
7. Tom was \_\_\_\_\_ for school.  
bake      rate      **late**

Score

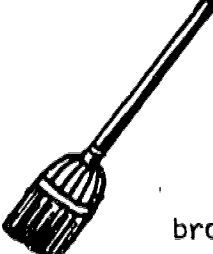
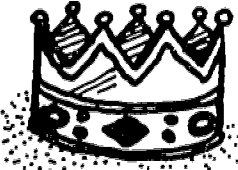

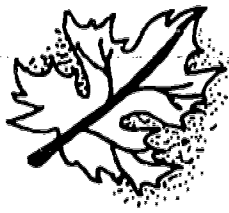
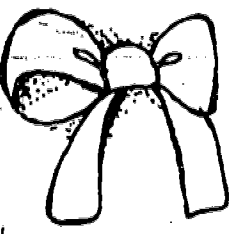
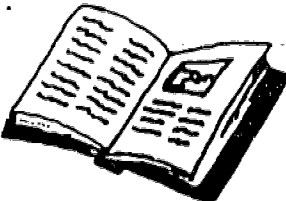


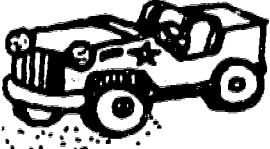
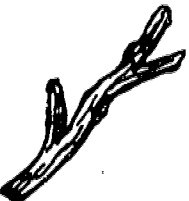

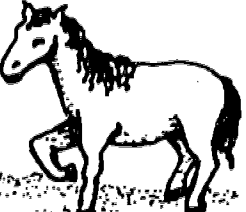

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.129**

DIRECTIONS: Draw a circle around the word that names each picture.

1.  broom      brown	2.  cried      crown	3.  chain      cheer
4.  leaf      loaf	5.  sew      bow	6.  bowl      book
7.  pea      pie	8.  pail      pool	9.  jip      jeep
10.  stack      stick	11.  glass      grass	12.  house      horse

Score

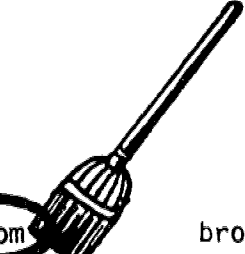
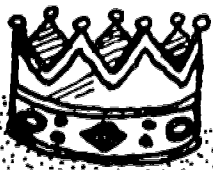


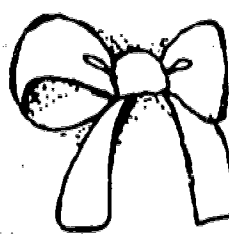


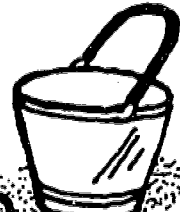

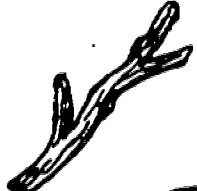

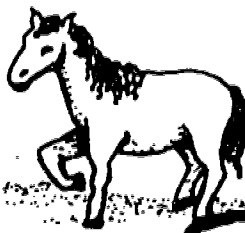

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.129**

DIRECTIONS: Draw a circle around the word that names each picture.

1.  broom brown cried crown chain cheer	2.  cried crown chain cheer	3.  cried crown chain cheer
4.  leaf loaf sew bow bowl book	5.  sew bow bowl book	6.  sew bow bowl book
7.  pea pie pail pool jip jeep	8.  pea pie pail pool jip jeep	9.  pea pie pail pool jip jeep
10.  stack stick glass grass house horse	11.  stack stick glass grass house horse	12.  stack stick glass grass house horse

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•130

## DIRECTIONS:

Read the words in Column B.  
Then check to see if a Column A word has the same vowel sound.  
Place the Column B word number beside its match in Column A.

Column A	Column B
1. voice _____	1. said
2. train _____	2. brake
3. three _____	3. toy
4. law _____	4. moon
5. broom _____	5. dream
6. owl _____	6. bowl
7. coat _____	7. bought
8. head _____	8. ouch
9. bed _____	

Score


# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• 130

## DIRECTIONS:

Read the words in Column B.  
Then check to see if a Column A word has the same vowel sound.  
Place the Column B word number beside its match in Column A.

Column A		Column B
1. voice	<u>3</u>	1. said
2. train	<u>2</u>	2. brake
3. three	<u>5</u>	3. toy
4. law	<u>7</u>	4. moon
5. broom	<u>4</u>	5. dream
6. owl	<u>8</u>	6. bowl
7. coat	<u>6</u>	7. bought
8. head	<u>1</u>	8. ouch
9. bed	<u>1</u>	

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•131

DIRECTIONS: Complete the unfinished word at the end of each sentence to make sense with the sentence. You may choose from the following vowel combinations:  
-oo, -ea, -aw, -ai, -ow, -ou, -oo, -ew, -ee

1. The small puppy was barking in the \_\_\_\_\_. h\_\_se
2. We fed some \_\_\_\_\_ to the horse. gr\_\_n
3. The football rolled into the \_\_\_\_\_. str\_\_t
4. The \_\_\_\_\_ of the singer was very high. v\_\_ce
5. The little girl did not know how to \_\_\_\_\_ a ball. thr\_\_
6. We went fishing in the \_\_\_\_\_. str\_\_m
7. Dad told us to \_\_\_\_\_ our food well. ch\_\_
8. Mom was using a \_\_\_\_\_ to sew the dress. n\_\_dle
9. Mother made \_\_\_\_\_ for dinner. st\_\_
10. We used a \_\_\_\_\_ to lift the car. h\_\_st

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

100-1151  
• 131

DIRECTIONS: Complete the unfinished word at the end of each sentence to make sense with the sentence. You may choose from the following vowel combinations:  
-oo, -ea, -aw, -ai, -ow, -ou, -oo, -ew, -ee

1. The small puppy was barking in the \_\_\_\_\_ . house
2. We fed some \_\_\_\_\_ to the horse. grain
3. The football rolled into the \_\_\_\_\_ . street
4. The \_\_\_\_\_ of the singer was very high. voice
5. The little girl did not know how to \_\_\_\_\_ a ball. throw
6. We went fishing in the \_\_\_\_\_ . stream
7. Dad told us to \_\_\_\_\_ our food well. chew
8. Mom was using a \_\_\_\_\_ to sew the dress. needle
9. Mother made \_\_\_\_\_ for dinner. stew
10. We used a \_\_\_\_\_ to lift the car. hoist

Score


# THE PCRS

POST-TEST

•132

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Read the following sentences. Circle or underline all the words that contain vowel combinations.

Example: Dad did not want us to shout when we talked.

1. We were told not to run in the house.
2. The old boat had a hole in it.
3. The truck made a strange noise.
4. Do not swim in deep water.
5. It took us a long time to walk home.
6. The farmer used to plow on his land.
7. The church was very clean inside.
8. He was not ready when it was time to leave so he had to stay behind.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**.132**

DIRECTIONS: Read the following sentences. Circle all the words that contain vowel combinations.

Example: Dad did not want us to shout when we talked.

1. We were told not to run in the house.
2. The old boat had a hole in it.
3. The truck made a strange noise.
4. Do not swim in deep water.
5. It took us a long time to walk home.
6. The farmer used to plow on his land.
7. The church was very clean inside.
8. He was not ready when it was time to leave so he had to stay behind.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **133**  
3

DIRECTIONS: Read the sentences. Fill in the blanks with the right word.

---

green	team	noise	proud
loud	toy	blow	neat
paw	drain	news	toast

---

1. John was happy to make the baseball \_\_\_\_\_.
2. We usually eat \_\_\_\_\_ in the morning.
3. He felt \_\_\_\_\_ when he hit the home run.
4. The dirty water went down the \_\_\_\_\_.
5. The cat sat there licking his \_\_\_\_\_.
6. The chair made a loud \_\_\_\_\_ when it fell over.
7. Mary always hung up her clothes and put things in their proper place so her room was always \_\_\_\_\_.
8. We could feel the wind \_\_\_\_\_ through the house.
9. Spring in Nebraska is always welcome when the trees suddenly turn \_\_\_\_\_.
10. We listen to the local and national \_\_\_\_\_ at 6:00 p.m.

Score


180

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST TEST  
• 133  
3

DIRECTIONS: Read the sentences. Fill in the blanks with the right word.

---

green	team	noise	proud
loud	toy	blow	neat
paw	drain	news	toast

---

1. John was happy to make the baseball TEAM.
2. We usually eat TOAST in the morning.
3. He felt PROUD when he hit the home run.
4. The dirty water went down the DRAIN.
5. The cat sat there licking his PAWS.
6. The chair made a loud NOISE when it fell over.
7. Mary always hung up her clothes and put things in their proper place so her room was always NEAT.
8. We could feel the wind BLOW through the house.
9. Spring in Nebraska is always welcome when the trees suddenly turn GREEN.
10. We listen to the local and national NEWS at 6:00 p.m.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**133**  
4

DIRECTIONS: Choose a word from the list below to complete each sentence.

annoyed  
auction  
moist  
fierce

choice  
thief  
neighbor  
doily

employ  
taught  
height  
royal

1. Her \_\_\_\_\_ is a friendly person.
2. How many persons does the factory \_\_\_\_\_?
3. The student teacher \_\_\_\_\_ a lesson.
4. What is the \_\_\_\_\_ of the room?
5. The lion gave a \_\_\_\_\_ growl.
6. There was a \_\_\_\_\_ on the bureau.
7. Who is your \_\_\_\_\_ for mayor?
8. Emily found several bargains at the \_\_\_\_\_.
9. Dad was \_\_\_\_\_ by the dented fender.
10. His \_\_\_\_\_ highness entered the palace.

Score


# THE PCRS

POS: TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **133**  
4

DIRECTIONS: Choose a word from the list below to complete each sentence.

annoyed  
auction  
moist  
fierce

choice  
thief  
neighbor  
dolly

employ  
taught  
height  
royal

1. Her NEIGHBOR is a friendly person.
2. How many persons does the factory EMPLOY ?
3. The student teacher TAUGHT a lesson.
4. What is the HEIGHT of the room?
5. The lion gave a FIERCE growl.
6. There was a DOLLY on the bureau.
7. Who is your CHOICE for mayor?
8. Emily found several bargains at the AUCTION.
9. Dad was ANNOYED by the dented fender.
10. His ROYAL highness entered the palace.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **135**

DIRECTIONS: Say each of the words on the list below out loud to your teacher.

- |                    |                      |
|--------------------|----------------------|
| 1. owl - glow      | 10. neither - either |
| 2. train - refrain | 11. ploy - Troy      |
| 3. boil - toil     | 12. beat - neat      |
| 4. cried - fried   | 13. louse - grouse   |
| 5. law - slaw      | 15. moat - gloat     |
| 6. tray - flay     | 16. food - good      |
| 7. crew - shrew    | 17. guy - buy        |
| 8. green - sleeve  | 18. fruit - gruit    |
| 9. blue - true     | 19. they - key       |

Score


184



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

**.135**

DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some are not real words.

- |                    |                      |
|--------------------|----------------------|
| 1. owl - glow      | 10. neither - either |
| 2. train - refrain | 11. ploy - Troy      |
| 3. boil - toil     | 12. beat - neat      |
| 4. cried - fried   | 13. louse - grouse   |
| 5. law - slaw      | 15. moat - gloat     |
| 6. tray - flay     | 16. food - good      |
| 7. crew - shrew    | 17. guy - buy        |
| 8. green - sleeve  | 18. fruit - gruit    |
| 9. blue - true     | 19. they - key       |

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•142

DIRECTIONS: Draw a line through all of the silent consonants in each of the words listed below.

1. wrench
2. rhythm
3. numb
4. gnat
5. clutch
6. fight
7. badge
8. knot

Score


186

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**•142**

DIRECTIONS: Draw a line through all of the silent consonants in each of the words listed below.

1. ~~X~~rench
2. r~~h~~ythm
3. num~~X~~
4. ~~X~~nat
5. clu~~X~~ch
6. fi~~X~~t
7. ba~~X~~ge
8. ~~X~~not

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**•143**

DIRECTIONS: Draw a line through the vowels that you do not hear in these words

1. meet
2. train
3. throat
4. tried
5. cheaper
6. grow
7. hoe
8. blue
9. either
10. play

Score

188

# THE PCRS

POST TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

. 143

DIRECTIONS: Draw a line through the vowels that you do not hear in these words

1. me~~l~~t
2. tra~~n~~
3. thro~~x~~t
4. tri~~d~~
5. che~~r~~ber
6. grow
7. ho~~x~~
8. blu~~x~~
9. e~~x~~ther
10. pla~~x~~

Score

--

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 144

DIRECTIONS: Choose a word from the list of words below that makes sense with each incomplete sentence. Write it in the blank space.

---

night    bug    latch    rhythm    top    crumb    bird    gnat  
badge    lock    knot    shoe    wren    line    limb    bone  
sign    branch

---

1. We did not see the stop \_\_\_\_\_.
2. Can you hear the \_\_\_\_\_ singing?
3. The \_\_\_\_\_ on the barn door was broken.
4. The policeman has a \_\_\_\_\_ on his hat.
5. The \_\_\_\_\_ on the tree was broken by the wind.
6. Do you know how to tie a \_\_\_\_\_?
7. Can you dance to the \_\_\_\_\_ of the drum?
3. We did not leave one \_\_\_\_\_ on our plates.

Score

_____
-------

# THE PCRS

PCRS 1111

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 144

DIRECTIONS: Choose a word from the list of words below that makes sense with each incomplete sentence. Write it in the blank space.

---

night    bug    latch    rhythm    top    crumb    bird    gnat  
badge    lock    knot    shoe    wren    line    limb    branch  
sign    branch

---

1. We did not see the stop SIGN.
2. Can you hear the WREN singing?
3. The LATCH on the barn door was broken.
4. The policeman has a BADGE on his hat.
5. The limb on the tree was broken by the wind.
6. Do you know how to tie a KNOT?
7. Can you dance to the RHYTHM of the drum?
8. We did not leave one CRUMB on our plates.

Score

--

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **153**

DIRECTIONS: Look at the key word in each row. Circle all the words in each row that have the same vowel sound you hear in the key word.

1. thorn	thirst	fort	mark	pork
2. stalk	work	walk	stall	star
3. start	mark	shirt	short	stall
4. shirt	her	hurt	here	short
5. form	from	horn	true	corn
6. hall	bell	walk	naw	malt
7. fur	true	her	ourr	shirt
8. jerk	sell	ball	curve	perch

Score




DIRECTIONS: Look at the key word in each row. Circle all the words in each row that have the same vowel sound you hear in the key word.

1. thorn	thirst	fort	nark	nork
2. stalk	work	walk	stall	star
3. start	mark	shirt	short	stall
4. shirt	her	hurt	here	short
5. form	from	horn	true	corn
6. hall	bell	walk	naw	malt
7. fur	true	her	ourr	shirt
8. jerk	sell	ball	curve	perch

Score

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 154

DIRECTIONS: Draw a circle around each controlled vowel in the words below.  
The first one is done for you.

s t a r t

c a r p e t

s k i r t

c h i r p e d

b a r b e r

h o r r o r

s t o r y

p u r p l e

s t i r r i n g

p e r f o r m

t e r r o r

f u r n i t u r e

Score


194

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
• 154

DIRECTIONS: Draw a circle around each controlled vowel in the words below.  
The first one is done for you.

s t a r t

c a r p e t

s k i r t

c h i r p e d

b a r b e r

h o r r o r

s t o r y

p u r p l e

s t i r r i n g

p e r f o r m

t e r r o r

f u r n i t u r e

Score


# THE PCRS

POST-TEST

• 155

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTION: Add the letter r, l, or w to the incomplete word so that it makes sense in the sentence. Write the complete word in the blank space.

1. I can use a knife and \_\_\_\_\_ when I eat. fo k
2. Mom told Mary to wear her new \_\_\_\_\_. ski t
3. The \_\_\_\_\_ on the cat's feet were sharp. cla s
4. The \_\_\_\_\_ on the tree was falling off. ba k
5. Our teacher told us not to run in the \_\_\_\_\_. ha l
6. There were many \_\_\_\_\_ in the road. cu ves
7. Sally was wearing a red \_\_\_\_\_. sha l
8. The birds flew swiftly over the \_\_\_\_\_. sho e
9. The windows were covered by old \_\_\_\_\_. cu tains
10. The men stood around in a \_\_\_\_\_. ci cle

Score


# THE PCRS

PO, I - 11, 1

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 155

DIRECTION: Add the letter r, l, or w to the incomplete word so that it makes sense in the sentence. Write the complete word in the blank space.

1. I can use a knife and FORK when I eat. fork
2. Mom told Mary to wear her new SKIRT. skirt
3. The CLAWS on the cat's feet were sharp. claws
4. The BARK on the tree was falling off. bark
5. Our teacher told us not to run in the HALL. hall
6. There were many CURVES in the road. curves
7. Sally was wearing a red SHAWL. shawl
8. The birds flew swiftly over the SHORE. shore
9. The windows were covered by old CURTAINS. curtains
10. The men stood around in a CIRCLE. circle

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **156**

DIRECTIONS: Choose one of the words listed below to make sense with each incomplete sentence. Write it in the blank space.

---

fork	hurt	sell	corn
halt	jar	dirt	start
horse	card	stalk	malt

---

1. Don \_\_\_\_\_ his knee when he fell down.
2. I could not open the lid on the \_\_\_\_\_.
3. I had a spoon but not a \_\_\_\_\_.
4. The \_\_\_\_\_ was eating some hay.
5. I think that I am going to \_\_\_\_\_ my bike.
6. The old car can not \_\_\_\_\_ any more.
7. All the little kids were playing in the \_\_\_\_\_.
8. Every year we go to the farm to buy some \_\_\_\_\_.

Score

--

198

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 156

DIRECTIONS: Choose one of the words listed below to make sense with each incomplete sentence. Write it in the blank space.

---

fork	hurt	sell	corn
halt	jar	dirt	start
horse	card	stalk	malt

---

1. Don HURT his knee when he fell down.
2. I could not open the lid on the JAR.
3. I had a spoon but not a FORK.
4. The HORSE was eating some hay.
5. I think that I am going to SELL my bike.
6. The old car can not START any more.
7. All the little kids were playing in the DIRT.
8. Every year we go to the farm to buy some CORN.

Score

# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

•157

DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some of the words are not real words.

1. storm
2. darb
3. turl
4. salt
5. hort
6. dalt
7. nall
8. lert
9. skirt
10. faw

Score


200



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

•157

DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some of the words are not real words.

1. storm
2. darb
3. turl
4. salt
5. hort
6. dalt
7. nall
8. lert
9. skirt
10. faw

Score


# THE PCRS

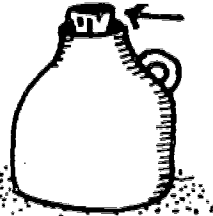





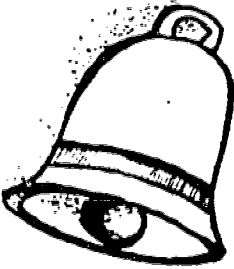
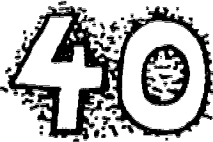

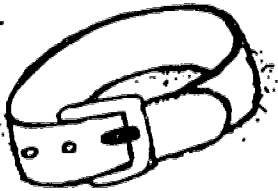

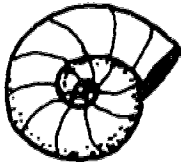
POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**158**

DIRECTIONS: Look at the pictures below. Write the controlled vowel that you hear in each box.

el    al    ir    ur    er    or    ar

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

Score


# THE PCRS

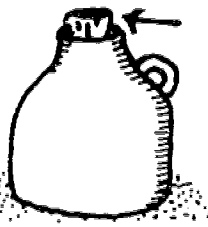

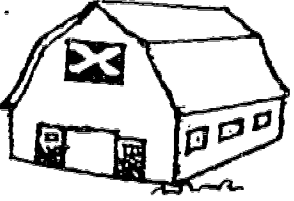



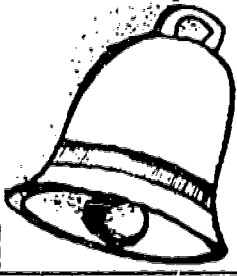

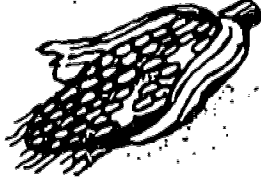
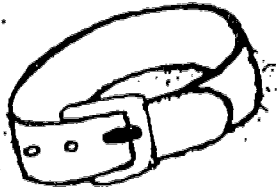

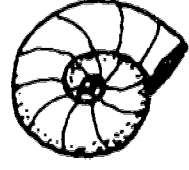
POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•158

DIRECTIONS: Look at the pictures below. Write the controlled vowel that you hear in each box.

el al ir ur er or ar

1. 	2. 	3. 
OR	UR	AR
4. 	5. 	6. 
AR	IR	UR
7. 	8. 	9. 
EL	OR	OR
10. 	11. 	12. 
EL	OR	EL

Score

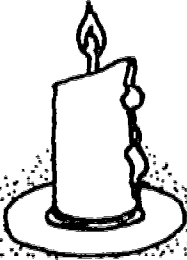
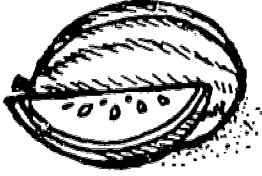
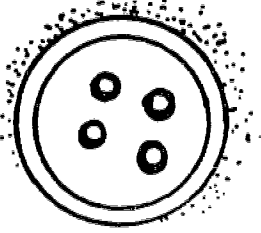

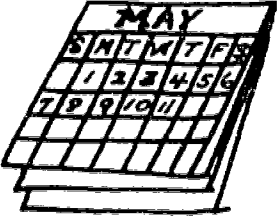
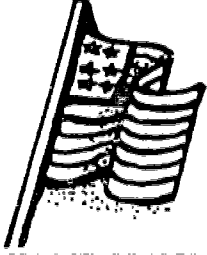
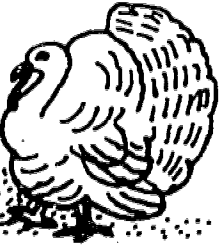

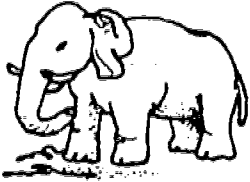
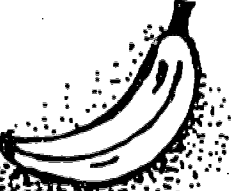
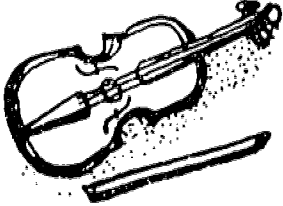
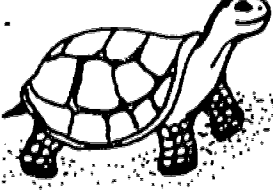
# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•165

DIRECTIONS: Say the name of each picture to yourself. How many syllables do you hear? Write the number in the box.

1. 	2. 	3. 
4. 	5. 	6. 
7. 	8. 	9. 
10. 	11. 	12. 

Score

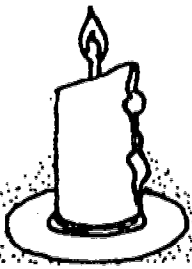
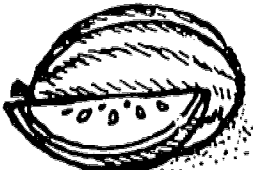
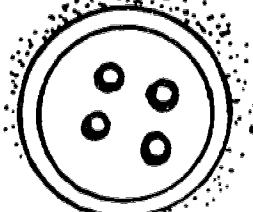

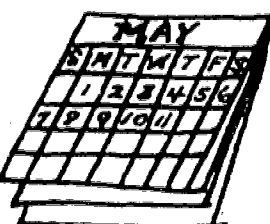
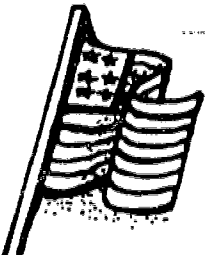



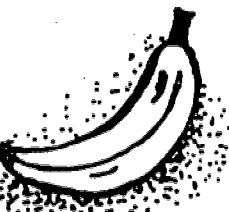
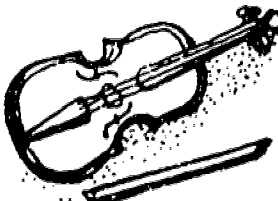
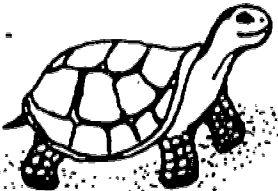
# THE PCRS

POST-1951

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•165

DIRECTIONS: Say the name of each picture to yourself. How many syllables do you hear? Write the number in the box.

1.  2	2.  4	3.  2
4.  3	5.  3	6.  1
7.  2	8.  1	9.  3
10.  3	11.  3	12.  2

Score

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•166

DIRECTIONS: Add a syllable from Column B to a syllable in Column A to form a real word.

COLUMN A

COLUMN B

1. pud \_\_\_\_\_
2. mo \_\_\_\_\_
3. num \_\_\_\_\_
4. fin \_\_\_\_\_
5. tar \_\_\_\_\_
6. sup \_\_\_\_\_
7. ta \_\_\_\_\_
8. be \_\_\_\_\_
9. ma \_\_\_\_\_
10. bl ak \_\_\_\_\_

- ger  
et  
fore  
ble  
per  
ment  
dle  
get  
jor  
ber

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•166

DIRECTIONS: Add a syllable from Column B to a syllable in Column A to form a real word.

<u>COLUMN A</u>	<u>COLUMN B</u>
1. pud <u>dle</u>	ger
2. mo <u>ment</u>	et
3. num <u>ber</u>	fore
4. fing <u>er</u>	ble
5. tar <u>get</u>	per
6. sup <u>per</u>	ment
7. ta <u>ble</u>	dle
8. be <u>fore</u>	get
9. ma <u>job</u>	jor
10. blank <u>et</u>	ber

Score


# THE PCRS

POST-TFST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**•167**

DIRECTIONS: Say each of the words listed below to yourself. Write the number of syllables you hear in each word on the line after each word.

1. broken \_\_\_\_\_
2. place \_\_\_\_\_
3. statement \_\_\_\_\_
4. vacation \_\_\_\_\_
5. first \_\_\_\_\_
6. smokes \_\_\_\_\_
7. together \_\_\_\_\_
8. shook \_\_\_\_\_

Score


208

ADAPTED FROM SYSTEM I READ  
OMAHA PUBLIC SCHOOLS

PT: 205



# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 167

DIRECTIONS: Say each of the words listed below to yourself. Write the number of syllables you hear in each word on the line after each word.

1. broken       2
2. place       1
3. statement       2
4. vacation       3
5. first       1
6. smokes       1
7. together       3
8. shook       1

Score 


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 168

DIRECTIONS: Divide the following words into syllables. Draw a line between the parts you see and hear in each word.

dissect

unselfish

bugle

comic

agreement

thimble

milk

cycle

favor

moment

wagon

stroke

blanket

ribbon

bacon

human

pidgen

gnute

tamble

luggage

Score


210

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 207

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**168**

DIRECTIONS: Divide the following words into syllables. Draw a line between the parts you see and hear in each word.

dissect

unselfish

bubble

comic

agreement

thimble

milk

cycle

favor

moment

wagon

stroke

blanket

ribbon

bacon

human

pidgen

gnute

table

lugate

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**169**

DIRECTIONS: Look at the list of words and the incomplete sentences below.  
1) Choose a word that makes sense in the sentence. Write it in the blank space.  
2) Draw a line to show the syllables in the word. 3) Mark the vowel sound heard in each syllable.

---

seven	trumpet	wagon	student
locate	napkin	vacant	ribbon
bacon	recess	protect	unless

---

1. Do you know how to play the \_\_\_\_\_?
2. I had some \_\_\_\_\_ for breakfast today.
3. There is a \_\_\_\_\_ lot across the street.
4. Sally was the best \_\_\_\_\_ in class today.
5. We are going to play games during \_\_\_\_\_ today.
6. Sue has a red \_\_\_\_\_ in her hair today.
7. John put a \_\_\_\_\_ on his lap before he ate.
8. Tom is going to be \_\_\_\_\_ years old tomorrow.
9. Joey got a red \_\_\_\_\_ for his birthday.
10. \_\_\_\_\_ you are very good, you won't get any candy.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**169**

DIRECTIONS: Look at the list of words and the incomplete sentences below.  
1) Choose a word that makes sense in the sentence. Write it in the blank space.  
2) Draw a line to show the syllables in the word. 3) Mark the vowel sound heard in each syllable.

seven	trumpet	wagon	student
locate	napkin	vacant	ribbon
bacon	recess	protect	unless

1. Do you know how to play the TRUMPET?
2. I had some BACON for breakfast today.
3. There is a VACANT lot across the street.
4. Sally was the best STUDENT in class today.
5. We are going to play games during RECESS today.
6. Sue has a red RIBBON in her hair today.
7. John put a NAPKIN on his lap before he ate.
8. Tom is going to be SEVEN years old tomorrow.
9. Joey got a red WAGON for his birthday.
10. UNLESS you are very good, you won't get any candy.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 174

DIRECTIONS: Read each of the sentences below.  
If the gh in the underlined word is silent, put an S on the line.  
If the gh or ph has the sound of F put an F on the line.

1. The clown made us all laugh. \_\_\_\_\_
2. Tom threw the ball and I caught it. \_\_\_\_\_
3. This road is sure rough. \_\_\_\_\_
4. Did you sleep well last night? \_\_\_\_\_
5. Mary showed us a photograph of her dog. \_\_\_\_\_
6. Mom bought us new coats for school. \_\_\_\_\_
7. My dad caught ten fish today. \_\_\_\_\_
8. The meat was too tough to chew. \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**.174**

DIRECTIONS: Read each of the sentences below.  
If the gh in the underlined word is silent, put an S on the line.  
If the gh or ph has the sound of F put an F on the line.

- |   |          |
|---|----------|
| 1. The clown made us all <u>laugh</u> .           | <u>F</u> |
| 2. Tom threw the ball and I <u>caught</u> it.     | <u>S</u> |
| 3. This road is sure <u>rough</u> .               | <u>F</u> |
| 4. Did you sleep well last <u>night</u> ?         | <u>S</u> |
| 5. Mary showed us a <u>photograph</u> of her dog. | <u>F</u> |
| 6. Mom <u>bought</u> us new coats for school.     | <u>S</u> |
| 7. My dad <u>caught</u> ten fish today.           | <u>S</u> |
| 8. The meat was too <u>tough</u> to chew.         | <u>F</u> |

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.175**

DIRECTIONS: Look at the underlined letters in each of the words below.  
Write the sound the underlined letters make by using these letters:  
S = silent; k, ch, f, sh.

1. Christmas \_\_\_\_\_
2. ough \_\_\_\_\_
3. telegraph \_\_\_\_\_
4. anchor \_\_\_\_\_
5. starch \_\_\_\_\_
6. precious \_\_\_\_\_
7. schedule \_\_\_\_\_
8. slight \_\_\_\_\_

Score

_____
-------



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**.175**

DIRECTIONS: Look at the underlined letters in each of the words below.  
Write the sound the underlined letters make by using these letters:  
S = silent; k, ch, f, sh.

- |                       |           |
|-----------------------|-----------|
| 1. <u>Ch</u> ristmas  | <u>K</u>  |
| 2. tou <u>gh</u>      | <u>F</u>  |
| 3. tele <u>gr</u> aph | <u>F</u>  |
| 4. an <u>ch</u> or    | <u>K</u>  |
| 5. st <u>ar</u> ch    | <u>ch</u> |
| 6. prec <u>io</u> s   | <u>sh</u> |
| 7. <u>sch</u> edule   | <u>K</u>  |
| 8. sl <u>igh</u> t    | <u>S</u>  |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**176**

DIRECTIONS: Read the words below. Use one of the words to complete each sentence.

square	official	mission	gracious
quick	question	squash	facial
vacation	squeak	quarter	division

1. Is your family going on a \_\_\_\_\_ this summer?
2. John was very \_\_\_\_\_ to answer the question.
3. Why does your chair \_\_\_\_\_ when you move it?
4. We planted some \_\_\_\_\_ in the garden.
5. John is the \_\_\_\_\_ leader of our group.
6. The men were assigned a very important \_\_\_\_\_.
7. We walked four \_\_\_\_\_ blocks today.
8. Jack preferred saying he was a \_\_\_\_\_ of a century old instead of acknowledging his twenty-five years.
9. In order to pantomime, a person must be adept in changing his \_\_\_\_\_ expressions.
10. The senior girls served as \_\_\_\_\_ hostesses at the all-school party.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•176

DIRECTIONS: Read the words below. Use one of the words to complete each sentence.

square	official	mission	gracious
quick	question	squash	facial
vacation	squeak	quarter	division

1. Is your family going on a VACATION this summer?
2. John was very Quick to answer the question.
3. Why does your chair SQUEAK when you move it?
4. We planted some SQUASH in the garden.
5. John is the OFFICIAL leader of our group.
6. The men were assigned a very important MISSION.
7. We walked four SQUARE blocks today.
8. Jack preferred saying he was a QUARTER of a century old instead of acknowledging his twenty-five years.
9. In order to pantomime, a person must be adept in changing his FACIAL expressions.
10. The senior girls served as GRACIOUS hostesses at the all-school party.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.182**

DIRECTIONS: Write two real words that rhyme with each word below.

1. hook

\_\_\_\_\_  
\_\_\_\_\_

2. town

\_\_\_\_\_  
\_\_\_\_\_

3. rail

\_\_\_\_\_  
\_\_\_\_\_

4. each

\_\_\_\_\_  
\_\_\_\_\_

5. stay

\_\_\_\_\_  
\_\_\_\_\_

6. boil

\_\_\_\_\_  
\_\_\_\_\_

7. snow

\_\_\_\_\_  
\_\_\_\_\_

8. knew

\_\_\_\_\_  
\_\_\_\_\_

Score


220

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 217

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 182

DIRECTIONS: Write two real words that rhyme with each word below.

1. hook

took  
book

2. town

Brown  
Down

3. rail

Pail  
Nail

4. each

reach  
peach

5. stay

play  
day

6. boil

toil  
coil

7. snow

blow  
know

8. knew

few  
blow

ANSWERS WILL VARY

Score


# THE PCRS



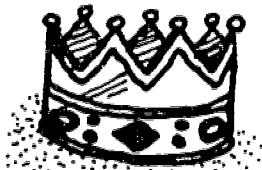


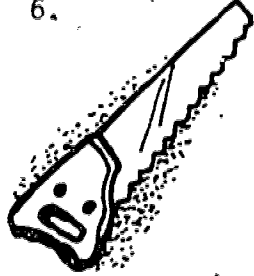
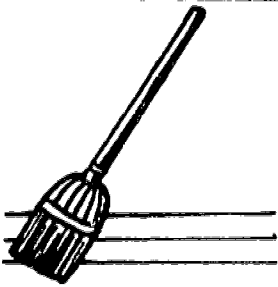
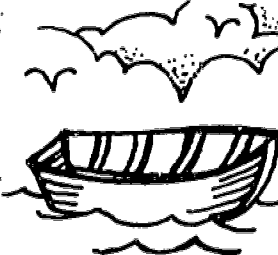

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.184**

DIRECTIONS: Write one of these vowel groups under each picture to show how it is spelled.

ou      ai      ee      ow      aw      oo      oa      ie      ea

1.  _____	2.  _____	3.  _____
4.  _____	5.  _____	6.  _____
7.  _____	8.  _____	9.  _____

Score


# THE PCRS



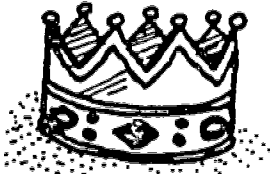


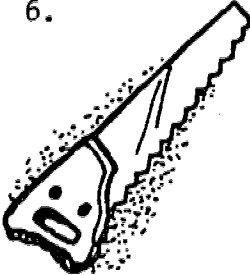
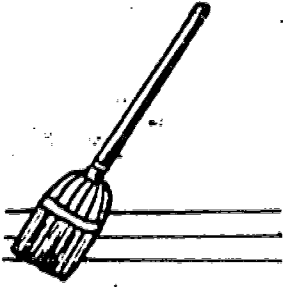
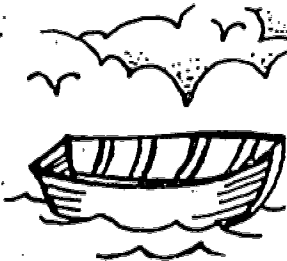
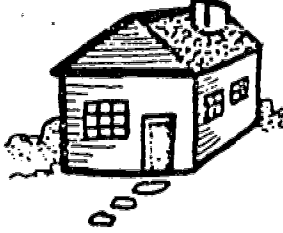
POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 184

DIRECTIONS: Write one of these vowel groups under each picture to show how it is spelled.

ou      ai      ee      ow      aw      oo      oa      ie      ea

1.  <u>ai</u>	2.  <u>ee</u>	3.  <u>ow</u>
4.  <u>ie</u>	5.  <u>ea</u>	6.  <u>aw</u>
7.  <u>oo</u>	8.  <u>oa</u>	9.  <u>ou</u>

Score


# THE PCRS

POST-TEST

• **186**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Combine the base word and its ending to form a new word spelled correctly.

1. skate + ing = \_\_\_\_\_
2. race + es = \_\_\_\_\_
3. pin + ing = \_\_\_\_\_
4. kick + ed = \_\_\_\_\_
5. skid + ed = \_\_\_\_\_
6. watch + es = \_\_\_\_\_
7. save + ed = \_\_\_\_\_
8. want + ed = \_\_\_\_\_
9. bite + ing = \_\_\_\_\_
10. like + ed = \_\_\_\_\_

Score


224



# THE PCRS

POST-TEST

**186**

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS: Combine the base word and its ending to form a new word spelled correctly.

1. skate + ing = SKATING
2. race + es = RACES
3. pin + ing = PINNING
4. kick + ed = KICKED
5. skid + ed = SKIDDED
6. watch + es = WATCHES
7. save + ed = SAVED
8. want + ed = WANTED
9. bite + ing = BITING
10. like + ed = LIKED

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 192

DIRECTIONS: Study each compound word. Make two words out of each compound word. Write the two words that make the compound word.

- |                |       |       |
|----------------|-------|-------|
| 1. mailman     | _____ | _____ |
| 2. policeman   | _____ | _____ |
| 3. oatmeal     | _____ | _____ |
| 4. beanpole    | _____ | _____ |
| 5. rainbow     | _____ | _____ |
| 6. sunrise     | _____ | _____ |
| 7. seesaw      | _____ | _____ |
| 8. hillside    | _____ | _____ |
| 9. peanuts     | _____ | _____ |
| 10. tablecloth | _____ | _____ |
| 11. everybody  | _____ | _____ |
| 12. pancake    | _____ | _____ |
| 13. airport    | _____ | _____ |
| 14. downstairs | _____ | _____ |
| 15. flashlight | _____ | _____ |

Score


# THE PCRS

POST-TEST

• 192

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Study each compound word. Make two words out of each compound word. Write the two words that make the compound word.

- |                |               |               |
|----------------|---------------|---------------|
| 1. mailman     | <u>MAIL</u>   | <u>MAN</u>    |
| 2. policeman   | <u>POLICE</u> | <u>MAN</u>    |
| 3. oatmeal     | <u>OAT</u>    | <u>MEAL</u>   |
| 4. beanpole    | <u>BEAN</u>   | <u>POLE</u>   |
| 5. rainbow     | <u>RAIN</u>   | <u>BOW</u>    |
| 6. sunrise     | <u>SUN</u>    | <u>RISE</u>   |
| 7. seesaw      | <u>SEE</u>    | <u>SAW</u>    |
| 8. hillside    | <u>HILL</u>   | <u>SIDE</u>   |
| 9. peanuts     | <u>PEA</u>    | <u>NUTS</u>   |
| 10. tablecloth | <u>TABLE</u>  | <u>CLOTH</u>  |
| 11. everybody  | <u>EVERY</u>  | <u>BODY</u>   |
| 12. pancake    | <u>PAN</u>    | <u>CAKE</u>   |
| 13. airport    | <u>AIR</u>    | <u>PORT</u>   |
| 14. downstairs | <u>DOWN</u>   | <u>STAIRS</u> |
| 15. flashlight | <u>FLASH</u>  | <u>LIGHT</u>  |

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 193

DIRECTIONS: Take a word from the first column and put it together with a word from the second column to make a compound word.

- |          |       |        |
|----------|-------|--------|
| 1. grand | _____ | boy    |
| 2. moon  | _____ | bird   |
| 3. any   | _____ | shop   |
| 4. with  | _____ | mother |
| 5. paper | _____ | noon   |
| 6. mail  | _____ | light  |
| 7. blue  | _____ | out    |
| 8. foot  | _____ | body   |
| 9. after | _____ | step   |
| 10. work | _____ | man    |

Score 


228

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.193**

DIRECTIONS: Take a word from the first column and put it together with a word from the second column to make a compound word.

- |          |                    |        |
|----------|--------------------|--------|
| 1. grand | <u>GRANDMOTHER</u> | boy    |
| 2. moon  | <u>MOONLIGHT</u>   | bird   |
| 3. any   | <u>ANYBODY</u>     | shop   |
| 4. with  | <u>WITHOUT</u>     | mother |
| 5. paper | <u>PAPERBOY</u>    | noon   |
| 6. mail  | <u>MAILMAN</u>     | light  |
| 7. blue  | <u>BLUEBIRD</u>    | out    |
| 8. foot  | <u>FOOTSTEP</u>    | body   |
| 9. after | <u>AFTERNOON</u>   | step   |
| 10. work | <u>WORKMAN</u>     | man    |

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 194

DIRECTIONS: Circle the compound word that will complete each sentence.

1. I gave my letter to the \_\_\_\_\_.  
teacher          postman          neighbor
2. The \_\_\_\_\_ rode a big horse.  
cowboy          hunter          rider
3. We went \_\_\_\_\_ after the rain stopped.  
out          home          outside
4. Did you ever ride in an \_\_\_\_\_.  
airplane          truck          boat
5. The fat lady did not fit through the \_\_\_\_\_.  
window          doorway          door
6. Can you come over to my house \_\_\_\_\_?  
sometime          now          tomorrow
7. We saw a \_\_\_\_\_ in the ocean.  
shell          ship          starfish
8. He picked up shells on the \_\_\_\_\_.  
sand          seashore          rocks
9. How do you like my new \_\_\_\_\_?  
shoes          necktie          skirt
10. The \_\_\_\_\_ fixed the old shoes.  
shoemaker          neighbor          doctor

Score


230

ADAPTED FROM SYSTEM I READ  
OMAHA PUBLIC SCHOOLS

PT: 227

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•194

DIRECTIONS: Circle the compound word that will complete each sentence.

1. I gave my letter to the \_\_\_\_\_.  
teacher      **postman**      neighbor
2. The \_\_\_\_\_ rode a big horse.  
**cowboy**      hunter      rider
3. We went \_\_\_\_\_ after the rain stopped.  
out      home      **outside**
4. Did you ever ride in an \_\_\_\_\_.  
**airplane**      truck      boat
5. The fat lady did not fit through the \_\_\_\_\_.  
window      **doorway**      door
6. Can you come over to my house \_\_\_\_\_?  
**sometime**      now      tomorrow
7. We saw a \_\_\_\_\_ in the ocean.  
shell      ship      **starfish**
8. He picked up shells on the \_\_\_\_\_.  
sand      **seashore**      rocks
9. How do you like my new \_\_\_\_\_?  
shoes      **necktie**      skirt
10. The \_\_\_\_\_ fixed the old shoes.  
**shoemaker**      neighbor      doctor

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.197**

DIRECTIONS: Write the two words that stand for each of the contractions in the column below.

1. didn't \_\_\_\_\_
2. can't \_\_\_\_\_
3. that's \_\_\_\_\_
4. they'll \_\_\_\_\_
5. I've \_\_\_\_\_
6. we're \_\_\_\_\_
7. couldn't \_\_\_\_\_
8. let's \_\_\_\_\_
9. they've \_\_\_\_\_
10. she'll \_\_\_\_\_

Score


232



# THE PCRS

POST-TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

• 197

DIRECTIONS: Write the two words that stand for each of the contractions in the column below.

1. didn't      DID NOT
2. can't      CAN NOT
3. that's      THAT IS
4. they'll      THEY WILL
5. I've      I HAVE
6. we're      WE ARE
7. couldn't      COULD NOT
8. let's      LET US
9. they've      THEY HAVE
10. she'll      SHE WILL

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**•198**

DIRECTIONS: Write a contraction that stands for each of the two words in the column below.

- 1. We are \_\_\_\_\_
- 2. You will \_\_\_\_\_
- 3. He will \_\_\_\_\_
- 4. I would \_\_\_\_\_
- 5. Does not \_\_\_\_\_
- 6. It is \_\_\_\_\_
- 7. Will not \_\_\_\_\_
- 8. Let us \_\_\_\_\_
- 9. He would \_\_\_\_\_
- 10. I have \_\_\_\_\_

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•198

DIRECTIONS: Write a contraction that stands for each of the two words in the column below.

1. We are WE'RE
2. You will YOU'LL
3. He will HE'LL
4. I would I'D
5. Does not DOESN'T
6. It is IT'S
7. Will not WON'T
8. Let us LET'S
9. He would HE'D
10. I have I'VE

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 204

DIRECTIONS: Read the root word and prefixes on each line. In the blanks, write a real word by combining the root and a prefix.

<u>ROOT</u>	<u>PREFIXES</u>	<u>WORD</u>
1. lock	un, ex, dis, em	_____
2. claim	con, com, ex, im	_____
3. order	dis, ex, in, de	_____
4. ject	re, com, dis, un	_____
5. form	ex, de, im, com	_____
6. place	con, dis, ex, em	_____
7. take	com, ex, re, con	_____
8. start	re, ex, con, dis	_____
9. band	im, in, dis, de	_____
10. sale	ex, re, dis, con	_____

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **204**

DIRECTIONS: Read the root word and prefixes on each line. In the blanks, write a real word by combining the root and a prefix.

<u>ROOT</u>	<u>PREFIXES</u>	<u>WORD</u>
1. lock	un, ex, dis, em	<u>UNLOCK</u>
2. claim	con, com, ex, im	<u>EXCLAIM</u>
3. order	dis, ex, in, de	<u>DISORDER</u>
4. ject	re, com, dis, un	<u>REJECT</u>
5. form	ex, de, im, com	<u>DEFORM</u>
6. place	con, dis, ex, em	<u>DISPLACE</u>
7. take	com, ex, re, con	<u>RETAKE</u>
8. start	re, ex, con, dis	<u>RESTART</u>
9. band	im, in, dis, de	<u>DISBAND</u>
10. sale	ex, re, dis, con	<u>RESALE</u>

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 205

DIRECTIONS: Choose a word from the list to complete each sentence.

---

wrap	inflate	uncurled	unopened
improper	important	dislocate	rewrap
recheck	reward	dissatisfied	locate

---

1. Tell only the most \_\_\_\_\_ facts about the accident.
2. Jerry kept erasing his charcoal sketch because he was \_\_\_\_\_ with the picture.
3. The guests wondered what was in the \_\_\_\_\_ package.
4. To mail a package one must \_\_\_\_\_ it securely the first time.
5. Jim was given a ticket for making an \_\_\_\_\_ left-hand turn.
6. The sleeping kitten \_\_\_\_\_ itself from the cozy chair when Father came to sit down.
7. The fall from the horse caused the cowboy to \_\_\_\_\_ his elbow.
8. The \_\_\_\_\_ for returning the lost ring was a silver dollar.
9. He stopped at the gas station to \_\_\_\_\_ the low tires on the car.
10. Expect to \_\_\_\_\_ your paper for spelling mistakes.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 205

DIRECTIONS: Choose a word from the list to complete each sentence.

---

wrap	inflate	uncurled	unopened
improper	important	dislocate	rewrap
recheck	reward	dissatisfied	locate

---

1. Tell only the most IMPORTANT facts about the accident.
2. Jerry kept erasing his charcoal sketch because he was DISSATISFIED with the picture.
3. The guests wondered what was in the UNOPENED package.
4. To mail a package one must WRAP it securely the first time.
5. Jim was given a ticket for making an IMPROPER left-hand turn.
6. The sleeping kitten UNCURLED itself from the cozy chair when Father came to sit down.
7. The fall from the horse caused the cowboy to DISLOCATE his elbow.
8. The REWARD for returning the lost ring was a silver dollar.
9. He stopped at the gas station to INFLATE the low tires on the car.
10. Expect to RECHECK your paper for spelling mistakes.

Score


# THE PCRS

POST-TEST

•206

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS: Study the two meanings of each prefix. Read each sentence. Draw a line between the prefix and root word of the underlined word. Write the number of the meaning of the prefix on the blank.

- 
1. in = not    3. un = not  
2. in = into, within                                      4. un = do the opposite
- 

1. The teacher marked six incorrect answers on my test paper. \_\_\_\_\_
2. The huge drill moved inward with each grinding turn. \_\_\_\_\_
3. Jane took an indirect route to work today and arrived earlier than usual. \_\_\_\_\_
4. All the kids ran indoors when it started to rain. \_\_\_\_\_
5. Mom was unaware that she drove over Danny's tricycle when she backed the car out of the garage. \_\_\_\_\_
6. A most unpleasant odor was coming from the pile of burning rubber tires. \_\_\_\_\_
7. The artist was getting ready to unveil his latest masterpiece before two hundred eager buyers. \_\_\_\_\_
8. All the details of the accident were still untold. \_\_\_\_\_
9. The coach was so unkind to his players that some of them quite the team. \_\_\_\_\_
10. Jack was so inactive during the winter that he gained ten pounds. \_\_\_\_\_

Score




# THE PCRS

POST-TEST

**206**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**DIRECTIONS:** Study the two meanings of each prefix. Read each sentence. Draw a line between the prefix and root word of the underlined word. Write the number of the meaning of the prefix on the blank.

- 
- |                      |                         |
|----------------------|-------------------------|
| 1. in = not          | 3. un = not             |
| 2. in = into, within | 4. un = do the opposite |
- 

- |   |             |
|---|-------------|
| 1. The teacher marked six <u>incorrect</u> answers on my test paper.                                      | _____1_____ |
| 2. The huge drill moved <u>inward</u> with each grinding turn.  | _____2_____ |
| 3. Jane took an <u>indirect</u> route to work today and arrived earlier than usual.                       | _____1_____ |
| 4. All the kids ran <u>indoors</u> when it started to rain.   | _____2_____ |
| 5. Mom was <u>unaware</u> that she drove over Danny's tricycle when she backed the car out of the garage. | _____3_____ |
| 6. A most <u>unpleasant</u> odor was coming from the pile of burning rubber tires.                        | _____3_____ |
| 7. The artist was getting ready to <u>unveil</u> his latest masterpiece before two hundred eager buyers.  | _____4_____ |
| 8. All the details of the accident were still <u>untold</u> .   | _____3_____ |
| 9. The coach was so <u>unkind</u> to his players that some of them quite the team.                        | _____3_____ |
| 10. Jack was so <u>inactive</u> during the winter that he gained ten pounds.                              | _____1_____ |

Score


# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• **208**

**DIRECTIONS:** Read each completed sentence. Fill in the incomplete sentence with a word which has a prefix that means the same as the underlined words. You may choose from the following: im, dis, un, re, in, ex, pre

1. Jack is not happy about his grades.  
Jack is \_\_\_\_\_ about his grades.
2. The door is open. It is not locked.  
The door is open. It is \_\_\_\_\_.
3. Sally borrowed fifty cents. She will pay it back.  
Sally borrowed fifty cents. She will \_\_\_\_\_ it.
4. Kathy will write her story for English class again.  
Kathy will \_\_\_\_\_ her story for English class.
5. Spot did not obey her new little master.  
Spot \_\_\_\_\_ her new little master.
6. Boys do not like fancy parties.  
Boys \_\_\_\_\_ fancy parties.
7. One thing Mother and Dad do not agree on is politics.  
One thing Mother and Dad \_\_\_\_\_ on is politics.
8. The food at the drive-in was not expensive.  
The food at the drive-in was \_\_\_\_\_.
9. It is not possible for me to go with you.  
It is \_\_\_\_\_ for me to go with you.
10. I will fill your glass again.  
I will \_\_\_\_\_ your glass.

Score


242

# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

**208**

DIRECTIONS: Read each completed sentence. Fill in the incomplete sentence with a word which has a prefix that means the same as the underlined words. You may choose from the following: im, dis, un, re, in, ex, pre

1. Jack is not happy about his grades.  
Jack is UNHAPPY about his grades.
2. The door is open. It is not locked.  
The door is open. It is UNLOCKED.
3. Sally borrowed fifty cents. She will pay it back.  
Sally borrowed fifty cents. She will REPAY it.
4. Kathy will write her story for English class again.  
Kathy will REWRITE her story for English class.
5. Spot did not obey her new little master.  
Spot DISOBEYED her new little master.
6. Boys do not like fancy parties.  
Boys DISLIKE fancy parties.
7. One thing Mother and Dad no not agree on is politics.  
One thing Mother and Dad DISAGREE on is politics.
8. The food at the drive-in was not expensive.  
The food at the drive-in was INEXPENSIVE.
9. It is not possible for me to go with you.  
It is IMPOSSIBLE for me to go with you.
10. I will fill your glass again.  
I will REFILL your glass.

Score


# THE PCRS

POST-TEST

• 212

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Study the list of suffixes. Study the list of root words. Match the appropriate suffix to the root word to make a word. Use each suffix only once.

<u>Suffixes</u>	<u>Root words</u>	<u>New Word</u>
ment	1. lovely	1. _____
ly	2. short	2. _____
ness	3. create	3. _____
en	4. danger	4. _____
ful	5. investigate	5. _____
less	6. argue	6. _____
able	7. quick	7. _____
ive	8. help	8. _____
ous	9. control	9. _____
ors	10. arm	10. _____

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **212**

DIRECTIONS: Study the list of suffixes. Study the list of root words. Match the appropriate suffix to the root word to make a word. Use each suffix only once.

<u>Suffixes</u>	<u>Root words</u>	<u>New Word</u>
ment	1. lovely	1. <u>LOVELINESS</u>
ly	2. short	2. <u>SHORTEN</u>
ness	3. create	3. <u>CREATIVE</u>
en	4. danger	4. <u>DANGEROUS</u>
ful	5. investigate	5. <u>INVESTIGATORS</u>
less	6. argue	6. <u>ARGUMENT</u>
able	7. quick	7. <u>QUICKLY</u>
ive	8. help	8. <u>HELPLESS, HELPFUL</u>
ous	9. control	9. <u>CONTRARIETY</u>
ors	10. arm	10. <u>ARMFUL, ARMLESS</u>

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

213

DIRECTIONS: Look at the list of words with suffixes. Underline each suffix.

1. successful
2. quickly
3. conductor
4. adaptable
5. meaningless
6. wonderful
7. contentment
8. workable
9. renewal
10. ticklish
11. national
12. contestant
13. readable
14. enjoyment
15. hopeless
16. goodness
17. poisonous
18. performance
19. stillness
20. slowly

Underline each suffix in the following sentences.

1. The guitarist presented a musical program that was delightful and successful even though it was different.
2. The contestant wore an expensive fashionable gown that added to her performance.

Score


246

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POSS-1151

• 213

DIRECTIONS: Look at the list of words with suffixes. Underline each suffix.

1. successful
2. quickly
3. conductor
4. adaptable
5. meaningless
6. wonderful
7. contentment
8. workable
9. renewal
10. ticklish
11. national
12. contestant
13. readable
14. enjoyment
15. hopeless
16. goodness
17. poisonous
18. performance
19. stillness
20. slowly

Underline each suffix in the following sentences.

1. The guitarist presented a musical program that was delightful and successful even though it was different.
2. The contestant wore an expensive fashionable gown that added to her performance.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **215**

DIRECTIONS: Read each sentence. Circle the word that completes the sentence.

- |   |                          |
|---|--------------------------|
| 1. Everyone is _____ for the welcome rain.  | thankless<br>thankful    |
| 2. Jim always wanted to be an _____.  | actress<br>actor         |
| 3. Although it was warm, Jane was _____ in her light coat.  | comfortable<br>comfort   |
| 4. Bobo the clown was _____ in his act.   | sensation<br>sensational |
| 5. The movie star is _____.   | attraction<br>attractive |
| 6. The art work done in the fifth grade was most _____.   | creation<br>creative     |
| 7. Jack made the _____ we take sleeping bags on the overnight hike.   | suggestion<br>suggestive |
| 8. Because the music was so good, it was _____ the concert lasted only an hour.   | regret<br>regrettable    |
| 9. When it rained for three hours and didn't stop, the children had a _____ feeling about the proposed picnic that day. | hopeful<br>hopeless      |
| 10. The spaghetti had a _____ flavor of garlic and tomato sauce.  | distinct<br>distinction  |

Score


248



# THE PCRS

POST-TEST

• 215

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Read each sentence. Circle the word that completes the sentence.

1. Everyone is \_\_\_\_\_ for the welcome rain.  
thankless  
thankful
2. Jim always wanted to be an \_\_\_\_\_.  
actress  
actor
3. Although it was warm, Jane was \_\_\_\_\_ in her light coat.  
comfortable  
comfort
4. Bobo the clown was \_\_\_\_\_ in his act.  
sensation  
sensational
5. The movie star is \_\_\_\_\_.  
attraction  
attractive
6. The art work done in the fifth grade was most \_\_\_\_\_.  
creation  
creative
7. Jack made the \_\_\_\_\_ we take sleeping bags on the overnight hike.  
suggestion  
suggestive
8. Because the music was so good, it was \_\_\_\_\_ the concert lasted only an hour.  
regret  
regrettable
9. When it rained for three hours and didn't stop, the children had a \_\_\_\_\_ feeling about the proposed picnic that day.  
hopeful  
hopeless
10. The spaghetti had a \_\_\_\_\_ flavor of garlic and tomato sauce.  
distinct  
distinction

Score


# THE PCRS

POST-TEST

• 220

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Add the endings below to the words in the list to correctly form new words. The first one is done for you.

\_\_\_\_\_

er                  ly                  est                  ness

\_\_\_\_\_

- |            |               |               |                |                 |
|------------|---------------|---------------|----------------|-----------------|
| 1. near    | <u>nearer</u> | <u>nearly</u> | <u>nearest</u> | <u>nearness</u> |
| 2. slow    | _____         | _____         | _____          | _____           |
| 3. greedy  | _____         | _____         | _____          | _____           |
| 4. lucky   | _____         | _____         | _____          | _____           |
| 5. speedy  | _____         | _____         | _____          | _____           |
| 6. plain   | _____         | _____         | _____          | _____           |
| 7. messy   | _____         | _____         | _____          | _____           |
| 8. natty   | _____         | _____         | _____          | _____           |
| 9. obscure | _____         | _____         | _____          | _____           |
| 10. easy   | _____         | _____         | _____          | _____           |

Score 


250

# THE PCRS

NAME \_\_\_\_\_  
 DATE \_\_\_\_\_

220

DIRECTIONS: Add the endings below to the words in the list to correctly form new words. The first one is done for you.

er                      ly                      est                      ness

- |            |                 |                  |                  |                    |
|------------|-----------------|------------------|------------------|--------------------|
| 1. near    | <u>nearer</u>   | <u>nearly</u>    | <u>nearest</u>   | <u>nearness</u>    |
| 2. slow    | <u>SLOWER</u>   | <u>SLOWLY</u>    | <u>SLOWEST</u>   | <u>SLOWNESS</u>    |
| 3. greedy  | <u>GREEDIER</u> | <u>GREEDILY</u>  | <u>GREEDIEST</u> | <u>GREEDINESS</u>  |
| 4. lucky   | <u>LUCKIER</u>  | <u>LUCKILY</u>   | <u>LUCKIEST</u>  | <u>LUCKINESS</u>   |
| 5. speedy  | <u>SPEEDIER</u> | <u>SPEEDILY</u>  | <u>SPEEDIEST</u> | <u>SPEEDINESS</u>  |
| 6. plain   | <u>PLAINER</u>  | <u>PLAINLY</u>   | <u>PLAINEST</u>  | <u>PLAINNESS</u>   |
| 7. messy   | <u>MESSIER</u>  | <u>MESSILY</u>   | <u>MESSIEST</u>  | <u>MESSINESS</u>   |
| 8. natty   | <u>NATTIER</u>  | <u>NATTILY</u>   | <u>NATTIEST</u>  | <u>NATTINESS</u>   |
| 9. obscure | <u>OBSCURER</u> | <u>OBSCURELY</u> | <u>OBSCUREST</u> | <u>OBSCURENESS</u> |
| 10. easy   | <u>EASIER</u>   | <u>EASILY</u>    | <u>EASIEST</u>   | <u>EASINESS</u>    |

Score


# THE PCRS

POST-TEST

• **221**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Look at the word. Write the root word, the prefix, and the suffix.

1. disorderly  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

6. untested  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

2. unpacked  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

7. redevelopment  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

3. disinterested  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

8. impoliteness  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

4. incorrectly  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

9. reappeared  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

5. improperly  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

10. unfortunately  
Root word \_\_\_\_\_  
Prefix \_\_\_\_\_  
Suffix \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 221

DIRECTIONS: Look at the word. Write the root word, the prefix, and the suffix.

1. disorderly  
Root word ORDER  
Prefix DIS  
Suffix LY
2. unpacked  
Root word PACK  
Prefix UN  
Suffix ED
3. disinterested  
Root word INTEREST  
Prefix DIS  
Suffix ED
4. incorrectly  
Root word CORRECT  
Prefix IN  
Suffix LY
5. improperly  
Root word PROPER  
Prefix IM  
Suffix LY
6. untested  
Root word TEST  
Prefix UN  
Suffix ED
7. redevelopment  
Root word DEVELOP  
Prefix RE  
Suffix MENT
8. impoliteness  
Root word POLITE  
Prefix IM  
Suffix NESS
9. reappeared  
Root word APPEAR  
Prefix RE  
Suffix ED
10. unfortunately  
Root word FORTUNATE  
Prefix UN  
Suffix LY

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **222**

DIRECTIONS: After each word write its base or root word on the line.

1. kicked \_\_\_\_\_
2. hunts \_\_\_\_\_
3. branches \_\_\_\_\_
4. asking \_\_\_\_\_
5. blasted \_\_\_\_\_
6. classes \_\_\_\_\_
7. bumped \_\_\_\_\_
8. towns \_\_\_\_\_
9. tramping \_\_\_\_\_
10. claps \_\_\_\_\_

Score


254

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 222

DIRECTIONS: After each word write its base or root word on the line.

1. kicked      KICK
2. hunts        HUNT
3. branches    BRANCH
4. asking       ASK
5. blasted      BLAST
6. classes      CLASS
7. bumped      BUMP
8. towns        TOWN
9. tramping    TRAMP
10. claps        CLAP

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 224

DIRECTIONS: Circle the word that completes the sentence correctly.

1. He thought the movie was one of the (funnier, funniest) he had ever seen.
2. She had been (want, wanting) to go to the planetarium for a long time.
3. The five circus clowns vied to see who was the (silly, silliest).
4. Jim and Joe raced to see whose car was the (speedier, speediest).
5. The man was (puzzle, puzzled) by the many choices open to him.
6. He was (saddened, saddest) by the senseless killing of the prairie dogs.
7. He had to (jumps, jump) over the many obstacles in his way.
8. The circus company (parade, paraded) down the street.
9. The roofer (shingled, shingles) the house yesterday.
10. They didn't like to (sharing, share) their sports equipment.

Score


256



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 224

DIRECTIONS: Circle the word that completes the sentence correctly.

1. He thought the movie was one of the (funnier **funniest**) he had ever seen.
2. She had been (want, **wanting**) to go to the planetarium for a long time.
3. The five circus clowns vied to see who was the (silly, **silliest**).
4. Jim and Joe raced to see whose car was the (**speedier**, speediest).
5. The man was (puzzle, **puzzled**) by the many choices open to him.
6. He was (**saddened**, saddest) by the senseless killing of the prairie dogs.
7. He had to (jumps **jump**) over the many obstacles in his way.
8. The circus company (parade **paraded**) down the street.
9. The roofer (**shingled**, shingles) the house yesterday.
10. They didn't like to (sharing, **share**) their sports equipment.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **230**

DIRECTIONS: After each word mark t if the ed sounds like t and mark d if the ed sounds like d.

1. whined \_\_\_\_\_
2. fished \_\_\_\_\_
3. nursed \_\_\_\_\_
4. shared \_\_\_\_\_
5. hopped \_\_\_\_\_
6. danced \_\_\_\_\_
7. closed \_\_\_\_\_
8. asked \_\_\_\_\_
9. tried \_\_\_\_\_
10. chased \_\_\_\_\_

Score


258

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 255

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **230**

DIRECTIONS: After each word mark t if the ed sounds like t and mark d if the ed sounds like d.

1. whined   D
2. fished   T
3. nursed   T
4. shared   D
5. hopped   T
6. danced   T
7. closed   D
8. asked   T
9. tried   D
10. chased   T

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **231**

DIRECTIONS: Circle the word in the box that correctly completes each sentence.

1. The \_\_\_\_\_ was in the hot rod. drive      driver
2. The man did \_\_\_\_\_ to get his money. run      runner
3. The \_\_\_\_\_ leaped over the hole. jumper      jump
4. I will \_\_\_\_\_ a song. singer      sing
5. Neal \_\_\_\_\_ the paint from the kitchen wall last night. removes      removed
6. Jim always \_\_\_\_\_ his name as James for important papers. signs      signed
7. The ride on the roller coaster was \_\_\_\_\_. thrilled      thrilling
8. Cathy was a \_\_\_\_\_ typist. skills      skillful
9. The soldiers \_\_\_\_\_ for three hours. drills      drilled
10. The boys \_\_\_\_\_ on potato chips and popcorn. snacked      snacks

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 231

DIRECTIONS: Circle the word in the box that correctly completes each sentence.

1. The \_\_\_\_\_ was in the hot rod. drive driver
2. The man did \_\_\_\_\_ to get his money. run runner
3. The \_\_\_\_\_ leaped over the hole. jumper jump
4. I will \_\_\_\_\_ a song. singer sing
5. Neal \_\_\_\_\_ the paint from the kitchen wall last night. removes removed
6. Jim always \_\_\_\_\_ his name as James for important papers. signs signed
7. The ride on the roller coaster was \_\_\_\_\_. thrilled thrilling
8. Cathy was a \_\_\_\_\_ typist. skills skillful
9. The soldiers \_\_\_\_\_ for three hours. drills drilled
10. The boys \_\_\_\_\_ on potato chips and popcorn. snacked snacks

Score


# THE PCRS

POST-TEST

• 232

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Combine er, ing, est, or ed with the underlined word to correctly complete the sentence.

1. While they were unwrap the presents, the group was quiet.
2. I have written him several times; however, he has not reply to my letters.
3. The teacher appoint Jay the class helper for the semester.
4. He thought we should be answer all requests for information.
5. He billed himself as the fast gun in the West.
6. The tall dark man was the deal of the cards.
7. The bat stepped up to the plate and began to swing.
8. He was the brave man I ever saw.
9. The new house had a shingle roof.
10. The theatrical troupe was travel around the country.

Score


262

# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• 232

DIRECTIONS: Combine er, ing, est, or ed with the underlined word to correctly complete the sentence.

1. While they were unwrapping the presents, the group was quiet.
2. I have written him several times; however, he has not ~~reply~~ REPLIED to my letters.
3. The teacher appointed Jay the class helper for the semester.
4. He thought we should be answering all requests for information.
5. He billed himself as the fastest gun in the West.
6. The tall dark man was the dealer of the cards.
7. The batter stepped up to the plate and began to swing.
8. He was the bravest man I ever saw.
9. The new house had a shingled roof.
10. The theatrical troupe was traveling around the country.

Score


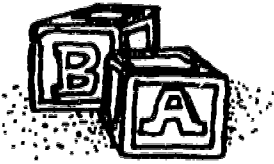
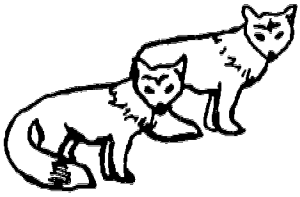
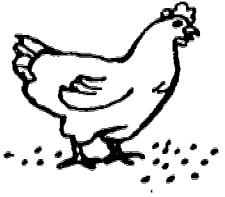
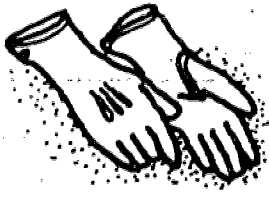
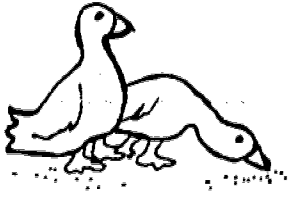

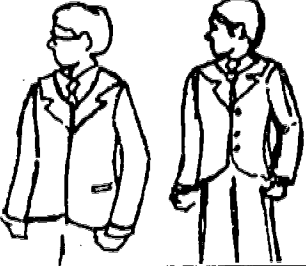

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 238

DIRECTIONS: Circle the word that explains the picture.

 <p>dog                      dogs</p>	 <p>blocks                      block</p>
 <p>fox                      foxes</p>	 <p>hen                      hens</p>
 <p>glove                      gloves</p>	 <p>goose                      geese</p>
 <p>cars                      car</p>	 <p>man                      men</p>

Score




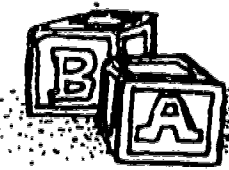
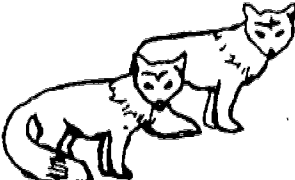
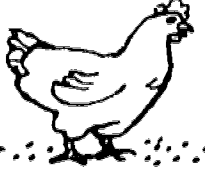
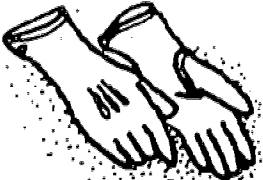
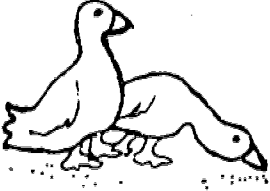

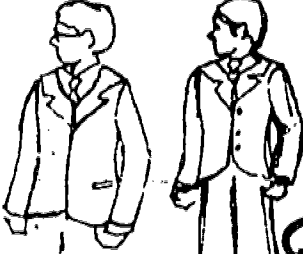

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 238

DIRECTIONS: Circle the word that explains the picture.

 dog dogs	 blocks block
 fox foxes	 hen hens
 glove gloves	 goose geese
 cars car	 man men

Score


# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• 239

DIRECTIONS: Circle the singular forms of the underlined word.

1. jellies (jelli, jelly, jelle)
2. monkeys (monkey, monkies, monkeis)
3. glasses (glass, glafe, glase)
4. walls (wall, well, walt)
5. mice (mices, mouse, micss)
6. claves (calve, calf, cow)
7. copies (copy, cope, cop)
8. shelves (shelve, shelv, shelf)
9. ladies (lade, lady, ladie)
10. geese (gees, geef, goose)

Score


266

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 239

DIRECTIONS: Circle the singular forms of the underlined word.

1. jellies (jelli, jelly, jelle)
2. monkeys (monkey monkeys, monkeis)
3. glasses (glass glafe, glase)
4. walls (wall, well, walt)
5. mice (mices, mouse micss)
6. claves (calve, calf, cow)
7. copies (copy, cope, cop)
8. shelves (shelve, shelv, shelf)
9. ladies (lade, lady, ladie)
10. geese (gees, geef, goose)

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 240

DIRECTIONS: Underline the plural words in each of the sentences below. Write the singular form of the word on the line after the sentence.

1. The dogs ran home. \_\_\_\_\_
2. The cars ran around the track. \_\_\_\_\_
3. The houses are for sale. \_\_\_\_\_
4. Yesterday I saw several birds. \_\_\_\_\_
5. Did you see the boys? \_\_\_\_\_
6. The geese have eaten. \_\_\_\_\_
7. John raked the leaves. \_\_\_\_\_
8. There were six calves on the farm. \_\_\_\_\_
9. The puppies were playful. \_\_\_\_\_
10. The men were painting the house. \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 240

DIRECTIONS: Underline the plural words in each of the sentences below. Write the singular form of the word on the line after the sentence.

1. The dogs ran home. DOG
2. The cars ran around the track. CAR
3. The houses are for sale. HOUSE
4. Yesterday I saw several birds. BIRD
5. Did you see the boys? BOY
6. The geese have eaten. GOOSE
7. John raked the leaves. LEAF
8. There were six calves on the farm. CALF
9. The puppies were playful. PUPPY
10. The men were painting the house. MAN

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 241

DIRECTIONS: Circle the plural form of the underlined word.

1. jelly (jella, jellies, jellex)
2. glass (glass, glassis, glasses)
3. wall (walls, wall, walles)
4. whip (whipes, whips, whipis)
5. monkey (monkeys, monkieis, monkeis)
6. baby (babys, babies, babyes)
7. fox (foxs, foxes, foxies)
8. wife (wifes, wives, wifees)
9. watch (watchs, watches, watchies)
10. tooth (tooths, toothes, teeth)

Score


270

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 241

DIRECTIONS: Circle the plural form of the underlined word.

1. jelly (jella, jellies, jellex)
2. glass (glass, glassis, glasses)
3. wall (walls, wall, walles)
4. whip (whipes, whips, whipis)
5. monkey (monkeys, monkies, monkeis)
6. baby (babys, babies, babyes)
7. fox (foxs, foxes, foxies)
8. wife (wifes, wives, wifees)
9. watch (watchs, watches, watchies)
10. tooth (tooths, toothes, teeth)

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **242**

DIRECTIONS: Circle the word that completes the sentence.

1. The students will close their \_\_\_\_\_.  
(desk, desks)
2. The hunter shot several \_\_\_\_\_ on his trip.  
(goose, geese)
3. Why do mean people still hunt \_\_\_\_\_?  
(fox, foxes)
4. Did you see how many \_\_\_\_\_ were there?  
(women, woman)
5. The \_\_\_\_\_ all need to be cleaned.  
(window, windows)
6. I have gone to several boxing \_\_\_\_\_.  
(matches, match)
7. My mother bought me two new \_\_\_\_\_.  
(dress, dresses)
8. How many \_\_\_\_\_ do you have?  
(pet, pets)
9. Mother put a large bowl of \_\_\_\_\_ on the table.  
(cherries, cherry)
10. The \_\_\_\_\_ were going to the football game.  
(boy, boys)

Score


272



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 242

DIRECTIONS: Circle the word that completes the sentence.

1. The students will close their \_\_\_\_\_ (desk, desks)
2. The hunter shot several \_\_\_\_\_ (goose, geese) on his trip.
3. Why do mean people still hunt \_\_\_\_\_ (fox, foxes)?
4. Did you see how many \_\_\_\_\_ (women woman) were there?
5. The \_\_\_\_\_ (window, windows) all need to be cleaned.
6. I have gone to several boxing \_\_\_\_\_ (matches match)
7. My mother bought me two new \_\_\_\_\_ (dress, dresses)
8. How many \_\_\_\_\_ (pet, pets) do you have?
9. Mother put a large bowl of \_\_\_\_\_ (cherries cherry) on the table.
10. The \_\_\_\_\_ (boy, boys) were going to the football game.

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 247

DIRECTIONS: In the space below each sentence, rewrite the underlined words to show possession.

1. The horse belonging to his sister is a high jumper..

\_\_\_\_\_

2. The car belonging to the man has a flat tire.

\_\_\_\_\_

3. The dog bit the finger of the boy.

\_\_\_\_\_

4. The shoe belonging to the little boy fell off.

\_\_\_\_\_

5. The steering wheel belonging to the car was defective.

\_\_\_\_\_

6. The cover of the book was torn.

\_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 247

DIRECTIONS: In the space below each sentence, rewrite the underlined words to show possession.

1. The horse belonging to his sister is a high jumper.

SISTER'S HORSE

2. The car belonging to the man has a flat tire.

MAN'S CAR

3. The dog bit the finger of the boy.

BOY'S FINGER

4. The shoe belonging to the little boy fell off.

LITTLE BOY'S SHOE

5. The steering wheel belonging to the car was defective.

STEERING WHEEL OF THE CAR

6. The cover of the book was torn.

COVER

Score


275

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**•252**

DIRECTIONS: Listed below are two groups of words. Draw lines between the words that are homonyms.

- |           |        |
|-----------|--------|
| 1. fair   | bridle |
| 2. pear   | plain  |
| 3. minor  | scent  |
| 4. hall   | meet   |
| 5. bridal | horse  |
| 6. hoarse | fare   |
| 7. pores  | pours  |
| 8. sent   | pair   |
| 9. meat   | haul   |
| 10. plane | miner  |

Score


276

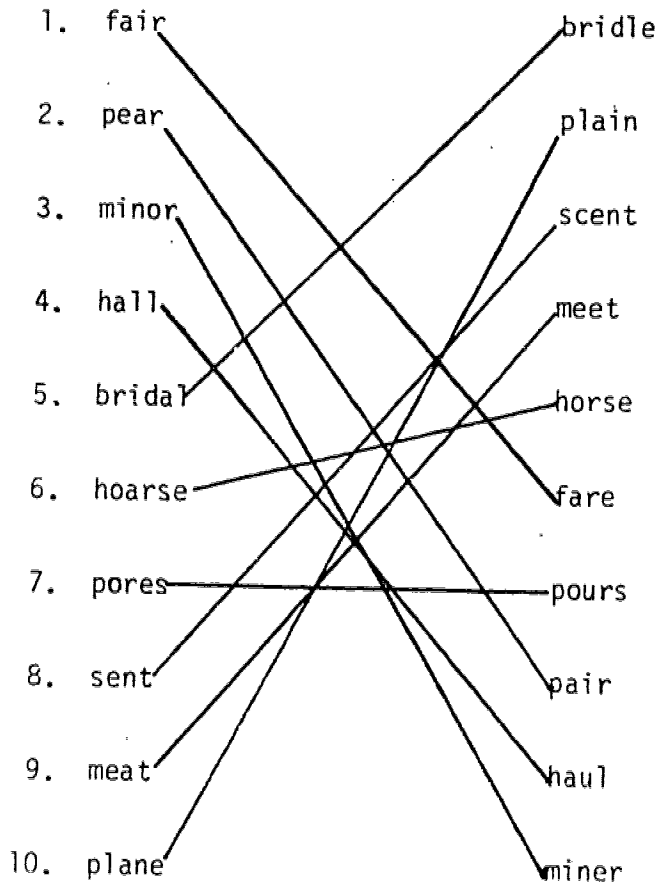
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 252

DIRECTIONS: Listed below are two groups of words. Draw lines between the words that are homonyms.



Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **253**

DIRECTIONS: Read each sentence and underline the homonym that makes sense with the sentence.

1. John's little brother is in the (forth, fourth) grade.
2. The bear used his (paws, pause) to catch fish.
3. The cowboy put the (bridle, bridal) on his horse so he could ride it.
4. Dad put his foot on the (break, brake) so he could stop the car.
5. The king and queen were sitting on the (thrown, throne).
6. Mom was busy (sewing, sowing) a new dress.
7. The grass on the golf course was wet with (due, dew).
8. Have the correct (fare, fair) ready before you board the bus.
9. The dog picked up the (cent, scent) of a pheasant.
10. Grandpa was pretty good at telling tall (tales, tails).

Score


278

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **253**

DIRECTIONS: Read each sentence and underline the homonym that makes sense with the sentence.

1. John's little brother is in the (forth, fourth) grade.
2. The bear used his (paws, pause) to catch fish.
3. The cowboy put the (bridle, bridal) on his horse so he could ride it.
4. Dad put his foot on the (break, brake) so he could stop the car.
5. The king and queen were sitting on the (thrown, throne).
6. Mom was busy (sewing, sowing) a new dress.
7. The grass on the golf course was wet with (due, dew).
8. Have the correct (fare, fair) ready before you board the bus.
9. The dog picked up the (cent, scent) of a pheasant.
10. Grandpa was pretty good at telling tall (tales, tails).

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 257

DIRECTIONS: Read each incomplete sentence. Below read two definitions for the missing word. Write the word in the blank. Write the letter of the correct definition to the right of the word.

1. Dave got a bad \_\_\_\_\_ on his report card. \_\_\_\_\_  
Mother put a \_\_\_\_\_ on the dress so she could shorten it. \_\_\_\_\_  
a. a small line  
b. a grade
  
2. Mary put a big \_\_\_\_\_ on the gift. \_\_\_\_\_  
Nancy took a big \_\_\_\_\_ after her dance. \_\_\_\_\_  
a. to bend over  
b. a pretty ribbon
  
3. The detective did not solve the \_\_\_\_\_. \_\_\_\_\_  
Put the \_\_\_\_\_ of cans on the floor. \_\_\_\_\_  
a. a problem  
b. a box
  
4. The king and queen were dancing at the \_\_\_\_\_. \_\_\_\_\_  
John hit the \_\_\_\_\_ over the fence. \_\_\_\_\_  
a. a round object  
b. a dance
  
5. Mary gave her mother a red \_\_\_\_\_ for her birthday. \_\_\_\_\_  
Joe \_\_\_\_\_ from the table after he was finished eating. \_\_\_\_\_  
a. to get up  
b. a flower
  
6. \_\_\_\_\_ your books on the shelf. \_\_\_\_\_  
Will you come over to my \_\_\_\_\_ after school? \_\_\_\_\_  
a. to put  
b. someone's house

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 257

DIRECTIONS: Read each incomplete sentence. Below read two definitions for the missing word. Write the word in the blank. Write the letter of the correct definition to the right of the word.

1. Dave got a bad MARK on his report card. B  
Mother put a MARK on the dress so she could shorten it. A  
a. a small line  
b. a grade
  
2. Mary put a big Bow on the gift. B  
Nancy took a big Bow after her dance. A  
a. to bend over  
b. a pretty ribbon
  
3. The detective did not solve the CASE. A  
Put the CASE of cans on the floor. B  
a. a problem  
b. a box
  
4. The king and queen were dancing at the Bau. B  
John hit the Bau over the fence. A  
a. a round object  
b. a dance
  
5. Mary gave her mother a red Rose for her birthday. B  
Joe Rose from the table after he was finished eating. A  
a. to get up  
b. a flower
  
6. Place your books on the shelf. A  
Will you come over to my Place after school? B  
a. to put  
b. someone's house

Score 


# THE PCRS

POST-TEST

• 261

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Read the words and sentences. Write the synonym for the underlined word in each sentence on the blank.

accuse  
still  
reason

noiseless  
empty  
annoy

path  
courageous  
powerful

rim  
able  
share

1. We are playing football in a vacant lot. \_\_\_\_\_
2. We took a different route home from school yesterday. \_\_\_\_\_
3. The huge lake was very calm this morning. \_\_\_\_\_
4. Dennis was a very strong swimmer. \_\_\_\_\_
5. Did you blame Mary for the accident? \_\_\_\_\_
6. Joe was leaning on the edge of the barrel. \_\_\_\_\_
7. The motor of the car was so quiet we could barely hear it. \_\_\_\_\_
8. John did not want his little brother to bother him when he was playing with his friends. \_\_\_\_\_

Score


282

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 261

DIRECTIONS: Read the words and sentences. Write the synonym for the underlined word in each sentence on the blank.

accuse  
still  
reason

noiseless  
empty  
annoy

path  
courageous  
powerful

rim  
able  
share

1. We are playing football in a vacant lot.
2. We took a different route home from school yesterday.
3. The huge lake was very calm this morning.
4. Dennis was a very strong swimmer.
5. Did you blame Mary for the accident?
6. Joe was leaning on the edge of the barrel.
7. The motor of the car was so quiet we could barely hear it.
8. John did not want his little brother to bother him when he was playing with his friends.

EMPTY

PATH

STILL

POWERFUL

ACCUSE

RIM

NOISELESS

ANNOY

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **262**

DIRECTIONS: Read all of the words in each row. Circle the synonyms of the first word in each row.

1.	mail	send	keep	lose	jump
2.	alter	pray	clear	change	move
3.	starved	tired	happy	cut	hungry
4.	slice	cut	serve	treat	place
5.	bucket	paint	pail	bowl	boss
6.	hollow	clean	empty	close	sting
7.	bench	chair	table	box	closet
8.	chat	cry	sing	talk	shout
9.	bathe	whisk	coarse	shower	freckle
10.	alone	snug	embrace	open	solitary

Score

284

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-1111

• 262

DIRECTIONS: Read all of the words in each row. Circle the synonyms of the first word in each row.

1. mail	send	keep	lose	jump
2. alter	pray	clear	change	move
3. starved	tired	happy	cut	hungry
4. slice	cut	serve	treat	place
5. bucket	paint	pail	bowl	boss
6. hollow	clean	empty	close	sting
7. bench	chair	table	box	closet
8. chat	cry	sing	talk	shout
9. bathe	whisk	coarse	shower	freckle
10. alone	snug	embrace	open	solitary

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **263**

DIRECTIONS: Read the story. Read the words below. Find a synonym in the story for each word and write it in the blank space.

The day finally came when Joe had enough money saved to buy a new bike. He eagerly walked the ten long blocks to the bicycle shop. When he arrived at the shop he was amazed by the number of bikes that were available. Joe thought that he had a good idea about the kind of bike he wanted. Now he was uncertain as to which bike he really wanted. Finally, after he had a chance to try four different bikes, he bought the first bike he tried. While he was riding home, he felt especially satisfied with his purchase. The bike had been on sale and now he would have some money left for a bike radio. Joe felt very good indeed!

pleased \_\_\_\_\_  
not sure \_\_\_\_\_  
surprised \_\_\_\_\_  
at last \_\_\_\_\_  
briskly \_\_\_\_\_  
opportunity \_\_\_\_\_  
obtainable \_\_\_\_\_  
very \_\_\_\_\_  
not alike \_\_\_\_\_

Score


286

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 263

DIRECTIONS: Read the story. Read the words below. Find a synonym in the story for each word and write it in the blank space.

The day finally came when Joe had enough money saved to buy a new bike. He eagerly walked the long blocks to the bicycle shop. When he arrived at the shop he was amazed by the number of bikes that were available. Joe thought that he had a good idea about the kind of bike he wanted. Now he was uncertain as to which bike he really wanted. Finally, after he had a chance to try four different bikes, he bought the first bike he tried. While he was riding home, he felt especially satisfied with his purchase. The bike had been on sale and now he would have some money left for a bike radio. Joe felt very good indeed!

pleased	<u>SATISFIED</u>
not sure	<u>UNCERTAIN</u>
surprised	<u>AMAZED</u>
at last	<u>FINALLY</u>
briskly	<u>EAGERLY</u>
opportunity	<u>CHANCE</u>
obtainable	<u>AVAILABLE</u>
very	<u>ESPECIALLY</u>
not alike	<u>DIFFERENT</u>

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **268**

Page 1

DIRECTIONS: Ask the child to follow these directions: (Choose three)

1. Touch your head. What is the position of your head in relation to the rest of your body. (elicit top) What is the opposite of top? Touch the opposite. (top -- bottom)
2. Hold one hand out to side. What is the position of the hand you have held out? What is the opposite of the hand you have held out? Hold up the opposite hand. (left -- right)
3. Put the pencil in the box. What is the position of the pencil to the box? (elicit inside) What is the opposite of inside? Put the crayon in the opposite position. (inside -- outside)
4. Put the pencil in front of the box. What is the position of the pencil? (elicit front) What is the opposite of in front? Put the pencil in the opposite position. (in front -- behind)
5. Direct the child to the light switch. What is the position of the light switch? (elicit on) What is the opposite of on? Put the light switch in the opposite position. (off -- on)
6. Direct the child to stand up. What position are you now that you are standing? (elicit up) What is the opposite of up? Sit down. (up -- down)
7. Point to a large chair in the room, e.g., teacher's chair. In relation to one of the children's chairs, the teacher's chair is big. What is the opposite of big? Compare the child's chair with the teacher's chair. (big -- little)
8. Have the child sit on the teacher's chair -- way back in the chair. The child is high up off the floor. (elicit high) What is the opposite of high? Have the child sit squarely on a child's chair. Now he is low. (elicit low) (high -- low)
9. Have the child hold his hand above the table. What is the position of his hand in relation to the table. (elicit over) What is the opposite of over? Put his hand below the table and elicit under. (over -- under)
10. Direct the child to touch his stomach. What is the position of your stomach in relation to the rest of your body? (elicit front) What is the opposite of front? Touch the opposite (front -- back).
11. Touch your stomach. How does it feel to your hand? (elicit soft) What is the opposite of soft? Touch something that is the opposite (hard -- soft).
12. Lift a paper clip in your hand. Think about its weight. How does it feel? (elicit light) Find something to hold in your hand that is the opposite of light. (book, paper weight, etc. light -- heavy)

Score


288



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 268

Page 1

DIRECTIONS: Ask the child to follow these directions: (Choose three)

1. Touch your head. What is the position of your head in relation to the rest of your body. (elicit top) What is the opposite of top? Touch the opposite. (top -- bottom)
2. Hold one hand out to side. What is the position of the hand you have held out? What is the opposite of the hand you have held out? Hold up the opposite hand. (left -- right)
3. Put the pencil in the box. What is the position of the pencil to the box? (elicit inside) What is the opposite of inside? Put the crayon in the opposite position. (inside -- outside)
4. Put the pencil in front of the box. What is the position of the pencil? (elicit front) What is the opposite of in front? Put the pencil in the opposite position. (in front -- behind)
5. Direct the child to the light switch. What is the position of the light switch? (elicit on) What is the opposite of on? Put the light switch in the opposite position. (off -- on)
6. Direct the child to stand up. What position are you now that you are standing? (elicit up) What is the opposite of up? Sit down. (up -- down)
7. Point to a large chair in the room, e.g., teacher's chair. In relation to one of the children's chairs, the teacher's chair is big. What is the opposite of big? Compare the child's chair with the teacher's chair. (big -- little)
8. Have the child sit on the teacher's chair -- way back in the chair. The child is high up off the floor. (elicit high) What is the opposite of high? Have the child sit squarely on a child's chair. Now he is low. (elicit low) (high -- low)
9. Have the child hold his hand above the table. What is the position of his hand in relation to the table. (elicit over) What is the opposite of over? Put his hand below the table and elicit under. (over -- under)
10. Direct the child to touch his stomach. What is the position of your stomach in relation to the rest of your body? (elicit front) What is the opposite of front? Touch the opposite (front -- back).
11. Touch your stomach. How does it feel to your hand? (elicit soft) What is the opposite of soft? Touch something that is the opposite (hard -- soft).
12. Lift a paper clip in your hand. Think about its weight. How does it feel? (elicit light) Find something to hold in your hand that is the opposite of light. (book, paper weight, etc. light -- heavy)

Score


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# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**268**

Page 2

**DIRECTIONS:** Materials: small box with no lid; five or six objects which are big, little, short and tall in relation to each other. e.g., long block, short block, small block, big block.

Ask the child to respond to three (or five) of the following questions:

1. Put a block under the box.
2. Put a block on top of the box.
3. Hold a block over the box.
4. Put a big block on the box.
5. Put a little block on the box.
6. Give me a short block.
7. Put a block on the left of the box.
8. Give me a tall block.
9. Put a block on the right of the box.
10. Show me the bottom of the box.
11. Show me the top of the box.
12. Pick up a tall block.
13. Pick up a short block.
14. Lay down the short block.
15. Put the tall block on the right of the box.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

**•268**

Page 2

**DIRECTIONS:** Materials: small box with no lid; five or six objects which are big, little, short and tall in relation to each other. e.g., long block, short block, small block, big block.

Ask the child to respond to three (or five) of the following questions:

1. Put a block under the box.
2. Put a block on top of the box.
3. Hold a block over the box.
4. Put a big block on the box.
5. Put a little block on the box.
6. Give me a short block.
7. Put a block on the left of the box.
8. Give me a tall block.
9. Put a block on the right of the box.
10. Show me the bottom of the box.
11. Show me the top of the box.
12. Pick up a tall block.
13. Pick up a short block.
14. Lay down the short block.
15. Put the tall block on the right of the box.

Score


291

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# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**•269**  
3

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms.

- |             |          |
|-------------|----------|
| 1. neat     | square   |
| 2. round    | rough    |
| 3. valuable | graceful |
| 4. push     | rude     |
| 5. smooth   | messy    |
| 6. familiar | pull     |
| 7. clumsy   | cheap    |
| 8. polite   | strange  |

Score


292

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

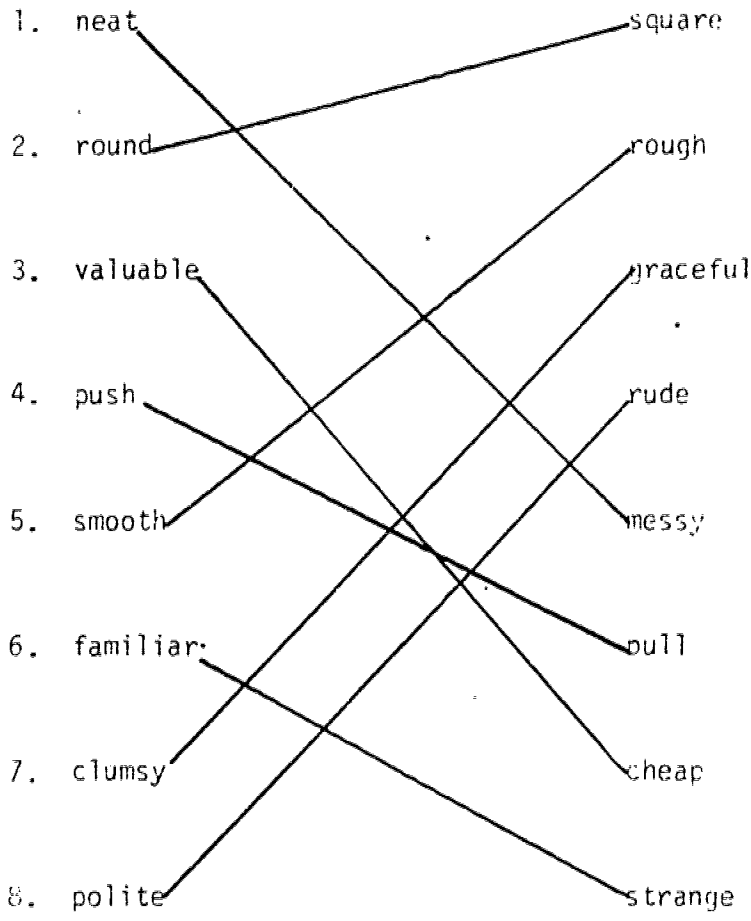
PT: 289

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 269  
3

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms.



Score

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **269**  
4

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms. You may use a dictionary if necessary.

- |                |              |
|----------------|--------------|
| 1. vigorous    | terminate    |
| 2. flexible    | vulnerable   |
| 3. initiate    | contained    |
| 4. fastidious  | messy        |
| 5. impervious  | rigid        |
| 6. localized   | disorganized |
| 7. spontaneous | useful       |
| 8. obsolete    | feeble       |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **269**

4

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms. You may use a dictionary if necessary.

- |                |              |
|----------------|--------------|
| 1. vigorous    | terminate    |
| 2. flexible    | vulnerable   |
| 3. initiate    | contained    |
| 4. fastidious  | messy        |
| 5. impervious  | rigid        |
| 6. localized   | disorganized |
| 7. spontaneous | useful       |
| 8. obsolete    | feeble       |
- 

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•270

DIRECTIONS: Read the pair of words below. Put an S on the line if the two words are synonyms, or put an A on the line if the two words are antonyms.

- |             |       |            |
|-------------|-------|------------|
| 1. wealthy  | _____ | poor       |
| 2. above    | _____ | underneath |
| 3. smart    | _____ | bright     |
| 4. damp     | _____ | soggy      |
| 5. helpful  | _____ | lazy       |
| 6. donate   | _____ | give       |
| 7. press    | _____ | iron       |
| 8. smooth   | _____ | level      |
| 9. increase | _____ | shorten    |
| 10. failure | _____ | success    |

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

1057 0001

• 270

DIRECTIONS: Read the pair of words below. Put an S on the line if the two words are synonyms, or put an A on the line if the two words are antonyms.

- |             |              |            |
|-------------|--------------|------------|
| 1. wealthy  | <u>  A  </u> | poor       |
| 2. above    | <u>  A  </u> | underneath |
| 3. smart    | <u>  S  </u> | bright     |
| 4. damp     | <u>  S  </u> | soggy      |
| 5. helpful  | <u>  A  </u> | lazy       |
| 6. donate   | <u>  S  </u> | give       |
| 7. press    | <u>  S  </u> | iron       |
| 8. smooth   | <u>  S  </u> | level      |
| 9. increase | <u>  A  </u> | shorten    |
| 10. failure | <u>  A  </u> | success    |

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 271

DIRECTIONS: Read each sentence below. Write an antonym for each of the underlined words on the line at the end of each sentence.

1. The tiny chair was just right for the big man. \_\_\_\_\_
2. The rich man was always begging for money. \_\_\_\_\_
3. The big square tires were easy to roll. \_\_\_\_\_
4. Harry was having so much fun he was glad he was told to go home. \_\_\_\_\_
5. It was so noisy in the room that I almost fell asleep. \_\_\_\_\_
6. We liked to go hiking in the winter. \_\_\_\_\_
7. The view from the top of the mountain was so ugly that we did not want to leave. \_\_\_\_\_
8. The dog made a quiet noise as he ran through the house. \_\_\_\_\_
9. The cold from the huge fire could be felt from a hundred feet away. \_\_\_\_\_
10. The skinny man smashed the chair into pieces as he sat down. \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 271

DIRECTIONS: Read each sentence below. Write an antonym for each of the underlined words on the line at the end of each sentence.

1. The tiny chair was just right for the big man. LARGE, BIG
2. The rich man was always begging for money. POOR
3. The big square tires were easy to roll. ROUND
4. Harry was having so much fun he was glad he was told to go home. SAD
5. It was so noisy in the room that I almost fell asleep. QUIET
6. We liked to go hiking in the winter. SUMMER
7. The view from the top of the mountain was so ugly that we did not want to leave. Beautiful, Pretty
8. The dog made a quiet noise as he ran through the house. LOUD
9. The cold from the huge fire could be felt from a hundred feet away. HEAT, WARMTH
10. The skinny man smashed the chair into pieces as he sat down. FAT

Score


# THE PCRS

POST-TEST

•275

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Draw a line from the group of words in Column I to the word it belongs with in Column II.

<u>Column I</u>	<u>Column II</u>
1. Easter, July 4, Christmas	letters
2. checkers, football, golf	fruits
3. carrots, peas, corn	shapes
4. pears, apples, peaches	sizes
5. square, circle, triangle	holidays
6. chickens, dogs, mules	flowers
7. rose, daisy, tulip	animals
8. small, medium, large	games
9. f, g, h	vegetables
10. oak, pine, maple	trees

Score


300

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**.275**

DIRECTIONS: Draw a line from the group of words in Column I to the word it belongs with in Column II.

- | <u>Column I</u>              | <u>Column II</u> |
|------------------------------|------------------|
| 1. Easter, July 4, Christmas | letters          |
| 2. checkers, football, golf  | fruits           |
| 3. carrots, peas, corn       | shapes           |
| 4. pears, apples, peaches    | sizes            |
| 5. square, circle, triangle  | holidays         |
| 6. chickens, dogs, mules     | flowers          |
| 7. rose, daisy, tulip        | animals          |
| 8. small, medium, large      | games            |
| 9. f, g, h                   | vegetables       |
| 10. oak, pine, maple         | trees            |

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**287**

3

DIRECTIONS: Read each sentence. Circle the best answer.

1. Last summer we took a \_\_\_\_\_ to the mountains.  
house                      trip                      stop
  
2. John's mother wrote an \_\_\_\_\_ to explain why he missed school yesterday.  
open                      excuse                      below
  
3. All of the boys were \_\_\_\_\_ at the funny story.  
laughing                      running                      sleeping
  
4. We all thought that the circus was very \_\_\_\_\_.  
boring                      exciting                      building
  
5. Sue and John could \_\_\_\_\_ the cookies that were in the oven.  
smell                      taste                      wonder
  
6. Mother was so \_\_\_\_\_ that she went to bed early.  
toward                      tired                      happy
  
7. Mr. \_\_\_\_\_ said that our class was very good today.  
store                      shirt                      teacher

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 287

3

DIRECTIONS: Read each sentence. Circle the best answer.

1. Last summer we took a \_\_\_\_\_ to the mountains.  
house      trip      stop
2. John's mother wrote an \_\_\_\_\_ to explain why he missed school yesterday.  
open      excuse      below
3. All of the boys were \_\_\_\_\_ at the funny story.  
laughing      running      sleeping
4. We all thought that the circus was very \_\_\_\_\_.  
boring      exciting      building
5. Sue and John could \_\_\_\_\_ the cookies that were in the oven.  
smell      taste      wonder
6. Mother was so \_\_\_\_\_ that she went to bed early.  
toward      tired      happy
7. Our \_\_\_\_\_ said that our class was very good today.  
store      shirt      teacher

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**287**  
5

DIRECTIONS: Read each sentence. Circle the best answer.

1. The prophets of old tried to \_\_\_\_\_ the future.  
procrastinate                      prognosticate                      prohibit
2. He was \_\_\_\_\_ happy.  
ineffably                      ineffectually                      infamously
3. Jim was so strong that he thought he was \_\_\_\_\_  
to danger.  
inveterate                      invulnerable                      invidious
4. The disease caused him to have \_\_\_\_\_ pain.  
squalid                      speculative                      spasmodic
5. The general \_\_\_\_\_ new food supplies for his  
hungry men.  
requisitioned                      replicated                      resisted
6. The food was stale and no longer \_\_\_\_\_.  
prudential                      palatable                      negotiable
7. The soothsayer said he had a \_\_\_\_\_ for all the  
world's problems.  
panacea                      pancreas                      palmeto
8. The mother made \_\_\_\_\_ comparisons between the two  
children.  
refuted                      invidious                      inverted
9. The girls appeared to be in fine \_\_\_\_\_ that beautiful  
morning.  
fettle                      fickle                      ferule
10. The poor, stray dog was in \_\_\_\_\_ condition.  
lamentable                      illogical                      inaudible

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 287  
5

DIRECTIONS: Read each sentence. Circle the best answer.

1. The prophets of old tried to \_\_\_\_\_ the future.  
procrastinate      prognosticate      prohibit
2. He was \_\_\_\_\_ happy.  
ineffably      ineffectually      infamously
3. Jim was so strong that he thought he was \_\_\_\_\_ to danger.  
inveterate      invulnerable      invidious
4. The disease caused him to have \_\_\_\_\_ pain.  
squalid      speculative      spasmodic
5. The general \_\_\_\_\_ new food supplies for his hungry men.  
requisitioned      replicated      resisted
6. The food was stale and no longer \_\_\_\_\_.  
prudential      palatable      negotiable
7. The soothsayer said he had a \_\_\_\_\_ for all the world's problems.  
panacea      pancreas      palmeto
8. The mother made \_\_\_\_\_ comparisons between the two children.  
refuted      invidious      inverted
9. The girls appeared to be in fine \_\_\_\_\_ that beautiful morning.  
fettle      fickle      ferule
10. The poor, stray dog was in \_\_\_\_\_ condition.  
lamentable      illogical      inaudible

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 296

Page 1

DIRECTIONS: Read selection to child. Ask him the question.

### Selection:

Today, Mary, a little girl, went to the firehouse to take her daddy's lunch to him.

Yesterday Steven, my brother, went to the library to get a mystery book.

The black birds gather together in the tops of the trees in the fall as they get ready to fly south for the winter.

Mark fell on the sidewalk and skinned his knee. He was running to meet Jimmy as he came home from school yesterday afternoon.

Jacque and Linda are going shopping in Lansing tomorrow to get a birthday present for Roger.

### Questions:

Who is the story about?  
What happened?  
When did it happen?  
Where did Mary go?  
Why did it happen?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 296

Page 1

DIRECTIONS: Read selection to child. Ask him the question.

### Selection:

Today, Mary, a little girl, went to the firehouse to take her daddy's lunch to him.

Yesterday Steven, my brother, went to the library to get a mystery book.

The black birds gather together in the tops of the trees in the fall as they get ready to fly south for the winter.

Mark fell on the sidewalk and skinned his knee. He was running to meet Jimmy as he came home from school yesterday afternoon.

Jacque and Linda are going shopping in Lansing tomorrow to get a birthday present for Roger.

### Questions:

Who is the story about?  
What happened?  
When did it happen?  
Where did Mary go?  
Why did it happen?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Who is the story about?  
What happened?  
When?  
Where?  
Why?

Score


307

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PT: 304

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **296**

Page 2

**DIRECTIONS:** Select one question for each child being tested from those listed below.

1. Pretend the Three Bears had a picnic. What three things can you tell me about a picnic they might have had? (e.g., eaten outside, eaten honey and berries, had lots of food, went out into woods)
2. Pretend you went for a walk with Goldilocks. What three things might happen when you went for a walk with her? (visit the Three Bears' house, pick flowers, meet the Three Bears, run home)
3. Pretend you had breakfast with the Three Bears. If you have breakfast with them what three things might you do? (e.g., taste hot porridge, let porridge cool, go for a walk)
4. Suppose you saw a big bear in the woods. What three things might you do? (run, scream, pet him, feed him)

Score


308

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 305

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 296

Page 2

**DIRECTIONS:** Select one question for each child being tested from those listed below.

1. Pretend the Three Bears had a picnic. What three things can you tell me about a picnic they might have had? (e.g., eaten outside, eaten honey and berries, had lots of food, went out into woods)
2. Pretend you went for a walk with Goldilocks. What three things might happen when you went for a walk with her? (visit the Three Bears' house, pick flowers, meet the Three Bears, run home)
3. Pretend you had breakfast with the Three Bears. If you have breakfast with them what three things might you do? (e.g., taste hot porridge, let porridge cool, go for a walk)
4. Suppose you saw a big bear in the woods. What three things might you do? (run, scream, pet him, feed him)

Score


309

Carolyn Farquahr, Bettye Jennings, and Elaine Weber, PATTR  
(Personalized Approach To Teaching Reading) (Midland, Mich. 1972).  
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# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **298**  
3

**DIRECTIONS:** Read the story. Answer the questions below by circling the correct answer.

A new fun thing for students to do is to make filmstrips. You can get a kit that has the blank film, colored pencils and pens. You decide on a story, plan it out and then draw it on the blank film. You then need a machine called a projector to show it with.

1. A new fun thing is:

- a. A projector
- b. Filmstrips
- c. Movies

2. To do this you need:

- a. Film and pens
- b. Pens and pencils
- c. Film and clips

3. You can use it to make:

- a. Movies
- b. Projectors
- c. Filmstrips

4. The first thing to do is:

- a. Write it down
- b. Plan it out
- c. Project it

5. It comes in a:

- a. Package
- b. Kit
- c. Box

Score


310

ADAPTED FROM SYSTEM I READ  
OMAHA PUBLIC SCHOOLS

PT: 307

# THE PCRS

POST-TEST

• 298  
3

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**DIRECTIONS:** Read the story. Answer the questions below by circling the correct answer.

A new fun thing for students to do is to make filmstrips. You can get a kit that has the blank film, colored pencils and pens. You decide on a story, plan it out and then draw it on the blank film. You then need a machine called a projector to show it with.

1. A new fun thing is:
  - a. A projector
  - b. Filmstrips
  - c. Movies
2. To do this you need:
  - a. Film and pens
  - b. Pens and pencils
  - c. Film and clips
3. You can use it to make:
  - a. Movies
  - b. Projectors
  - c. Filmstrips
4. The first thing to do is:
  - a. Write it down
  - b. Plan it out
  - c. Project it
5. It comes in a:
  - a. Package
  - b. Kit
  - c. Box

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 298

4

**DIRECTIONS:** Read the following story. Circle the letter of the words that correctly finish each statement.

Mountain climbing is a dangerous sport. When mountain climbers are asked why they climb mountains, they are apt to say, "Because they are there." Mountain climbing requires stamina, training and lots of practice with experienced guides. Sherpa tribesmen in the Himalaya Mountains have a tradition of being exceptionally good mountaineers. It is said that Sir Edmund Hillary who first conquered Mt. Everest would not have done so had he not had a Sherpa guide, Tenzing Norgay, to help him. There was even some question as to whether Norgay or Hillary first set foot on the summit.

Mountain climbers who have taken on a long difficult project have not only their own safety to worry about, but have food supplies, tools, ropes, blankets and first aid equipment to consider as well.

Low temperatures and storm conditions in high altitudes make mountain climbing an extremely high risk sport.

1. Mountain climbing as a sport is:
  - a. High risk
  - b. Popular
  - c. Easy to learn
2. The following is not suggested in the story as necessary equipment:
  - a. Rope
  - b. Tools
  - c. Fuel
3. Mountain climbers say they climb mountains because:
  - a. They like heights
  - b. They are there
  - c. They are brave

Score




# THE PCRS

POST-TEST

2003

4

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**DIRECTIONS:** Read the following story. Circle the letter of the words that correctly finish each statement.

Mountain climbing is a dangerous sport. When mountain climbers are asked why they climb mountains, they are apt to say, "Because they are there." Mountain climbing requires stamina, training and lots of practice with experienced guides. Sherpa tribesmen in the Himalaya Mountains have a tradition of being exceptionally good mountaineers. It is said that Sir Edmund Hillary who first conquered Mt. Everest would not have done so had he not had a Sherpa guide, Tenzing Norgay, to help him. There was even some question as to whether Norgay or Hillary first set foot on the summit.

Mountain climbers who have taken on a long difficult project have not only their own safety to worry about, but have food supplies, tools, ropes, blankets and first aid equipment to consider as well.

Low temperatures and storm conditions in high altitudes make mountain climbing an extremely high risk sport.

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- a. High risk
- b. Popular
- c. Easy to learn

2. The following is not suggested in the story as necessary equipment:

- a. Rope
- b. Tools
- c. Fuel

3. Mountain climbers say they climb mountains because:

- a. They like heights
- b. They are there
- c. They are brave

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 298

4

4. Mount Everest was first conquered by:
  - a. Sir Edmund Hillary
  - b. Tenzing Norgay
  - c. Sherpa Tribesmen
  - d. Either Sir Edmund Hillary or Tenzing Norgay
  
5. On mountain tops the climate is likely to be:
  - a. Cold but sunny
  - b. Cold and stormy
  - c. Sunny and hot

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 298

4

4. Mount Everest was first conquered by:
- a. Sir Edmund Hillary
  - b. Tenzing Norgay
  - c. Sherpa Tribesmen
  - d. Either Sir Edmund Hillary or Tenzing Norgay
5. On mountain tops the climate is likely to be:
- a. Cold but sunny
  - b. Cold and stormy
  - c. Sunny and hot

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 299

DIRECTIONS: Read the story. In the questions below, circle the best answer.

---

When he finally made it to school that morning, Johnny was so nervous he exploded into his seventh grade homeroom and stumbled into big old Mrs. Barton landing both of them right on the floor. "Johnny, Johnny," she moaned, "You're an accident looking for a place to happen. No excuses please, just take your seat and take out your history book and a pencil. It's five minutes to this quiz on World War I." Johnny took out his history book and pencil, and when she began writing the questions on the board, he really blew his cool. His brain seemed to be paralyzed and he couldn't remember or locate anything. Luckily for him, old Mrs. Barton was understanding and told him he could do an extra assignment to cancel out this bad test score.

---

1. When Johnny got to school he was ...  
(a) cool (c) tuckered out  
(b) nervous (d) quite ill
2. Johnny stumbled into ...  
(a) Preacher Smith (c) Mrs. Barton  
(b) a gang of bullies (d) Kris Kringle
3. Johnny was to take a quiz on ...  
(a) canals (c) Monkeys and Their Friends  
(b) World War I (d) dances of pioneer times
4. Mrs. Barton said ...  
(a) "You've had an accident" (c) "You may have an accident."  
(b) "You're an accident" (d) "Where's the accident?"
5. When the test began, Johnny ...  
(a) heaved a sigh of relief (c) settled down to work  
(b) blew his cool (d) began to cry

Score


316

ADAPTED FROM SYSTEM I READ  
OMAHA PUBLIC SCHOOLS

PT: 313

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 299

DIRECTIONS: Read the story. In the questions below, circle the best answer.

---

When he finally made it to school that morning, Johnny was so nervous he exploded into his seventh grade homeroom and stumbled into big old Mrs. Barton landing both of them right on the floor. "Johnny, Johnny," she moaned, "You're an accident looking for a place to happen. No excuses please, just take your seat and take out your history book and a pencil. It's five minutes to this quiz on World War I." Johnny took out his history book and pencil, and when she began writing the questions on the board, he really blew his cool. His brain seemed to be paralyzed and he couldn't remember or locate anything. Luckily for him, old Mrs. Barton was understanding and told him he could do an extra assignment to cancel out this bad test score.

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1. When Johnny got to school he was ...  
(a) cool (c) tuckered out  
(b) nervous (d) quite ill
2. Johnny stumbled into ...  
(a) Preacher Smith (c) Mrs. Barton  
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3. Johnny was to take a quiz on ...  
(a) canals (c) Monkeys and Their Friends  
(b) World War I (d) dances of pioneer times
4. Mrs. Barton said ...  
(a) "You've had an accident" (c) "You may have an accident."  
(b) "You're an accident" (d) "Where's the accident?"
5. When the test began, Johnny ...  
(a) heaved a sigh of relief (c) settled down to work  
(b) blew his cool (d) began to cry

Score


# THE PCRS

POST-TEST

• **306**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Read the following story. Circle the letter of the best title in the choices below.

Janet begged her folks for a minibike for her 15th birthday. She knew she should be at least 16 and have a driver's license in order to operate it but her desire took precedence over her good sense. She wheedled and cajoled her parents until they finally said, "Yes."

The day of her birthday her parents excitedly presented her with her gift. What a minibike! It wasn't much larger than her bicycle, but it was considerably heavier. The ignition switch was on the handlebar and it didn't require a gear shift. She couldn't wait to ride it and immediately tried it on the street in front of her house. She didn't consider the difficulty of balancing the vehicle since it was so much heavier than her bike. She lost her balance, tipped over and badly bruised her entire right side as she fell. She decided that maybe this was a sign that she should follow the rules in the future. Until she was old enough for her license she would ride the bike only on the sidewalk in front of her house.

- A. Minibikes Are Great!
- B. Follow the Rules
- C. A Good Birthday

Score


318

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 306

**DIRECTIONS:** Read the following story. Circle the letter of the best title in the choices below.

Janet begged her folks for a minibike for her 15th birthday. She knew she should be at least 16 and have a driver's license in order to operate it but her desire took precedence over her good sense. She wheedled and cajoled her parents until they finally said, "Yes."

The day of her birthday her parents excitedly presented her with her gift. What a minibike! It wasn't much larger than her bicycle, but it was considerably heavier. The ignition switch was on the handlebar and it didn't require a gear shift. She couldn't wait to ride it and immediately tried it on the street in front of her house. She didn't consider the difficulty of balancing the vehicle since it was so much heavier than her bike. She lost her balance, tipped over and badly bruised her entire right side as she fell. She decided that maybe this was a sign that she should follow the rules in the future. Until she was old enough for her license she would ride the bike only on the sidewalk in front of her house.

- A. Minibikes Are Great!
- B. Follow the Rules
- C. A Good Birthday

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **314**

3

DIRECTIONS: Read the sentences. Circle the best answer.

1. Fred saw two teams of boys bouncing a ball and trying to get it in a basket. Fred was at a game of ....
  - (a) baseball
  - (b) horseshoes
  - (c) basketball
  
2. John saw a small brown animal. It was sitting in a tree, eating a nut, and had a brown bushy tail. John saw a ....
  - (a) hog
  - (b) squirrel
  - (c) log
  
3. Jack saw a bright yellow truck with hoses on it. Men were standing on it wearing raincoats. Fred saw a ....
  - (a) firetruck
  - (b) dump truck
  - (c) mail truck
  
4. Joan sat on a chair tried on one pair that was black, then a white pair, then a brown pair. She was in a ....
  - (a) hat store
  - (b) shoe store
  - (c) grocery store
  
5. Milton scratched and scratched and hit at his arm. He had been bitten by ...
  - (a) an elephant
  - (b) a mosquito
  - (c) a dog

Score


320



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 314

3

DIRECTIONS: Read the sentences. Circle the best answer.

1. Fred saw two teams of boys bouncing a ball and trying to get it in a basket. Fred was at a game of ....
  - (a) baseball
  - (b) horseshoes
  - (c) basketball
  
2. John saw a small brown animal. It was sitting in a tree, eating a nut, and had a brown bushy tail. John saw a ....
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5. Milton scratched and scratched and hit at his arm. He had been bitten by ...
  - (a) an elephant
  - (b) a mosquito
  - (c) a dog

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 314

4

DIRECTIONS: Read the story. Underline the correct answer.

Fourteen year old Jerry really wants to go to the beach. His mother said he could go if he finishes his household chores. His problem is that although there is a bus on the corner, he doesn't drive and he doesn't have any money. He knows that, if he mows the lawn, his mother will pay him for the job. On the other hand, his friend, Jimmy, who is 16, got a new jalopy for his birthday. However, he is broke and out of gas.

1. The easiest thing for Jerry to do would be ...
  - a. mow the lawn.
  - b. finish his chores.
  - c. ask Jimmy to drive him.
2. In order to get Jimmy to take him, Jerry will have to ...
  - a. ask him.
  - b. give him gas money.
  - c. finish his chores.
3. The only sure way to get there is to plan on going ...
  - a. by public transportation.
  - b. with his mother.
  - c. with Jimmy.
4. It's a sure bet that he'll mow the lawn because ...
  - a. his mother said he had to.
  - b. he needs the money.
  - c. Jimmy told him to.
5. You can guess that Jerry is a pretty fair swimmer because ...
  - a. he asked his mother if he could go.
  - b. he is thinking about working to pay for transportation.
  - c. his friend Jimmy is going.

Score


322

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 314

4

DIRECTIONS: Read the story. Underline the correct answer.

Fourteen year old Jerry really wants to go to the beach. His mother said he could go if he finishes his household chores. His problem is that although there is a bus on the corner, he doesn't drive and he doesn't have any money. He knows that, if he mows the lawn, his mother will pay him for the job. On the other hand, his friend, Jimmy, who is 16, got a new jalopy for his birthday. However, he is broke and out of gas.

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  - a. his mother said he had to.
  - b. he needs money.
  - c. Jimmy told him to.
  
5. You can guess that Jerry is a pretty fair swimmer because ...
  - a. he asked his mother if he could go.
  - b. he is thinking about working to pay for transportation.
  - c. his friend Jimmy is going.

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**321**

DIRECTIONS: What will happen next in each story? Circle the best ending.

1. Tony went out on the porch for the newspaper. The wind slammed the door shut. Tony was ...  
a. happy                      b. locked out                      c. hungry
2. Alice knitted a sweater for her boyfriend. She ran out of yarn and couldn't buy more. When Alan tried it on the sweater was ...  
a. too big                      b. too small                      c. too long
3. Last winter Jim was skating on the pond. He saw a sign and skated over to it. The sign said ...  
a. yield                      b. no swimming                      c. thin ice
4. Whenever he took a trip, Lou never read a road map. He would ask his wife to give him directions. If she wasn't with him he ...  
a. got lost                      b. drove faster                      c. had a flat
5. Johnny was hiking in the forest. He sat on the ground to rest. Later that night his legs began to itch because ...  
a. he was tired                      b. he sat on poison ivy                      c. he ate mushrooms

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**321**

DIRECTIONS: What will happen next in each story? Circle the best ending.

1. Tony went out on the porch for the newspaper. The wind slammed the door shut. Tony was ...  
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5. Johnny was hiking in the forest. He sat on the ground to rest. Later that night his legs began to itch because ...  
a. he was tired       b. he sat on poison ivy      c. he ate mushrooms

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **326**

Page 1

**DIRECTIONS 1:** Read the conclusion to the child and ask the child to give two facts to support it. Select three items for each child being tested.

1. There are at least three rooms in the Three Bears' House. How can you tell? (There would be a living room, kitchen, and bedroom for the chairs, bowls, and beds.)
2. The Three Bears lived in the woods. If you looked out their window how could you tell? (trees, animals, flowers, dirt path)
3. Goldilocks liked porridge that was just the right temperature. How do you know this? (She tried Mama Bear's porridge and it was too cold so she didn't eat it. She also tried Papa Bear's porridge and it was too hot so she didn't eat it. But when she tasted Baby Bear's porridge it was just right so she ate it all up.)
4. Goldilocks was bigger than Baby Bear. How do you know this? (She broke Baby Bear's chair.)
5. Goldilocks did not want to sit in chairs that were too high or too low. How do you know this? (She did not sit in Papa or Mama Bear's chairs because they were too high or too low.)
6. Goldilocks did not like beds that were too soft or too hard. How do you know this? (She did not want to sleep in Mama Bear's bed or Papa Bear's bed because they were too soft or too hard.)
7. Porridge is eaten from bowls. How do you know this? (Mama Bear put their porridge in bowls. Goldilocks ate Baby Bear's porridge out of a bowl.)
8. Goldilocks had had a long walk. How do you know? (She was tired and hungry.)
9. The biggest bear was a "he" (male) bear. How do you know? (He is the Daddy Bear. A Daddy is a "he.")
10. The middle sized bear is a "she" (female) bear. How can you tell? (The middle sized bear is a Mama Bear. Mamas are girls. A girl is a "she.")
11. When the Three Bears came home Goldilocks was frightened. How do you know? (She ran down the stairs and out of the house and never came back.)

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 326

Page 1

**DIRECTIONS 1:** Read the conclusion to the child and ask the child to give two facts to support it. Select three items for each child being tested.

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# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**326**  
Page 2

## DIRECTIONS 1: Continued

12. Goldilocks was a brave little girl. How do you know?  
(She went for a walk in the woods all by herself. She explored the Three Bears house all by herself.)

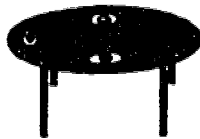
Score \_\_\_\_\_  
\_\_\_\_\_

DIRECTIONS 2: Test up to four children in the same group. Use two pictures, two stories, and two situations for each child. Eight of each are offered for your use.

Using pictures:



Whose house could this be?



Whose table could this be?



Who did not live here?



Who are these characters?



Whose beds could these not belong to?



Who could this be?



Who is this?



Whose chairs are these?



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• **326**

Page 2

## DIRECTIONS 1: Continued

12. Goldilocks was a brave little girl. How do you know?  
(She went for a walk in the woods all by herself. She explored the Three Bears house all by herself.)

Score \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DIRECTIONS 2: Test up to four children in the same group. Use two pictures, two stories, and two situations for each child. Eight of each are offered for your use.

Using pictures:



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Whose table could this be?



Who did not live here?



Who are these characters?



Whose beds could these not belong to?



Who could this be?



Who is this?



Whose chairs are these?

# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• **326**

Page 3

## DIRECTIONS 2: Continued

### Using Stories:

1. Goldilocks slept in the Baby Bear's bed. Why? (e.g., right size for her; she was tired)
2. Goldilocks did not eat Papa Bear's porridge. Why? (e.g., too hot)
3. The Three Bears went for a walk. Why? (e.g., to wait for their porridge to cool)
4. Goldilocks did not sit on Mama Bear's chair. Why? (e.g., too soft)
5. Baby Bear was upset when he found his chair broken. Why? (e.g., he wanted to sit on it)
6. Mama Bear poured three bowls of porridge. Why? (e.g., one for each bear)
7. Papa Bear knew someone had tasted his porridge. How? (e.g., a used spoon was beside his bowl)
8. The Three Bears did not lock their door. How do you know this? (Goldilocks went in their house)

# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• 326

Page 3

## DIRECTIONS 2: Continued

### Using Stories:

1. Goldilocks slept in the Baby Bear's bed. Why? (e.g., right size for her; she was tired)
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# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• **326**

Page 4

## DIRECTIONS 2: Continued

Using situations:

1. The bears were upset when they found their porridge had been tasted. Why? (e.g., they wanted their things left alone)
2. The bears did not walk in the city. Why? (e.g., They lived in the woods.)
3. Goldilocks did not have brown hair. How do you know this? (e.g., her name was Goldilocks)
4. Papa Bear was bigger than Baby Bear. How do you know this? (e.g., Daddies are big and grown up; babies are little. or Papa Bear's things were bigger than Baby Bear's.)
5. Goldilocks was about the size of Baby Bear. How do you know this? (e.g., she fit into Baby Bear's things)
6. Mama Bear said, "Somebody has been sitting in my chair." How did she know this? (e.g., the cushion might have been rumpled)
7. Goldilocks awoke quickly. Why? (she was startled by the bears)
8. The bears did not eat their porridge right away. Why? (the porridge was too hot.)

Score


332

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• **326**

Page 4

## DIRECTIONS 2: Continued

### Using situations:

1. The bears were upset when they found their porridge had been tasted. Why? (e.g., they wanted their things left alone)
2. The bears did not walk in the city. Why? (e.g., They lived in the woods.)
3. Goldilocks did not have brown hair. How do you know this? (e.g., her name was Goldilocks)
4. Papa Bear was bigger than Baby Bear. How do you know this? (e.g., Daddies are big and grown up; babies are little. or Papa Bear's things were bigger than Baby Bear's.)
5. Goldilocks was about the size of Baby Bear. How do you know this? (e.g., she fit into Baby Bear's things)
6. Mama Bear said, "Somebody has been sitting in my chair." How did she know this? (e.g., the cushion might have been rumpled)
7. Goldilocks awoke quickly. Why? (she was startled by the bears)
8. The bears did not eat their porridge right away. Why? (the porridge was too hot.)

Score


Carolyn Farquahr, Bettye Jennings, and Elaine Weber, PATTR  
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PT: 330

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **326**

Page 5

**DIRECTIONS 3:** As many as four children can be tested together. Twelve activities are given below; use three for each child. The child is to give a divergent (different) interpretation. Encourage the child to respond creatively.

1. As the Three Bears walked along the path in the woods, they came upon a big box. They opened up the big box and . . . what do you think happened?
2. In the woods the Three Bears met Donna Doe and . . . what do you think she told them?
3. Roland Robin was flitting from tree to tree telling everyone . . . and what do you suppose he said?
4. Mama Bear got very upset with Baby Bear when he . . . what do you think he did?
5. Goldilocks wore . . . what do you suppose she wore in the woods?
6. As Goldilocks entered the woods . . . what do you imagine she saw?
7. When Goldilocks went into the Bear's living room she saw something on the wall. What do you think it was?
8. Can you imagine what Goldilocks said to her mother when she got home?
9. How do you suppose you make porridge?
10. What do you think Papa Bear did after Goldilocks ran away?
11. Do you suppose there were more bears in the woods besides the Three Bears?
12. Who is Baby Bear's best friend and what do you think they like to play?

Score


334

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

• **326**

Page 5

**DIRECTIONS 3:** As many as four children can be tested together. Twelve activities are given below; use three for each child. The child is to give a divergent (different) interpretation. Encourage the child to respond creatively.

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335

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# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• 327

3

**DIRECTIONS:** Read the paragraph. Underline the correct answers for each incomplete sentence.

There were four of them looking very frightened. Huddled together in the dusk they seemed to want nothing more than to stay as close as possible to each other. Their eyes continually searched the grass and trees around them looking for the first sign of someone or something to harm them. A few drops of rain spattered against the leaves, then touched their fur and made dark spots but still they didn't move. Then ever so lightly feet moved among the leaves on the forest floor. The eyes of the four jerked to the direction of the sound. Closer and closer came the sound. The curtain of leaves suddenly parted above their heads and the long ears of their mother were outlined against the sky. Another watch was over.

1. The watchers were ...
  - (a) rhinoceroses
  - (b) rabbits
  - (c) bear cubs
  - (d) giraffes
  
2. The sun was ...
  - (a) under rain clouds
  - (b) shining brightly
  - (c) not out because it was night
  
3. The watchers were ...
  - (a) soaking wet
  - (b) lonely
  - (c) hot
  - (d) eating

Score


336



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 327  
3

**DIRECTIONS:** Read the paragraph. Underline the correct answers for each incomplete sentence.

There were four of them looking very frightened. Huddled together in the dusk they seemed to want nothing more than to stay as close as possible to each other. Their eyes continually searched the grass and trees around them looking for the first sign of someone or something to harm them. A few drops of rain spattered against the leaves, then touched their fur and made dark spots but still they didn't move. Then ever so lightly feet moved among the leaves on the forest floor. The eyes of the four jerked to the direction of the sound. Closer and closer came the sound. The curtain of leaves suddenly parted above their heads and the long ears of their mother were outlined against the sky. Another watch was over.

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(d) giraffes
  
2. The sun was ...  
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3. The watchers were ...  
(a) soaking wet  
(b) lonely  
(c) hot  
(d) eating

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 327

4

**DIRECTIONS:** Read the paragraph. Underline the correct answers for each incomplete sentence.

Jerry was so excited. He was on his first campout as a Boy Scout. He was eager to do everything right, so he had done everything asked of him in a hurry, running here and there. By the time supper was ready he almost felt too tired to eat the sizzling hot dogs and baked beans. Everyone told him the best part of the trip was yet to come. Soon the call went out to gather around the camp fire. Then the fun began. The older scouts were telling a ghost story. One of the scouts would begin the story stopping at an exciting part. The next scout would continue the story until the other scout would take over. As the story became scarier, the younger scouts became so quiet you could hear a twig snap. Jerry wasn't sleepy any longer. His eyes were big and round like saucers. When the story ended with a scream and "All the ghosts are coming to get YOU!", Jerry let out a shriek because a white-sheeted figure did appear against the fading embers of the fire. He wondered how he would ever fall asleep.

1. Jerry was ...
  - (a) an experienced scout
  - (b) new at camping
  - (c) uninterested in the story
  - (d) a ghost
  
2. The camp was ...
  - (a) near the woods
  - (b) held in early fall
  - (c) an old Indian campground
  - (d) very large
  
3. After the campfire Jerry probably ...
  - (a) went right to sleep
  - (b) stayed awake thinking about ghosts
  - (c) wrote a letter to his mother
  - (d) went looking for ghosts

Score


# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

• 327

4

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(c) wrote a letter to his mother  
(d) went looking for ghosts

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 328

3

DIRECTIONS: Read the sentences. Circle the best answer.

1. June has been working her head off all day cleaning the basement. She is so tired she will
  - a. go to a party tonight
  - b. fall into bed
  - c. join a club next week
  
2. To get ready for the trip, Julie and George loaded the car with all the equipment they would need. They barely got the trunk closed. Since the rear end of the car was almost dragging on the ground, they would probably have to
  - a. unload some weight
  - b. add weight to the front
  - c. get a new shock absorber
  
3. The car thumped along. John stopped, got out and saw that his rear left tire looked very low. He should
  - a. have it changed immediately
  - b. put air into it
  - c. get a new tire
  
4. The family got ready to go on the trip but left the front door open. On their return they found
  - a. everything just the way they left it
  - b. all their valuables gone
  - c. it locked
  
5. Jerry's mother gave him a big bag of candy in return for his help around the house. He couldn't help himself but ate the whole thing at one sitting. Chances are
  - a. he will get fat
  - b. he will get sick
  - c. he will get pimples

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 328

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DIRECTIONS: Read the sentences. Circle the best answer.

1. June has been working her head off all day cleaning the basement. She is so tired she will
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  - b. he will get sick
  - c. he will get pimples

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 328

**DIRECTIONS:** Read the paragraph and select the most reasonable outcome for the story.

Genny and Ginny were identical twins. Simply put, no one could tell them apart. The girls could even fool their father and mother sometimes. They did everything together. They talked the same, wrote the same way, wore the same clothes and liked the same books. They were also in the same fourth grade class. This proved to be a problem to their teacher. Although the girls were good students in most of their subjects, Genny simply couldn't spell. She was quite unhappy because she feared she was going to fail in Spelling. Ginny couldn't stand for her twin to be unhappy. One day when the girls were taking a big spelling test, Ginny saw Genny's eyes fill with tears. She just couldn't spell those words! Quickly, Ginny finished her own paper and wrote another spelling paper for her sister. The teacher seeing what was being done, wisely refrained from making a scene. Instead, she called in their parents. After talking over the problem of Genny's spelling and discussing special help for her, the teacher and the parents decided the best way to be sure the girls never posed as each other was

1. To brand each girl with her name on her forehead.
2. To separate them in school thereafter beginning by putting Ginny and Genny into two different fourth grades.
3. To change their names to Virginia and Genevieve.
4. To have Ginny wear mini skirts; Genny, maxiskirts.
5. To put Genny back in the second grade so the girls would always be in different grade levels.

Score


342

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 328  
4

**DIRECTIONS:** Read the paragraph and select the most reasonable outcome for the story.

Genny and Ginny were identical twins. Simply put, no one could tell them apart. The girls could even fool their father and mother sometimes. They did everything together. They talked the same, wrote the same way, wore the same clothes and liked the same books. They were also in the same fourth grade class. This proved to be a problem to their teacher. Although the girls were good students in most of their subjects, Genny simply couldn't spell. She was quite unhappy because she feared she was going to fail in Spelling. Ginny couldn't stand for her twin to be unhappy. One day when the girls were taking a big spelling test, Ginny saw Genny's eyes fill with tears. She just couldn't spell those words! Quickly, Ginny finished her own paper and wrote another spelling paper for her sister. The teacher seeing what was being done, wisely refrained from making a scene. Instead, she called in their parents. After talking over the problem of Genny's spelling and discussing special help for her, the teacher and the parents decided the best way to be sure the girls never posed as each other was

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Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 340  
Page 1

DIRECTIONS: Read the selection below. Then read the activity. Number the sentences in the order in which the events happened in the selection.

## Harry's Helicopter

One rainy day, Harry had to stay in the house. He thought and thought about what he could do. All of a sudden he thought he would make a paper helicopter. Here is how he made it. Maybe your teacher will let you make one. Why don't you ask her after you are done with this test.

Harry first traced over the pattern like the one we have drawn for you on the next page. Then he cut and folded the top part like the pattern told him to do. Next he folded the bottom part and put two paper clips at the bottom to hold it together. Harry was then ready to try out his helicopter.

## Activity

- \_\_\_\_\_ Harry cut and folded the top part.
- \_\_\_\_\_ Harry flew his helicopter.
- \_\_\_\_\_ Harry traced over the pattern.
- \_\_\_\_\_ He put two paper clips at the bottom.
- \_\_\_\_\_ He folded the bottom part.

Score


344

ADAPTED FROM SYSTEM 1 READ  
OMAHA PUBLIC SCHOOLS

PT: 341



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 340  
Page 1

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## Activity

2 Harry cut and folded the top part.

5 Harry flew his helicopter.

1 Harry traced over the pattern.

4 He put two paper clips at the bottom.

3 He folded the bottom part.

Score


# THE PCRS

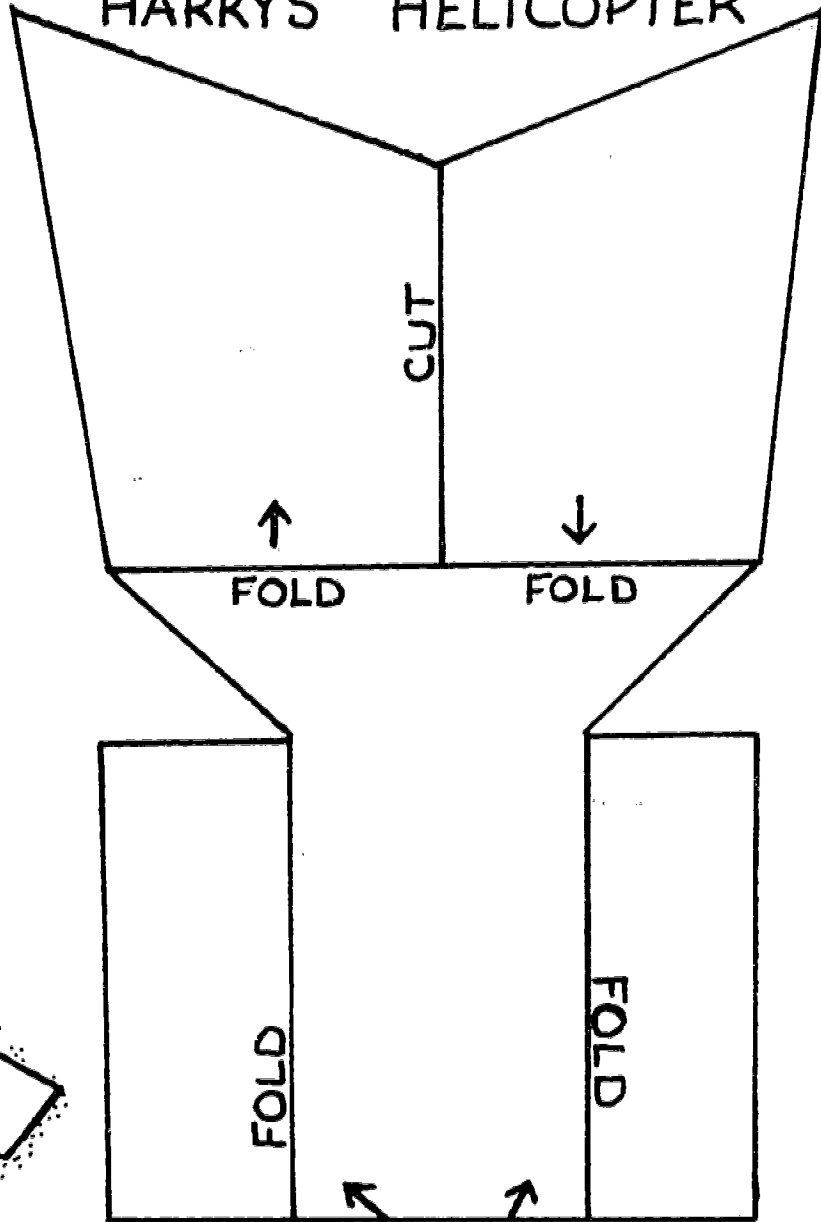
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

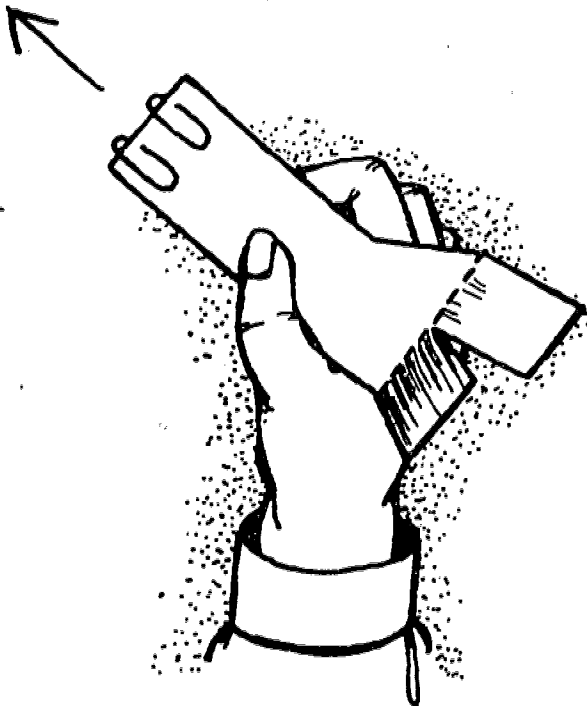
• **340**

Page 2

## HARRY'S HELICOPTER



PUT PAPER CLIPS HERE  
AFTER FOLDING



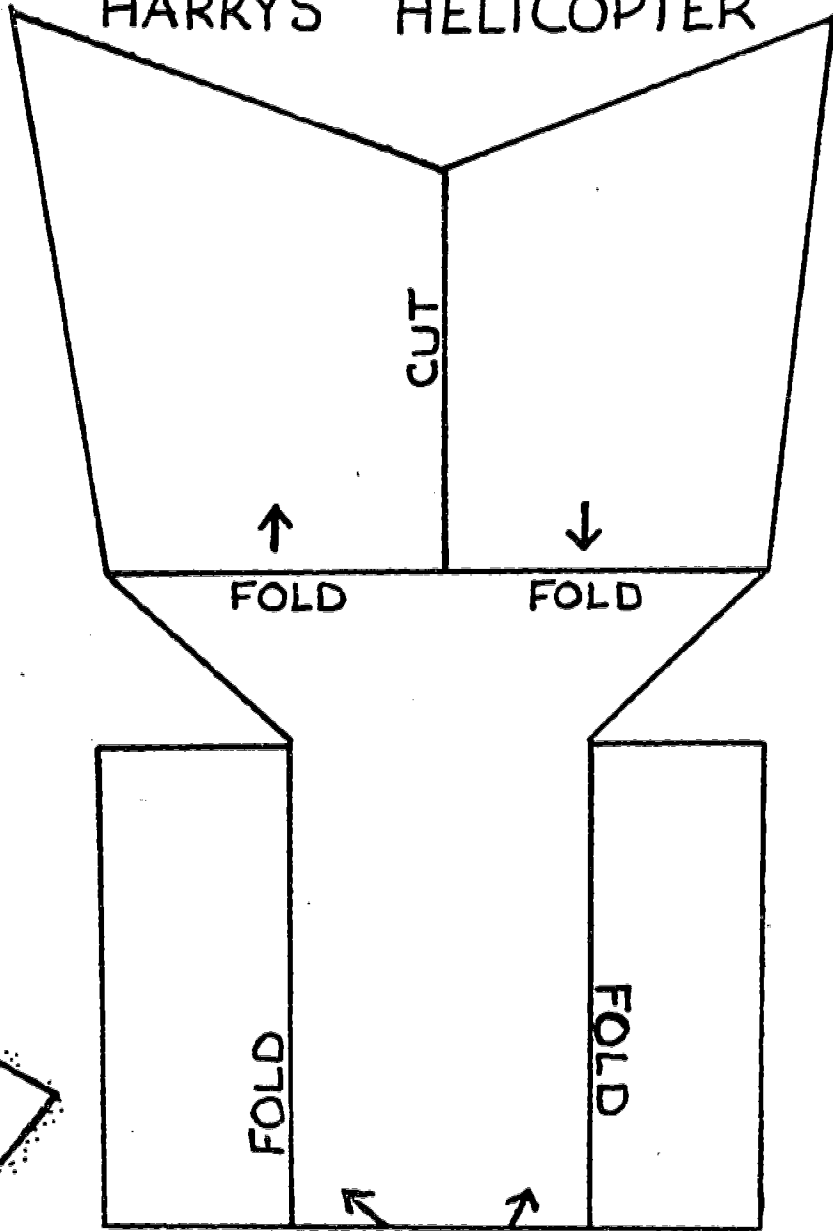
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

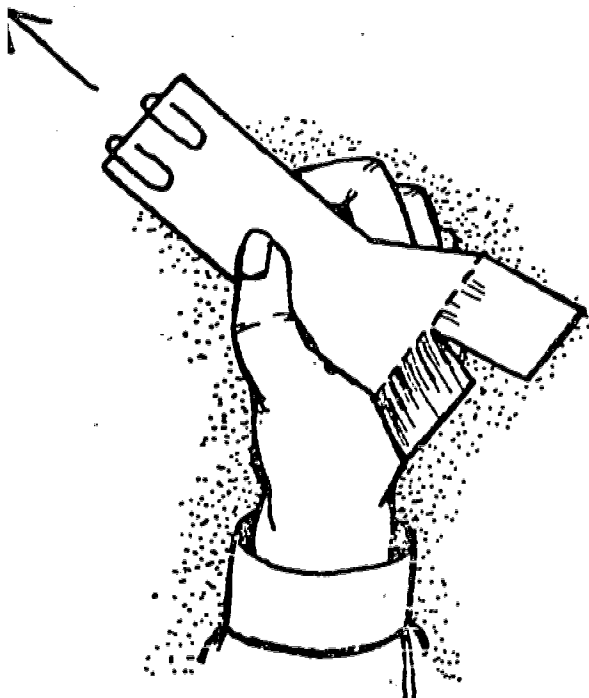
POST-TEST

• **340**  
Page 2

## HARRY'S HELICOPTER



PUT PAPER CLIPS HERE  
AFTER FOLDING



# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **353**

DIRECTIONS: Read the following sentences. In each sentence a euphemism is used. Identify the word or words and suggest a more explicit word.

Example: The garbage was very odoriferous.  
smelly, stinky, etc.

1. The police confronted the uncontrollable group in front of the school library at the time of the sit-in.

---

---

2. Old widow Jones is a carrier of tales.

---

---

3. The disabled man lost his legs in an accident. He was forced to sell pencils in the street.

---

---

4. This is a school for non-sighted persons.

---

---

5. The underprivileged children had no milk to drink.

---

---

6. Make up a sentence like those above using your own words.

---

---

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• 353

DIRECTIONS: Read the following sentences. In each sentence a euphemism is used. Identify the word or words and suggest a more explicit word.

Example: The garbage was very odoriferous.  
smelly, stinky, etc.

1. The police confronted the uncontrollable group in front of the school library at the time of the sit-in.

MOB

2. Old widow Jones is a carrier of tales.

GOSSIP

3. The disabled man lost his legs in an accident. He was forced to sell pencils in the street.

CRIPPLE

4. This is a school for non-sighted persons.

BLIND

5. The underprivileged children had no milk to drink.

POOR

6. Make up a sentence like those above using your own words.

(EVALUATED BY SPECIALIST)

Score


ANSWERS MAY VARY

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST -

• 354

DIRECTIONS: Underline the words in each paragraph which have a negative or emotional tone.

1. Maine has initiated a new program to keep out polluters and strengthen their anti-pollution laws. Capitalist oil companies that dirty and litter the shores will be banned from new development. Land grabbers, who butcher the landscape for profit, will be controlled by zoning laws. Weekend warriors hunting deer and maiming the animal population will be prosecuted. Litterbugs who decorated the forests with cans and garbage will be fined.
2. "Today's high cost of living affects everyone, city folk and farmers alike. Too many wives busy themselves boycotting the meat market and getting their pictures in the papers instead of staying home to prepare well-balanced meals at low cost for their families. My husband works hard in a factory packing metal all day. It's like a tin can, and he comes home sweating in the summer. Sure, we gripe and complain about prices. What are we getting for our money?"
3. "Teachers and principals have been ripping off their students with longer school terms. Now they want us to have a 12 month school year. We need a break during the hotter months. It would be a pain to drag school out longer. We need to be outside during warm weather, not in a classroom. Besides, we would graduate from school sooner and then not be old enough to get a decent job."

Score


350

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 354

**DIRECTIONS:** Underline the words in each paragraph which have a negative or emotional tone.

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ANSWERS MAY VARY

Score


# THE PCRS



NAME \_\_\_\_\_  
DATE \_\_\_\_\_


POST-TEST

**429**

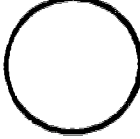

DIRECTIONS: Do these.

1. Put your name \_\_\_\_\_ .

2. Put an  over this 

3. Put a \_\_\_\_\_ under this 

4. Put a  after this 

5. Put a  on this 

Score


352



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

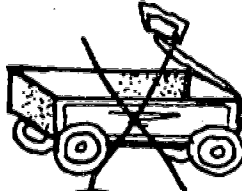
POST-TEST

• 429

DIRECTIONS: Do these.

1. Put your name \_\_\_\_\_

2. Put an  over this



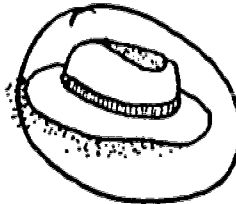
3. Put a \_\_\_\_\_ under this



4. Put a  after this



5. Put a  on this



Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **458**

DIRECTIONS: Write each letter set in alphabetical order.

1. b s c t r x      \_\_\_\_\_
2. a u v e p n      \_\_\_\_\_
3. v r g h i l      \_\_\_\_\_
4. f y z w d k      \_\_\_\_\_
5. j m f t s l      \_\_\_\_\_

Score


354

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

458

DIRECTIONS: Write each letter set in alphabetical order.

1. b s c t r x     B C R S T X
2. a u v e p n     A E N P U V
3. v r g h i l     G H I L R V
4. f y z w d k     D F K W Y Z
5. j m f t s l     F J L M S T

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**•459**

DIRECTIONS: Fill in the blanks with the missing letters.

1. a           c       

2.        x    y       

3. t           v       

4. f                  i

5. k                  n

6. r           t       

7. u           w       

8. m           o       

Score


# THE PCRS

POST-TEST

• 459

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Fill in the blanks with the missing letters.

1. a B c D

2. W x y Z

3. t U v W

4. f G H i

5. k L M n

6. r S t U

7. u V w X

8. m N o P

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_

DATE \_\_\_\_\_

• **461**

DIRECTIONS: Circle yes if each set of words is in alphabetical order. Circle no if the set is not in alphabetical order.

- |                        |     |    |
|------------------------|-----|----|
| 1. apple, awful, asp   | yes | no |
| 2. bed, boat, brick    | yes | no |
| 3. candle, crock, cool | yes | no |
| 4. dog, day, done      | yes | no |
| 5. effect, even, evil  | yes | no |
| 6. fruit, fog, fat     | yes | no |
| 7. steep, step, stamp  | yes | no |
| 8. itch, iron, idle    | yes | no |
| 9. nest, needle, neck  | yes | no |
| 10. rake, round, rude  | yes | no |

Score


# THE PCRS

POST-TEST

• 461

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Circle yes if each set of words is in alphabetical order. Circle no if the set is not in alphabetical order.

- |                        |                                      |                                     |
|------------------------|--------------------------------------|-------------------------------------|
| 1. apple, awful, asp   | yes                                  | <input checked="" type="radio"/> no |
| 2. bed, boat, brick    | <input checked="" type="radio"/> yes | no                                  |
| 3. candle, crock, cool | yes                                  | <input checked="" type="radio"/> no |
| 4. dog, day, done      | yes                                  | <input checked="" type="radio"/> no |
| 5. effect, even, evil  | <input checked="" type="radio"/> yes | no                                  |
| 6. fruit, fog, fat     | yes                                  | <input checked="" type="radio"/> no |
| 7. steep, step, stamp  | yes                                  | <input checked="" type="radio"/> no |
| 8. itch, iron, idle    | yes                                  | <input checked="" type="radio"/> no |
| 9. nest, needle, neck  | yes                                  | <input checked="" type="radio"/> no |
| 10. rake, round, rude  | <input checked="" type="radio"/> yes | no                                  |

Score


# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

**•462**

DIRECTIONS: Put each group of words in alphabetical order.

1. race

girl

yard

nest

after

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. around

run

Italy

thing

chicks

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Score


360



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•462

DIRECTIONS: Put each group of words in alphabetical order.

1. race            AFTER  
   girl            GIRL  
   yard            NEST  
   nest            RACE  
   after           YARD

2. around        AROUND  
   run            CHICKS  
   Italy           ITALY  
   thing          RUN  
   chicks         THING

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **463**

DIRECTIONS: Write each set of words in alphabetical order.

1. giant \_\_\_\_\_  
genius \_\_\_\_\_  
gilt \_\_\_\_\_  
given \_\_\_\_\_  
ginger \_\_\_\_\_

2. volatile \_\_\_\_\_  
vote \_\_\_\_\_  
varmint \_\_\_\_\_  
voter \_\_\_\_\_  
vest \_\_\_\_\_

2. waffle \_\_\_\_\_  
wonder \_\_\_\_\_  
worry \_\_\_\_\_  
women \_\_\_\_\_  
won't \_\_\_\_\_

4. bottle \_\_\_\_\_  
border \_\_\_\_\_  
boxer \_\_\_\_\_  
bottom \_\_\_\_\_  
bomber \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**• 463**

DIRECTIONS: Write each set of words in alphabetical order.

1. giant GENIUS  
genius GIANT  
gilt GILT  
given GINGER  
ginger GIVEN

2. volatile VARMINT  
vote VEST  
varmint VOLITILE  
voter VOTE  
vest VOTER

2. waffle WAFFLE  
wonder WOMEN  
worry WONDER  
women WONT  
won't WORRY

4. bottle BOMBER  
border BORDER  
boxer BOTTLE  
bottom BOTTOM  
bomber BOXER

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•464

DIRECTIONS: Choose words from Column B that fit alphabetically in Column A.

COLUMN A

COLUMN B

1. \_\_\_\_\_
2. brook
3. \_\_\_\_\_
4. gone
5. knock
6. \_\_\_\_\_
7. please
8. \_\_\_\_\_
9. ride
10. \_\_\_\_\_

very

quick

mother

apple

clock

Score


364

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•464

DIRECTIONS: Choose words from Column B that fit alphabetically in Column A.

## COLUMN A

1. APPLE
2. brook
3. CLOCK
4. gone
5. knock
6. MOTHER
7. please
8. QUICK
9. ride
10. VERY

## COLUMN B

very

quick

mother

apple

clock

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•466

DIRECTIONS: Read each word below. In the blank space write

- (1) If it comes between A - I
- (2) If it comes between J - R
- (3) If it comes between S - Z

- 1. comet \_\_\_\_\_
- 2. jerk \_\_\_\_\_
- 3. bathe \_\_\_\_\_
- 4. leap \_\_\_\_\_
- 5. sleep \_\_\_\_\_
- 6. tuba \_\_\_\_\_
- 7. gnaw \_\_\_\_\_
- 8. we \_\_\_\_\_
- 9. unfold \_\_\_\_\_
- 10. quote \_\_\_\_\_

Score


# THE PCRS

POST-TEST

•466

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Read each word below. In the blank space write

- (1) If it comes between A - I
- (2) If it comes between J - R
- (3) If it comes between S - Z

- 1. comet       1
- 2. jerk        2
- 3. bathe       1
- 4. leap        2
- 5. sleep       3
- 6. tuba        3
- 7. gnaw       1
- 8. we          3
- 9. unfold      3
- 10. quote      2

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

**•467**

DIRECTIONS: Write the page number on which each of the following words is found in the dictionary.

1. husky \_\_\_\_\_
2. absorbent \_\_\_\_\_
3. Sinhalese \_\_\_\_\_
4. feline \_\_\_\_\_
5. instruction \_\_\_\_\_
6. commute \_\_\_\_\_
7. publicity \_\_\_\_\_
8. sweet corn \_\_\_\_\_
9. gridiron \_\_\_\_\_
10. ravage \_\_\_\_\_

Score


ADAPTED FROM SYSTEM I READ  
OMAHA PUBLIC SCHOOLS

PT: 365



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST

•467

DIRECTIONS: Write the page number on which each of the following words is found in the dictionary.

1. husky \_\_\_\_\_
2. absorbent \_\_\_\_\_
3. Sinhalese \_\_\_\_\_
4. feline \_\_\_\_\_
5. instruction \_\_\_\_\_
6. commute \_\_\_\_\_
7. publicity \_\_\_\_\_
8. sweet corn \_\_\_\_\_
9. gridiron \_\_\_\_\_
10. ravage \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TI S!

• **468**

DIRECTIONS: Copy the guide words on the following pages. Use any dictionary.

1. page 156
2. page 221
3. page 257
4. page 343
5. page 407
6. page 497
7. page 591
8. page 665
9. page 751
10. page 879

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking

POST-TEST  
• 468

DIRECTIONS: Copy the guide words on the following pages. Use any dictionary.

1. page 156
2. page 221
3. page 257
4. page 343
5. page 407
6. page 497
7. page 591
8. page 665
9. page 751
10. page 879

Score


371

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **469**

DIRECTIONS: Read the words below. In the blank space beside each word write whether the word comes before, after, or on the dictionary page with the following guide words. daisy - evolve

1. dabble \_\_\_\_\_
2. enter \_\_\_\_\_
3. distant \_\_\_\_\_
4. ewe \_\_\_\_\_
5. develop \_\_\_\_\_
6. dogma \_\_\_\_\_
7. dog \_\_\_\_\_

Score


# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 469

DIRECTIONS: Read the words below. In the blank space beside each word write whether the word comes before, after, or on the dictionary page with the following guide words. daisy - evolve

1. dabble BEFORE
2. enter ON
3. distant ON
4. ewe AFTER
5. develop ON
6. dogma ON
7. dog ON

Score


373

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

470

DIRECTIONS: Select the correctly spelled word from the two phonetically spelled words. Verify your answer in the dictionary.

1. disconnected (dis' kə nekt' id) (dis' kə nek' tid)
2. giblet (jib' lit) (gib' lit)
3. guile (jil) (gil)
4. mezzanine (mez' ə nen') (mez' ə neen')
5. preferential (pre' fə r en' shul) (pref' ə ren' shəl)
6. prodigious (prə dij' əs) (pro dij' eəs)
7. serpentine (sur' nən tin') (sur' nən ten')
8. surety (shoor' i te) (shur' te)
9. turbulent (toor' bu lent) (tur' byə lənt)
10. unaccustomed (un' ə kus' təmd) (un' ə cust' emd)

Score


374

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•470

DIRECTIONS: Select the correctly spelled word from the two phonetically spelled words. Verify your answer in the dictionary.

1. disconnected (dis' kə nekt' id) (dis' kə nek' tid)
2. gible (jib' lit) (gib' lit)
3. guile (jil) (gil)
4. mezzanine (mez' ə nen') (mez' zə neen')
5. preferential (pre' fə r en' shul) (pref' ə ren' shəl)
6. prodigious (prə dij' əs) (pro dij' eəs)
7. serpentine (sur' pən tɪn') (sur' pən ten')
8. surety (shoor' i te) (shur' te)
9. turbulent (toor' bu lent) (tur' byə lənt)
10. unaccustomed (un' ə kus' təmd) (un' ə cust' emd)

Score


# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

• **472**

DIRECTIONS: Using a dictionary of your choice divide the following words into syllables.

1. oxen \_\_\_\_\_
2. suspenseful \_\_\_\_\_
3. therapeutic \_\_\_\_\_
4. ruminant \_\_\_\_\_
5. recognition \_\_\_\_\_
6. moustache \_\_\_\_\_
7. fiesta \_\_\_\_\_
8. fiasco \_\_\_\_\_

Score




# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 472

DIRECTIONS: Using a dictionary of your choice divide the following words into syllables.

1. oxen OX/EN
2. suspenseful SUS/PENSE/FUL
3. therapeutic THER/A/PEU/TIC
4. ruminant RU/MIN/ANT
5. recognition REC/OG/NITION
6. moustache MOUS/TACHE
7. fiesta FI/ES/TA
8. fiasco FI/AS/CO

Score


377

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• **473**

DIRECTIONS: Using a dictionary of your choice answer the questions below.

1. What is a runt?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. What does, "The flood waters have subsided" mean?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Where would you find a purslane?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

4. Would a plover fly?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Score


378

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

•473

DIRECTIONS: Using a dictionary of your choice answer the questions below.

1. What is a runt?

A STUNTED ANIMAL, PERSON, OR  
PLANT.

2. What does, "The flood waters have subsided"mean?

GROW LESS; DIE DOWN; GROW LESS  
ACTIVE; SETTLE

3. Where would you find a purslane?

IN THE WOODS; OUT DOORS (A COMMON  
PLANT)

4. Would a plover fly?

YES (IT IS A BIRD WITH A SHORT  
BILL).

ANSWERS WILL VARY

Score


# THE PCRS

POST-TEST

• **474**

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

DIRECTIONS: Study the following illustrations. Answer the questions.

koala (ko-a-la) n.

1. How does a baby koala travel?
2. What other animal does it resemble?
3. Does a koala stay on the ground?

penguin (pen'gwin) n.

1. What does a penguin use to swim?
2. What two colors is a penguin?
3. Does a penguin have a large head?

sloth (sloth) n.

1. Does a sloth live in extremely cold regions?
2. What is his likely position in navigating from place to place?
3. Does a sloth have a tail?

Score


380

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

Self  
Checking \_\_\_\_\_

POST-TEST

• 474

DIRECTIONS: Study the following illustrations. Answer the questions.

koala (ko-a-la) n.

1. How does a baby koala travel?
2. What other animal does it resemble?
3. Does a koala stay on the ground?

penguin (pen'gwin) n.

1. What does a penguin use to swim?
2. What two colors is a penguin?
3. Does a penguin have a large head?

sloth (sloth) n.

1. Does a sloth live in extremely cold regions?
2. What is his likely position in navigating from place to place?
3. Does a sloth have a tail?

Score

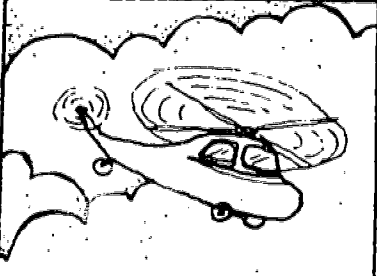
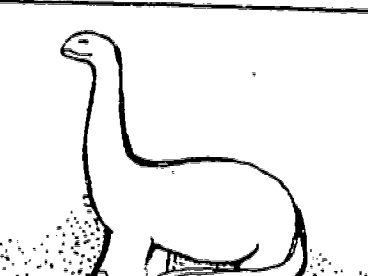
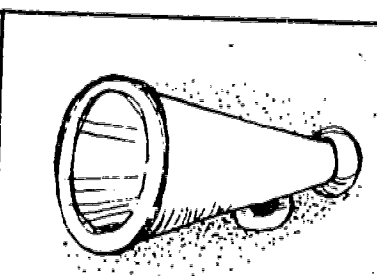
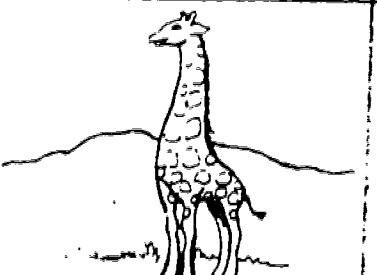
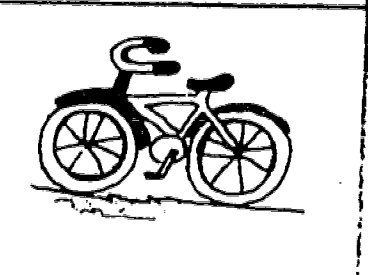
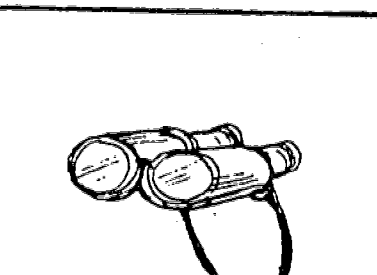
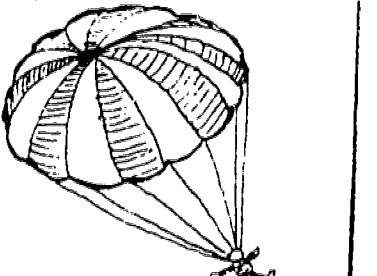
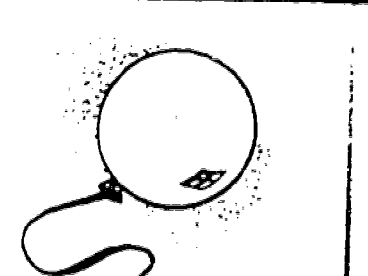
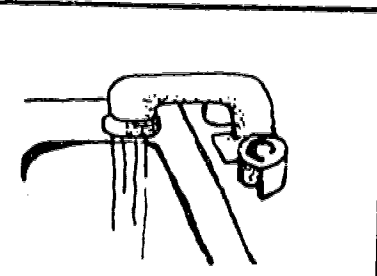

# THE PCRS

POST-TEST

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

**.475**

DIRECTIONS: Under each picture the word for the picture is misspelled. Look the word up in the dictionary and copy the correct spelling.

 <p>1. helicopper</p>	 <p>2. dinoesore</p>	 <p>3. magafone</p>
 <p>4. jirafe</p>	 <p>5. bycicle</p>	 <p>6. bienokulors</p>
 <p>7. pareshute</p>	 <p>8. baloon</p>	 <p>9. fawcett</p>

Score

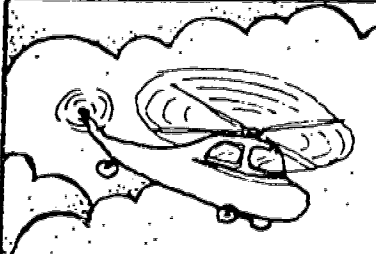
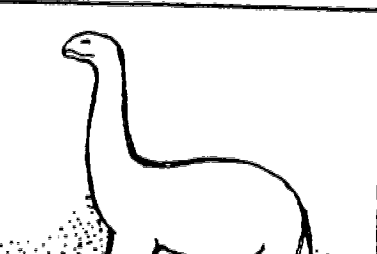
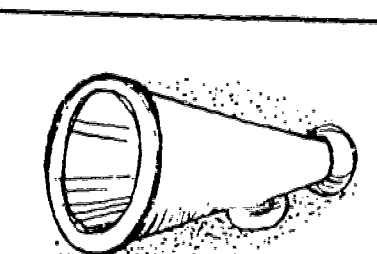

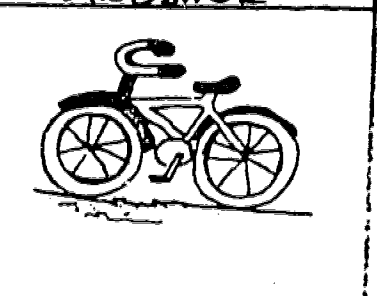
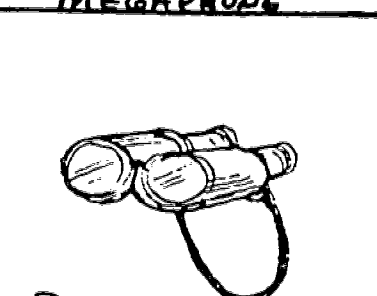
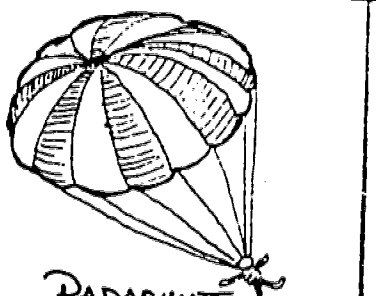
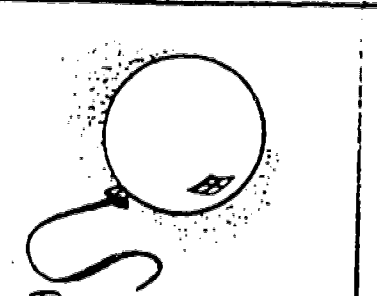
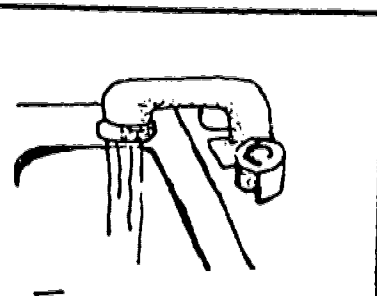
# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

•475

DIRECTIONS: Under each picture the word for the picture is misspelled. Look the word up in the dictionary and copy the correct spelling.

 <p>HELICOPTER 1. helicopper</p>	 <p>2. dinoesore DINOSAUR</p>	 <p>3. magafone MEGAPHONE</p>
 <p>4. jirafe GIRAFFE</p>	 <p>5. bycicle BICYCLE</p>	 <p>BINOCULARS 6. bienokulors</p>
 <p>PARACHUTE 7. pareshute</p>	 <p>8. Baloon BALLOON</p>	 <p>FAUCET 9. fawcett</p>

Score

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

477  
Page 1

DIRECTIONS: Read the following dictionary definition:

race<sup>1</sup> (rās), n. 1. a contest of speed in driving, flying, running, walking, etc.: *A drop race, a mile race.* 2. any competition or contest to achieve something: *The race for the mayoralty.* 3v. to go, act or move with speed; hurry: *We'll have to race to get to school on time.* 4v. to cause to go fast: *To race the motor of a plane.* 5. to participate in a contest of speed: *to run a race.*

Indicate the appropriate meaning of race in the following sentences by assigning the correct number to each sentence.

1. Jack will race to the airport to meet the airplane at 2 p.m.
2. The event they enjoyed the most was the horse race at Ak-Sar-Ben.
3. The race for the presidency of the Senior Class was a close one.
4. It irritated Barb's folks when Vance would race the motor of his car while waiting for her.

(continued on page 2)

score


384



# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

477  
Page 1

DIRECTIONS: Read the following dictionary definition:

race<sup>1</sup> (*raɪs*), *n.* 1. a contest of speed in driving, flying, running, walking, etc: *A drag race, a mile race.* 2. any competition or contest to achieve something: *The race for the mayoralty.* 3*v.* to go, act or move with speed; hurry: *We'll have to race to get to school on time.* 4*v.* to cause to go fast: *To race the motor of a plane.* 5. to participate in a contest of speed: *to run a race.*

Indicate the appropriate meaning of race in the following sentences by assigning the correct number to each sentence.

1. Jack will race to the airport to meet the airplane at 2 p.m. 2
2. The event they enjoyed the most was the horse race at Ak-Sar-Ben. 1
3. The race for the presidency of the Senior Class was a close one. 2
4. It irritated Barb's folks when Vance would race the motor of his car while waiting for her. 4

(continued on page 2)

Score


# THE PCRS

NAME \_\_\_\_\_

DATE \_\_\_\_\_

POST-TEST

477  
(page 2.)

boost (*boost*), *v.* 1. to raise or lift by pushing from below or behind: *Jim will boost up Ron to the cherry tree.* 2. to promote or to help by speaking well of: *The coach always boosts the football team.* 3. to raise or increase: *The grocer had to boost the prices on many items last week.* - *n.* 4. a lift, an upward shove or lift: *He gave the little girl a boost onto the merry-go-round.* 5. an increase or rise: *Every week sees a boost in meat prices.* 6. A remark or an act that helps, promotes or encourages: *Having so many people attend the ball game gave the players a real boost.*

Indicate the appropriate meaning of boost in the following sentences by assigning the correct number to each sentence.

1. Boost your home town always!
2. The principal gave Jerry a boost when he hailed him by name.
3. The boost in prices never seems to stop.
4. The kind man gave the little tyke a boost to the tall water fountain.
5. Alan will boost Jeff over the high fence.
6. The custodian will boost the flag over the building.

# THE PCRS

POST-TEST

477  
(page 2.)

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

*boost (boost), v. 1. to raise or lift by pushing from below or behind: Jim will boost up Ron to the cherry tree. 2. to promote or to help by speaking well of: The coach always boosts the football team. 3. to raise or increase: The grocer had to boost the prices on many items last week. - n. 4. a lift, an upward shove or lift: He gave the little girl a boost onto the merry-go-round. 5. an increase or rise: Every week sees a boost in meat prices. 6. A remark or an act that helps, promotes or encourages: Having so many people attend the ball game gave the players a real boost.*

Indicate the appropriate meaning of boost in the following sentences by assigning the correct number to each sentence.





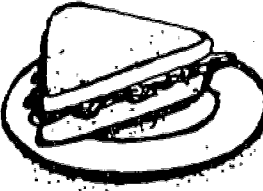

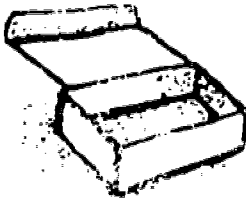

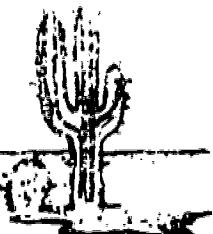

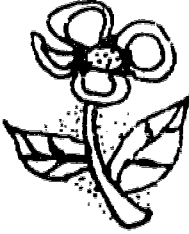
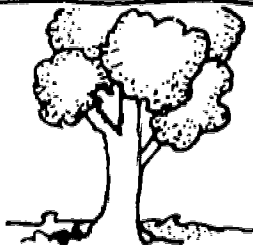
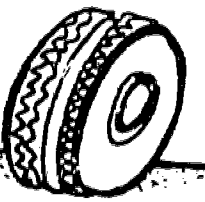

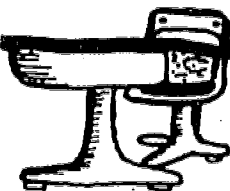
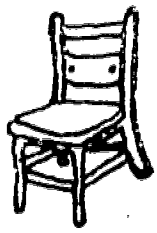
1. Boost your home town always! 6
2. The principal gave Jerry a boost when he hailed him by name. 2
3. The boost in prices never seems to stop. 5
4. The kind man gave the little tyke a boost to the tall water fountain. 1
5. Alan will boost Jeff over the high fence. 1
6. The custodian will boost the flag over the building. 4

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST  
**•503**

DIRECTIONS: Circle the picture that does not fit with the others in the row.

1.				
2.				
3.				
4.				

Score

# THE PCRS

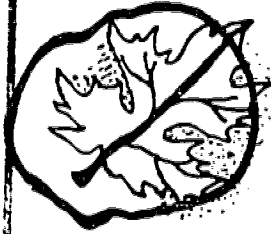
NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

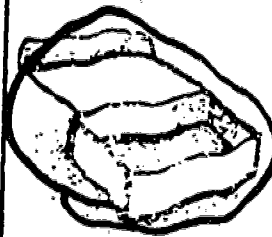
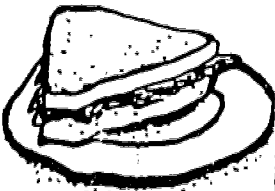
• 503

DIRECTIONS: Circle the picture that does not fit with the others in the row.

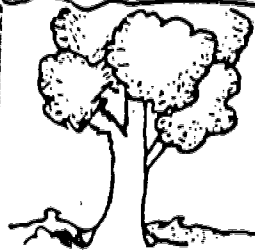
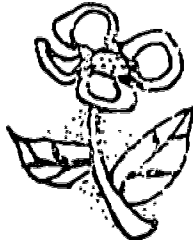
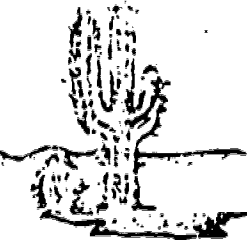
1.



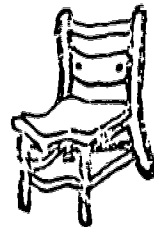
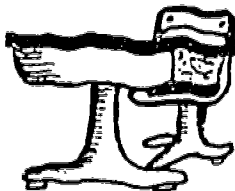
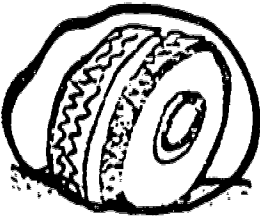
2.



3.



4.



score

# THE PCRS

POST-TEST

506

NAME \_\_\_\_\_

DATE \_\_\_\_\_

DIRECTIONS: Read the story. Then draw a line from the words in Column I to match them with the topics in Column II.

Geologists think of three major types of rock. Sedimentary rock is formed by small particles of minerals and animal matter that collect on the bottoms of lakes and oceans. After millions of years the particles are pressed into rock. Sandstone, slate, and limestone are three sedimentary rocks. Another type is igneous rock. Igneous means "fire formed." These rocks come from deep in the earth where high pressure heats the rock to molten mass. When this magma cools it forms igneous rock. Lava from volcanoes is one type of igneous rock. Metamorphic rock is a type which is changed or welded together by great pressure and heat deep in the earth. Metamorphosis means change. Marble is a metamorphic rock made from limestone.

## Column I

1. animal matter
2. sandstone
3. lava
4. change
5. magma
6. fire formed
7. marble
8. slate
9. volcano
10. bottoms of oceans
11. molten mass
12. welded together

## Column II

- a. Metamorphic rock
- b. Igneous rock
- c. Sedimentary rock

Score



390

# THE PCRS

NAME \_\_\_\_\_  
DATE \_\_\_\_\_

POST-TEST

• 506

DIRECTIONS: Read the story. Then draw a line from the words in Column I to match them with the topics in Column II.

Geologists think of three major types of rock. Sedimentary rock is formed by small particles of minerals and animal matter that collect on the bottoms of lakes and oceans. After millions of years the particles are pressed into rock. Sandstone, slate, and limestone are three sedimentary rocks. Another type is igneous rock. Igneous means "fire formed." These rocks come from deep in the earth where high pressure heats the rock to molten mass. When this magma cools it forms igneous rock. Lava from volcanoes is one type of igneous rock. Metamorphic rock is a type which is changed or welded together by great pressure and heat deep in the earth. Metamorphosis means change. Marble is a metamorphic rock made from limestone.

## Column I

1. animal matter
2. sandstone
3. lava
4. change
5. magma
6. fire formed
7. marble
8. slate
9. volcano
10. bottoms of oceans
11. molten mass
12. welded together

## Column II

- a. Metamorphic rock  
# 4, 7, 12
- b. Igneous rock  
# 6, 5, 3, 11, 9
- c. Sedimentary rock  
1, 10, 2, 8.

Score
