

Sight Word/Decodable Word List

Student's Name _____ Grade _____ Date _____

Emergent		First Grade		Second Grade		Third Grade	
Preprimer	Primer	First Grade		Second Grade		Third Grade	
and	there	each	still		complete		
to	do	like	food		anything		
you	how	through	room		wear		
that	about	new	money		sheep		
was	some	good	morning		nation		
they	these	any	noticed		blow		
his	would	right	begins		peace		
at	has	also	weather		climate		
from	him	come	friend		rough		
I	see	because	sent		struck		
not	could	does	insects		speaking		
had	make	say	trade		magic		
what	who	give	clock		lion		
all	get	air	gate		crowded		
an	look	boy	pain		removed		
said	big	mother	breathe		wool		
man	home	point	pride		worried		
stop	red	move	promise		claws		
map	run	true	clue		stamps		
bad	dog	road	hatch		senses		
Total	Total	Total	Total	Total	Total	Total	Total

The interlocking circles at the top of this page are to encourage teachers to remember that while the lists are presented under specific grade headings a student may be within a developmental stage that is not tightly aligned with a grade level designation. A teacher at any specific grade provides instruction to students who possess a range of knowledge and performance levels.

Adapted from: Taylor, B.; Dewitz, P.; & Pearson, P.D. (1997). The CIERA early assessment battery for studying schools that beat the odds. Ann Arbor, MI: Center for the Improvement of Early Reading Achievement.

CONCEPTS OF PRINT

Individual Checklist

Student Name: _____

Grade as of May, 2001: _____

District: _____

Date Administered: _____

Recording:

- ◆ Indicate correct responses with a check (✓).
- ◆ Write (●) if the child cannot or will not give a response.

	The student POINTS to:	Score	Comments
1.	the front of the book		
2.	the back of the book		
3.	the title		
4.	the text		
5.	where to begin reading the story		
6.	the direction in which to read (left to right)		
7.	where to go next at the end of the line		
8.	words one-to-one as teacher reads one page (voice-print matches)		
9.	the first word on the page		
10.	the last word on the page		
The student FRAMES:			
11.	one word/two words		
12.	the first letter in a word		
13.	the last letter in a word		
14.	one letter/two letters		
15.	The student points to and names any three letters on the page (_____).		
The student points to OR frames:			
16.	a capital letter		
17.	a small letter		
18.	a period (.)		
19.	a question mark (?)		
20.	an exclamation mark (!)		
21.	quotation marks (“”)		
22.	a comma (,)		

TOTAL
Number Correct: _____ /22 Possible

Adapted from *An Observation Survey of Early Literacy Achievement*, Marie M. Clay.

CONCEPTS OF PRINT				
Book Concepts <input type="checkbox"/> 1. Front of book <input type="checkbox"/> 2. Back of book <input type="checkbox"/> 3. The title	Reading Concepts <input type="checkbox"/> 4. The text <input type="checkbox"/> 8. Words one-to-one	Directionality Concepts <input type="checkbox"/> 5. Where to begin reading story <input type="checkbox"/> 6. Direction in which to read (left to right) <input type="checkbox"/> 7. Where to go next at end of the line	Concepts of Letter and Word <input type="checkbox"/> 9. First word on page <input type="checkbox"/> 10. Last word on page <input type="checkbox"/> 11. One word/two words <input type="checkbox"/> 12. First letter in word <input type="checkbox"/> 13. Last letter in word <input type="checkbox"/> 14. One letter/two letters <input type="checkbox"/> 15. Names 3 letters on page	Punctuation Marks <input type="checkbox"/> 16. Capital letter <input type="checkbox"/> 17. Small letter <input type="checkbox"/> 18. A period <input type="checkbox"/> 19. A question mark <input type="checkbox"/> 20. An exclamation mark <input type="checkbox"/> 21. A comma <input type="checkbox"/> 22. Quotation marks

Oral Reading Record

Student _____ Age _____ Grade _____ Date _____

Text Difficulty	Text Familiarity
<input type="checkbox"/> Easy Text (95-100% Correct)	<input type="checkbox"/> Not Previously Read
<input type="checkbox"/> Instructional Text (90-94% Correct)	<input type="checkbox"/> Read Previously
<input type="checkbox"/> Hard Text (Below 90% Correct)	

Text Title: _____ Text Level: _____

$$\begin{array}{ccccccc}
 \boxed{} & - & \boxed{} & = & \boxed{} & \div & \boxed{} & \times 100 = & \boxed{} \% \\
 \text{Total Words} & & \text{Errors} & & & & \text{Total Words} & & \text{Accuracy Rate}
 \end{array}$$

Example Scoring: 98 words read minus 6 errors equals 92. Then divide 92 by 98, and multiply by 100, and you will find the 93% **accuracy rate**. Do not round off the number.

$$\frac{\text{Total Errors} + \text{Total Self-Corrections}}{\text{Total Self-Corrections}} = \text{Rate of Self-Corrections} \quad \boxed{} \%$$

<p>Competencies: (Check Observed behavior)</p> <p><input type="checkbox"/> Self-monitors</p> <p><input type="checkbox"/> 1 to 1 Matching</p> <p><input type="checkbox"/> Directionality</p> <p>At an unknown word, the child attempts to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p> <p>Self Corrects by attempting to use: (Check Observed behavior)</p> <p><input type="checkbox"/> Meaning or picture cues</p> <p><input type="checkbox"/> Sentence structure</p> <p><input type="checkbox"/> Visual letter/Sound Identification</p>	<p>Fluency: (Check one)</p> <p><input type="checkbox"/> Fluent, phrased reading (4)</p> <p><input type="checkbox"/> Mixed word-by-word and phrased reading (3)</p> <p><input type="checkbox"/> Mostly word-by-word reading (2)</p> <p><input type="checkbox"/> All word-by-word reading (1)</p> <p><input type="checkbox"/> Appropriate expression/intonation</p> <p>Retelling: (Write score from rubric in the box. For additional information, see individual student rubric sheet)</p> <table style="width: 100%;"> <tr> <td style="text-align: center;"><u>Narrative</u></td> <td style="text-align: center;"><u>Informational</u></td> </tr> <tr> <td><input type="checkbox"/> Plot's main idea</td> <td><input type="checkbox"/> Central purpose</td> </tr> <tr> <td><input type="checkbox"/> Story/element</td> <td><input type="checkbox"/> Restatement/elements</td> </tr> <tr> <td><input type="checkbox"/> Story structure</td> <td><input type="checkbox"/> Thought development</td> </tr> <tr> <td><input type="checkbox"/> Linguistic spillover</td> <td><input type="checkbox"/> Linguistic spillover</td> </tr> </table>	<u>Narrative</u>	<u>Informational</u>	<input type="checkbox"/> Plot's main idea	<input type="checkbox"/> Central purpose	<input type="checkbox"/> Story/element	<input type="checkbox"/> Restatement/elements	<input type="checkbox"/> Story structure	<input type="checkbox"/> Thought development	<input type="checkbox"/> Linguistic spillover	<input type="checkbox"/> Linguistic spillover
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Comments:
