

## Word Recognition Test (Preprimer through Eighth-Grade Lists)

<i>Preprimer</i>	<i>Primer</i>	<i>First grade</i>	<i>Second grade</i>
1. and	1. back	1. leg	1. able
2. cat	2. eat	2. black	2. break
3. me	3. sun	3. smile	3. pull
4. is	4. bird	4. hurt	4. week
5. go	5. pat	5. dark	5. gate
6. play	6. saw	6. white	6. felt
7. where	7. feet	7. couldn't	7. north
8. like	8. lake	8. seen	8. rush
9. thing	9. hid	9. until	9. wrote
10. old	10. cut	10. because	10. perfect
11. your	11. about	11. men	11. change
12. up	12. one	12. winter	12. basket
13. said	13. rain	13. shout	13. shoot
14. big	14. water	14. glass	14. hospital
15. for	15. two	15. paint	15. spill
16. by	16. how	16. children	16. dug
17. dog	17. window	17. table	17. crayon
18. not	18. need	18. stand	18. third
19. who	19. that's	19. head	19. taken
20. here	20. mother	20. drove	20. prize

**Word Recognition Test** (page 2 of 3)

*Third grade*

1. accept
2. favor
3. seal
4. buffalo
5. slipper
6. receive
7. legend
8. haircut
9. dresser
10. icy
11. customer
12. thread
13. plop
14. bandage
15. further
16. moat
17. closet
18. unroll
19. storyteller
20. yarn

*Fourth grade*

1. average
2. hamster
3. select
4. tobacco
5. brilliant
6. liberty
7. prance
8. solemn
9. disease
10. impress
11. miracle
12. wrestle
13. coward
14. explode
15. opinion
16. suffer
17. vast
18. relationship
19. furnace
20. clan

*Fifth grade*

1. labor
2. cripple
3. hasten
4. frontier
5. riverbed
6. settlement
7. absent
8. dissolve
9. plea
10. surrender
11. organization
12. evidence
13. width
14. rampaging
15. horseshoe
16. grammar
17. assorted
18. soybean
19. troublesome
20. circumstance

*Sixth grade*

1. elevate
2. conservation
3. tenderness
4. barrier
5. adulthood
6. kennel
7. humiliated
8. nonfiction
9. revive
10. wallet
11. depression
12. carvings
13. similarity
14. unanswered
15. fingernail
16. breed
17. marrow
18. starter
19. pedestrian
20. quantity

**Word Recognition Test** (page 3 of 3)

*Seventh grade*

1. civic
2. shirttail
3. nominated
4. gruesome
5. disadvantage
6. architecture
7. tonic
8. straightforward
9. warrant
10. unthinkable
11. ridicule
12. engulf
13. kindhearted
14. maturity
15. impassable
16. bolster
17. copyright
18. foliage
19. prune
20. persecution

*Eighth grade*

1. administration
2. federation
3. militia
4. shambles
5. bankrupt
6. goldenrod
7. perishable
8. toddler
9. cavernous
10. imperative
11. notorious
12. subconscious
13. corps
14. laborious
15. rivet
16. unimaginable
17. dizzily
18. irritability
19. puncture
20. wholehearted

## Spelling Test (First-Grade through Eighth-Grade Lists)

<i>First grade</i>	<i>Second grade</i>	<i>Third grade</i>	<i>Fourth grade</i>
trap	train	scream	plastic
bed	thick	noise	cable
wish	chase	stepping	cozy
sister	dress	count	scurry
drop	queen	careful	preparing
bump	cloud	chasing	stared
drive	short	batter	slammed
plane	shopping	caught	cabbage
ship	cool	thirsty	gravel
bike	stuff	knock	sudden
<i>Fifth grade</i>	<i>Sixth grade</i>	<i>Seventh grade</i>	<i>Eighth grade</i>
explosion	mental	succeed	permissible
compare	commotion	confident	assumption
settlement	declaration	necessary	probable
measure	musician	irresponsible	respiration
suffering	violence	aluminum	olympic
needle	wreckage	subscription	gaseous
preserve	decision	exhibition	overrate
honorable	impolite	regretted	insistent
offered	acknowledge	correspond	snorkel
normal	introduction	emphasize	prosperous

## Abbreviated Instructions for Administering, Scoring, and Interpreting the Word Recognition, Passage Reading, and Spelling Tests

### WORD RECOGNITION TEST

1. *Start.* Start the test at the preprimer level.
2. *Administration.* Flash each word for approximately  $\frac{1}{2}$  second. If student's response is correct, proceed to next word in the list. If the flash response is incorrect, expose the word for an untimed response. Then proceed to the next word.
3. *Recording responses.* Mark the score sheet *only when an error is made*. If the student misreads a word on the flash or untimed presentation, write his or her response in the appropriate column. If the student does not respond to a word, write 0 in the appropriate column. If the student hesitates  $\frac{1}{2}$  second or more in responding to a flashed word, write *h* in the flash column and put a ✓ in the untimed column. The following example shows 3 incorrect responses in the flash column and 2 incorrect responses in the untimed column.

	Flash	Untimed
1. accept	0	<b>assēt</b>
2. favor	<b>flavor</b>	0
3. seal		
4. buffalo	h	✓
5. slipper		

4. *Stop.* Stop the test when the student's *flash score* on a given list falls below 50%.
5. *Scoring.* In scoring the test, start with the flash column. Take off 5% for each error in the flash column and subtract the total from 100. For example, if the student makes 6 errors in the flash column, his flash score is 70% ( $6 \times 5\% = 30\%$ ;  $100\% - 30\% = 70\%$ ).

The untimed score is a cumulative score. Start with the flash score and add 5% for each correct response (✓) in the untimed column. In the preceding example, the student's flash score was 70%; if he read 3 additional words correctly in the untimed column ( $3 \times 5\% = 15\%$ ), his untimed score would be 85%.

6. *Interpretation.* A score of 70% or better in the flash column indicates that the student has sufficient sight vocabulary to read at that level.

## PASSAGE READING INVENTORY

The oral reading passages are administered first, followed by the silent reading passages.

1. *Start.* Begin the oral reading passages at the highest level at which the student achieved an 80% (or better) score on flash word recognition. In the following example, oral reading would begin at the second-grade level.

	<i>Flash</i>	<i>Oral reading</i>
First grade	95%	
Second grade	80%	→ <i>Start</i>
Third grade	60%	

2. *Administration.* Before beginning, explain to the student that she will be reading aloud a few passages and answering some questions. Tell the child to read at her normal speed. Then turn on the tape recorder and leave it on throughout the oral reading testing. Remember to read to the child the brief introductory statements that precede each passage. Also, be sure to record (using a stopwatch) the number of seconds the child takes to read each passage.
3. *Recording responses.* As the student reads the oral passages, record her errors using the following marking system:

<i>Type of error</i>	<i>Marking procedure</i>	<i>Example</i>
Substitution	Write above	<b>tree</b> the train
Omission	Circle	in (the) water
Insertion	Use a caret and write in	<b>little</b> the puppy ^
Self-correction	Put a ✓ beside error	<b>f in ✓</b> a fine day
Help from teacher	Write <i>H</i> above word	<b>H</b> impossible task

4. *Stop.* Stop the oral reading test when the child becomes frustrated. Signs of frustration include a marked increase in word recognition errors, an increase in meaning-change errors, a need for more teacher help, a significant decrease in rate or fluency, and behavioral signs of frustration.
5. *Scoring.* To obtain the *oral reading accuracy* score for a given passage, multiply the number of errors (e.g., 10) times the error quotient (e.g., .68) for an error percentage (6.8 or 7%). Then subtract this number from 100% to obtain the *oral reading score* (100% – 7% = 93%).

To obtain the *oral reading rate* (wpm), multiply 60 times the number of words in the passage and divide by the number of seconds the child took to read the passage (60 × No. of words ÷ No. of seconds).

To obtain the *oral reading comprehension* score, count the number of incorrect responses (e.g., 2) and multiply by 16.6%. Subtract this error percentage (33%) from 100% to obtain the comprehension score (67%). Because there are six questions at the end of most passages (third grade and above), the following chart of precalculated scores may be helpful:

No. of comprehension errors	Comprehension score
0.5	92%
1.0	83%
1.5	75%
2.0	67%
2.5	58%
3.0	50%
3.5	42%
4.0	33%
4.5	25%
5.0	17%
5.5	8%
6.0	0%

6. *Interpretation.* Oral reading yields three scores: word-reading accuracy, rate, and comprehension. In establishing an oral reading instructional level, all three scores must be considered (see performance criteria at the end of this appendix).

The silent reading passages are administered following the oral reading passages. Start the silent reading *one level below* the highest level where the child was instructional (or comfortable) in oral reading. Proceed with the silent reading passages until the student scores below 50% on comprehension. Rate and comprehension scores for silent reading are computed in the same manner as was described for oral reading.

## SPELLING

1. *Start.* Start with the first-grade spelling list.
2. *Administration.* Pronounce each word clearly, use it in a sentence if appropriate, and then say the word again. After the child has spelled each 10-word list, pick up the paper and count the spelling errors. If the child misspells 7 or more of the 10 words, stop the test. If the child misspells 6 or fewer words, proceed to the next list.
3. *Scoring.* For each list, write the correct spelling beside each misspelled word (this will assist later qualitative analysis). Then multiply the number of errors (e.g., 2) times 10 and subtract this error percentage (20%) from 100% to obtain the spelling score (80%).
4. *Interpretation.* A score of at least 50% on a spelling list (e.g., fourth grade) indicates that the student has sufficient word knowledge to benefit from instruction at that level.

## PERFORMANCE CRITERIA

### Word Recognition Test (%)

Independent:	90–100
Instructional:	70–89
Gray area:	50–69
Frustration:	below 50

### Passage Reading Test

	Oral reading accuracy (%)	Oral reading comprehension (%)*
Independent	98–100	90–100
Instructional	95–97	75–89
Gray area	90–94	50–74
Frustration	below 90	below 50

\*Same performance criteria for silent reading comprehension.

### Spelling Test (%)

Independent:	80–100
Instructional:	50–79
Gray area:	40–49
Frustration:	below 40

Note: Gray area scores are borderline scores and require teacher judgment with regard to level setting.

### Average End-of-Year Reading Rate Ranges (Oral and Silent) for Grades 1 through 8

Grade	Oral rates (wpm) <sup>a</sup>	Silent rates (wpm) <sup>b</sup>
First	50–85	50–90
Second	80–120	100–145
Third	90–135	120–170
Fourth	100–145	135–185
Fifth	105–155	145–200
Sixth	115–160	155–210
Seventh	125–160	165–220
Eighth	135–160	175–230

<sup>a</sup>Oral reading rate ranges (grades 1–6) are derived from the average oral rates reported by Morris et al. (2011) and Hasbrouck and Tindal (1992). Oral rate ranges in grades 7 and 8 are extrapolations or estimates.

<sup>b</sup>Silent reading rate ranges (grades 1–6) are derived from the average silent rates reported by Morris et al. (2011) and Taylor (1965). Silent rate ranges in grades 7 and 8 are extrapolations or estimates.



## Reading Diagnosis Summary Sheet

Name \_\_\_\_\_ Date \_\_\_\_\_

Grade \_\_\_\_\_ Examiner \_\_\_\_\_

	Word Recognition Test		Informal Reading Inventory					Spelling
			Oral			Silent		
	Flash	Untimed	Reading accuracy	Comp.	Rate	Comp.	Rate	
PP								
P								
1st								
2nd								
3rd								
4th								
5th								
6th								
7th								
8th								

Independent level \_\_\_\_\_

Instructional level \_\_\_\_\_

Frustration level \_\_\_\_\_

Level	Total errors	Meaning change	Comments on established levels:

## A Parent Interview Schedule for a Reading Clinic

Date \_\_\_\_\_  
 Student's name \_\_\_\_\_ Interviewer \_\_\_\_\_  
 Age \_\_\_\_\_ Grade \_\_\_\_\_  
 School \_\_\_\_\_  
 Parent's name \_\_\_\_\_  
 Address \_\_\_\_\_  
 Phone (H) \_\_\_\_\_ (W) \_\_\_\_\_  
 Occupation \_\_\_\_\_

### DEVELOPMENTAL AND FAMILY DATA

1. Were there any complications at birth?
2. Were there any serious childhood injuries or medical conditions?
3. How would you describe your child's general health? (*Probe* for school attendance)
4. When did language develop? (When did the child begin to talk?)
5. How would you describe your child's personality? (*Probe*: cheerful, moody)
6. Does your child have any anxiety or worry about school? (*Probe*: about reading?)
7. What are his or her favorite hobbies or things to do?
8. How many siblings? \_\_\_\_\_
 

<i>Names</i>	<i>Ages</i>
_____	_____
_____	_____
_____	_____
9. How are the other children doing in reading?
10. Is there any sibling rivalry or resentment regarding achievement?
11. Has any other member of the family (parent, grandparent, uncle, aunt) had difficulty learning to read? Please elaborate.

## First-Grade Reading Material: Representative Book Titles for Levels 1 through 9

The following book list includes titles used in the Appalachian State University Reading Clinic. The nine book levels correspond to Fountas and Pinnell levels A through I. They correspond to traditional basal reader levels in the following manner:

<i>Basal level</i>	<i>Book level</i>
Kindergarten	1, 2
Preprimer 1	3
Preprimer 2	4
Preprimer 3	5
Primer	6, 7
Late first grade (1–2)	8, 9

### LEVEL 1 (KINDERGARTEN 1)

<b>Rigby</b>	<u>Fountas and Pinnell</u>
1. <i>At the Zoo</i>	B
2. <i>Dad</i>	A
3. <i>In the Shopping Cart</i>	A
4. <i>Little Things</i>	A
5. <i>Look at Me</i>	B
6. <i>Me</i>	A
7. <i>Mom</i>	A
8. <i>Playing</i>	A
9. <i>Time for Dinner</i>	B
10. <i>We Go Out</i>	A

### Wright Group (*Storybox*)

11. *If You Meet a Dragon*
12. *In the Mirror*
13. *Painting*
14. *Yuck Soup*

**Wright Group (Early Reading Intervention)**

15. *Get on the Train*
16. *Meg's Warm Clothes*
17. *Our Pet Rabbit*
18. *Penny's Plane*

**LEVEL 2 (KINDERGARTEN 2)**

<b>Rigby</b>	<u>Fountas and Pinnell</u>
1. <i>Ball Games</i>	B
2. <i>Ben's Red Car</i>	B
3. <i>My Accident</i>	C
4. <i>Packing My Bag</i>	B
5. <i>We Can Run</i>	C
6. <i>Where Are the Babies?</i>	B
7. <i>Cat and Mouse</i>	B

**Wright Group (Storybox)**

8. *A Monster Sandwich*
9. *Nighttime*

**Wright Group (Early Reading Intervention)**

10. *Where Is Patch?*
11. *Animal Babies*
12. *At the Zoo*
13. *Where Is My Bear?*
14. *Lucy's Loose Tooth*
15. *The Fishing Trip*

**LEVEL 3 (PREPRIMER 1)**

<b>Rigby</b>	<u>Fountas and Pinnell</u>
1. <i>The Big Kick</i>	C
2. <i>Kitty and the Birds</i>	C
3. <i>Hot Dogs</i>	C
4. <i>Sally and the Daisy</i>	C
5. <i>Tiger, Tiger</i>	C
6. <i>Little Chimp (PM Plus)</i>	C
7. <i>Little Chimp and Big Chimp (PM Plus)</i>	C
8. <i>Here Comes Little Chimp (PM Plus)</i>	C
9. <i>Sam's Place (PM Plus)</i>	C

- |                                     |   |
|-------------------------------------|---|
| 10. <i>The Baby Owls</i>            | C |
| 11. <i>The Bumper Cars</i>          | C |
| 12. <i>Father Bear Goes Fishing</i> | D |
| 13. <i>Tom Is Brave</i>             | D |

**Wright Group (Storybox)**

- 14. *Copycat*
- 15. *Dan, the Flying Man*
- 16. *Two Little Dogs*
- 17. *The Farm Concert*

**Wright Group (Early Reading Intervention)**

- 18. *Big Things*

**LEVEL 4 (PREPRIMER 2)**

**Rigby**

Fountas and Pinnell

- |  |   |
|--|---|
| 1. <i>Baby Bear Goes Fishing</i>           | E |
| 2. <i>Baby Hippo</i>                       | D |
| 3. <i>Ben's Teddy Bear</i>                 | D |
| 4. <i>Ben's Treasure Hunt</i>              | D |
| 5. <i>A Friend for Little White Rabbit</i> | E |
| 6. <i>The Hungry Kitten</i>                | D |
| 7. <i>Mumps</i>                            | D |
| 8. <i>Seagull Is Clever</i>                | E |

**Wright Group (Storybox)**

- 9. *Too Big for Me*
- 10. *Three Little Ducks*
- 11. *In a Dark, Dark Wood*

**Wright Group (Early Reading Intervention)**

- 12. *The Thirsty Cats*
- 13. *Big Greg the Firefighter*
- 14. *Look in the Tree*
- 15. *The Surprise*
- 16. *Escape from the Zoo*
- 17. *After School*
- 18. *Sam's Dog*
- 19. *Me Too*

**LEVEL 5 (PREPRIMER 3)**

**Rigby**

Fountas and Pinnell

- |   |   |
|---|---|
| 1. <i>Blackberries</i>                      | D |
| 2. <i>Brave Father Mouse</i>                | D |
| 3. <i>Fire, Fire</i>                        | E |
| 4. <i>A Lucky Day for a Little Dinosaur</i> | E |
| 5. <i>Lucky Goes to Dog School</i>          | E |
| 6. <i>Sally's Beans</i>                     | E |
| 7. <i>The New Baby</i>                      | E |
| 8. <i>Red Squirrel Hides Some Nuts</i>      | E |
| 9. <i>Max Goes Fishing</i>                  | E |
| 10. <i>Katie's Caterpillar</i>              | E |
| 11. <i>Little Bulldozer</i>                 | E |
| 12. <i>Soccer at the Park</i>               | E |

**Wright Group (Storybox)**

13. *The Red Rose*
14. *Hairy Bear*
15. *Who Will Be My Mother?*

**Wright Group (Early Reading Intervention)**

16. *Chicken Little*
17. *Three Pigs*
18. *Thumper's Sore Paw*
19. *Walter, the Water Taxi*
20. *Operation Elephant Foot*
21. *The Wiggly Tooth*
22. *Zippy Zebra Finds a Friend*

**LEVEL 6 (PRIMER 1)**

**Rigby**

Fountas and Pinnell

- |   |   |
|---|---|
| 1. <i>Baby Bear's Present</i>                 | F |
| 2. <i>Duck with a Broken Wing</i>             | F |
| 3. <i>Come On, Tim</i>                        | G |
| 4. <i>The Lion and the Mouse</i>              | F |
| 5. <i>The Lion and the Rabbit</i>             | F |
| 6. <i>Little Bulldozer Helps Again</i>        | F |
| 7. <i>Sally's Friend</i>                      | F |
| 8. <i>Teasing Dad</i>                         | F |
| 9. <i>Little Chimp and the Bees (PM Plus)</i> | F |
| 10. <i>Baby Bear's Hiding Place (PM Plus)</i> | F |
| 11. <i>Tabby in the Tree</i>                  | F |

- |  |   |
|--|---|
| 12. <i>Tiger Runs Away</i>                     | F |
| 13. <i>Honey for Baby Bear</i>                 | F |
| 14. <i>Locked Out</i>                          | G |
| 15. <i>Brown Mouse Plays a Trick (PM Plus)</i> | F |
| 16. <i>Down by the Sea (PM Plus)</i>           | G |
| 17. <i>A Treasure Island (PM Plus)</i>         | G |
| 18. <i>Two Little Ducks Get Lost</i>           | G |
| 19. <i>Mother Tiger and Her Cubs</i>           | G |
| 20. <i>Late for Soccer</i>                     | G |

## LEVEL 7 (PRIMER 2)

### Rigby

1. *The Clever Penguins*
2. *Brave Triceratops*
3. *Father Bear's Surprise*
4. *Ben's Tooth*
5. *The Fox Who Foxed*
6. *House Hunting*
7. *The Bears and the Magpie (PM Plus)*
8. *The Lost Keys (PM Plus)*
9. *Snowball, the White Mouse (PM Plus)*
10. *Try Again, Hannah*

### Fountas and Pinnell

- G  
G  
H  
H  
H  
G  
G  
G  
G

## Wright Group (Early Reading Intervention)

11. *Bet, a Pet Hen*
12. *Big Cats, Little Cats*
13. *The Snail Race*
14. *Sonny Gets Lost*
15. *Poggy Frog*
16. *Joe's Letter*
17. *Arctic Journey*

## LEVEL 8 (LATE-FIRST GRADE 1)

### Rigby

1. *After the Flood*
2. *Joey*
3. *The Flood*
4. *The Cross-Country Race*
5. *The Island Picnic*
6. *Mrs. Spider's Beautiful Web*
7. *Pepper's Adventure*
8. *The Rescue*

### Fountas and Pinnell

- G  
G  
H  
H  
H  
H  
H  
H

9. <i>Snow on the Hill</i>	H
10. <i>Clever Brown Mouse (PM Plus)</i>	H
11. <i>Clever Crow (PM Plus)</i>	H
12. <i>Little Chimp and the Termites (PM Plus)</i>	H
13. <i>Fawn in the Forest (PM Plus)</i>	H
14. <i>The Jump Rope</i>	H
15. <i>Red Squirrel's Adventure</i>	H

**LEVEL 9 (LATE-FIRST GRADE 2)**

**Rigby**

Fountas and Pinnell

1. <i>The Biggest Fish</i>	I
2. <i>The Busy Beavers</i>	I
3. <i>Jack and Chug</i>	I
4. <i>Jessica in the Dark</i>	I
5. <i>Lost in the Forest</i>	I
6. <i>Mitch to the Rescue</i>	I
7. <i>Sarah and the Barking Dog</i>	I
8. <i>A Bike for Alex</i>	I
9. <i>The Goats in the Turnip Field</i>	I
10. <i>The Kite That Got Away</i>	I
11. <i>The Little Work Plane</i>	I
12. <i>The Work Helicopter</i>	I
13. <i>The Youngest Giraffe</i>	I
14. <i>The Hailstorm</i>	J
15. <i>Rescuing Nelson</i>	J
16. <i>When the Volcano Erupted</i>	J



## Short-Vowel Word Families and a Possible Sequence of Word-Family Sorts

### SHORT-VOWEL WORD FAMILIES

<u>cat</u>	<u>man</u>	<u>cap</u>	<u>bag</u>	<u>back</u>
mat	can	lap	rag	tack
sat	van	nap	tag	rack
pat	ran	tap	wag	sack
rat	fan	map	drag	pack
that	pan	sap	flag	black
flat	plan	clap		track
<u>hit</u>	<u>big</u>	<u>win</u>	<u>tip</u>	<u>sick</u>
sit	wig	tin	lip	kick
fit	pig	pin	hip	lick
pit	fig	fin	rip	pick
kit	dig	grin	sip	tick
bit	twig	chin	ship	trick
knit		spin	slip	brick
<u>hot</u>	<u>top</u>	<u>log</u>	<u>job</u>	<u>sock</u>
pot	pop	jog	rob	rock
lot	hop	hog	cob	lock
not	mop	frog	mob	block
got	cop		sob	clock
shot	stop		knob	knock
spot	drop			
<u>pet</u>	<u>red</u>	<u>tell</u>	<u>hen</u>	
met	bed	sell	pen	
wet	fed	fell	men	
let	led	well	ten	
jet	sled	bell	then	
get	shed	shell	when	
set		smell		

Short-Vowel Word Families and Sequence of Sorts (page 2 of 2)

<u>cut</u>	<u>bug</u>	<u>run</u>	<u>tub</u>	<u>luck</u>
nut	hug	gun	rub	duck
but	dug	fun	cub	suck
hut	rug	sun	club	stuck
shut	jug	bun		truck

POSSIBLE SEQUENCE OF WORD-FAMILY SORTS

<u>cat</u>	<u>man</u>	<u>lap</u>	
sat	fan	map	← (Sample word-family sort)
fat	pan	tap	
mat	ran	cap	
flat	can	clap	

<u>cat</u>	<u>man</u>	<u>lap</u>	<u>back</u>	← (Column headers for next sort)*
<u>hit</u>	<u>big</u>	<u>win</u>		
hit	big	win	kick	

Review:

<u>cat</u>	<u>man</u>	<u>hit</u>	
cat	man	hit	<u>big</u>

<u>hot</u>	<u>top</u>	<u>job</u>	
hot	top	job	<u>sock</u>

Review:

<u>hit</u>	<u>win</u>	<u>hot</u>	
hit	win	hot	<u>top</u>

<u>pet</u>	<u>red</u>	<u>hen</u>	
pet	red	hen	<u>tell</u>

Review:

<u>hot</u>	<u>sock</u>	<u>pet</u>	
hot	sock	pet	<u>red</u>

<u>cut</u>	<u>bug</u>	<u>run</u>	
cut	bug	run	<u>luck</u>

Review:

<u>pet</u>	<u>tell</u>	<u>cut</u>	
pet	tell	cut	<u>run</u>

\*Every underlined word on the page (e.g., back) represents a column header for a potential sort. Under back might be sorted *sack*, *pack*, *tack*, *black*, etc.; under lap might be sorted *map*, *tap*, *cap*, *clap*, as shown in the first example sort.

## A Sampling of Reading Materials (Grade-Level Difficulty 2–5) That Appeal to Remedial Readers

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<b>SECOND GRADE</b>		
<b>People in History</b>		
<b><i>Colonial America</i></b>		
<i>Christopher Columbus</i>	Krensky, S.	Random House
<i>Three Ships for Columbus</i>	Spencer, E.	Steck-Vaughn
<i>If You Sailed on the Mayflower in 1620</i> (Read to)	McGovern, A.	Scholastic
<i>The Mayflower</i>	Mitchelhill, B.	Rigby
<i>If You Lived in Colonial Times</i> (Read to)	McGovern, A.	Scholastic
<i>Let's Read about . . . Squanto</i>	Black, S.	Scholastic
<i>The True Story of Pocohantas</i>	Penner, L.	Random House
<i>New Friends in a New Land:</i> <i>A Thanksgiving Story</i>	Stamper, J.	Steck-Vaughn
<i>The First Thanksgiving</i>	Hayward, L.	Random House
<i>Buttons for General Washington</i>	Coop, P. and C.	Carolrhoda
<i>General Washington and the General's</i> <i>Dog</i>	Murphy, F.	Random House
<i>Sam the Minuteman</i>	Benchley, N.	Harper Trophy
<i>George the Drummer Boy</i>	Benchley, N.	Harper Trophy
<i>Ben Franklin and His First Kite</i>	Krensky, S.	Aladdin
<b><i>The Civil War and Westward Expansion</i></b>		
<i>Abe Lincoln</i>	Jones, L.	Scholastic
<i>A Picture Book of Abraham Lincoln</i>	Adler, D.	Trumpet Club
<i>Abe Lincoln's Hat</i>	Brenner, M.	Random House

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address</i>	Fritz, J.	Grosset & Dunlap
<i>The Drinking Gourd</i>	Monjo, F. N.	Harper Trophy
<i>A Picture Book of Harriet Tubman</i>	Adler, D.	Scholastic
<i>The Josephina Story Quilt</i>	Coerr, E.	Harper Trophy
<i>Buffalo Bill and the Pony Express</i>	Coerr, E.	Harper Trophy
<i>Bronco Charlie and the Pony Express</i>	Brill, M.	Millbrook Press
<i>Wagon Wheels</i>	Brenner, B.	Harper Trophy
<i>The Long Way Westward</i>	Sandin, J.	Harper Trophy
<i>Small Wolf</i>	Benchley, N.	Harper Trophy
<i>A Mare for Young Wolf</i>	Shefelman, J.	Random House
<i>Young Wolf's First Hunt</i>	Shefelman, J.	Random House
<i>Sitting Bull</i>	Penner, L.	Grosset & Dunlap

### **Interesting People**

<i>Johnny Appleseed: My Story</i>	Harrison, D.	Random House
<i>Johnny Appleseed</i>	Olsen, M.	Scholastic
<i>Mark Twain at Work</i>	Goldsmith, H.	Aladdin
<i>First Flight: The Story of Tom Tate and the Wright Brothers</i>	Shea, G.	Harper Trophy
<i>Daniel's Duck</i>	Bulla, C. R.	Harper Trophy
<i>Dust for Dinner</i>	Turner, A.	Harper Trophy
<i>Harry Houdini</i>	Lakin, P.	Aladdin
<i>The Girl Who Struck Out Babe Ruth</i>	Patrick, J.	Millbrook Press
<i>A Girl Named Helen Keller</i>	Lundell, M.	Scholastic
<i>A Lesson for Martin Luther King Jr.</i>	Patrick, D.	Aladdin
<i>Let's Read about . . . Cesar Chavez</i>	Tello, J.	Scholastic
<i>Dr. Seuss</i>	Rau, D.	Scholastic
<i>Wiley and the Hairy Man</i>	Bang, M.	Aladdin
<i>Paul Bunyan: My Story</i>	Harrison, D.	Random House
<i>Pirate's Promise</i>	Bulla, C. R.	Harper Trophy

### **Animals**

#### **Cats, Dogs, and Horses**

<i>Cats (Read to)</i>	Gibbons, G.	Scholastic
<i>Dolores and the Big Fire</i>	Clements, A.	Aladdin

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>Ringo Saves the Day</i>	Clements, A.	Scholastic
<i>Brave Norman</i>	Clements, A.	Aladdin
<i>Tara and Tiree, Fearless Friends</i>	Clements, A.	Aladdin
<i>Why Do Dogs Bark?</i>	Holub, J.	Puffin
<i>The Bravest Dog Ever: The True Story of Balto</i>	Standiford, N.	Random House
<i>Let's Go Riding</i>	Blackledge, A.	DK Readers
<i>Ponies</i>	Pollack, P. & Belviso, M.	Grosset & Dunlap
<i>Pony Crazy</i>	Hapka, C.	Harper
<i>Paddywack</i>	Spinner, S.	Random House
<i>A Horse Named Seabiscuit</i>	Dubowski, C. & M.	Grosset & Dunlap
<i>Man O' War: Best Racehorse Ever</i>	McKerley, J.	Random House
<b><i>Wolves and Bears</i></b>		
<i>Wild, Wild Wolves</i>	Milton, J.	Random House
<i>Wolves</i>	Otto, C.	Scholastic
<i>Baby Wolf</i>	Batten, M.	Grosset & Dunlap
<i>Growl! A Book about Bears</i>	Berger, M.	Scholastic
<i>Bear Cub</i>	Pollack, P. & Belviso, M.	Grosset & Dunlap
<i>A Baby Panda Is Born</i>	Ostby, K.	Grosset & Dunlap
<i>Copy Me, Copycub</i>	Edwards, R.	Scholastic
<i>Bear</i>	Schoenherr, J.	Scholastic
<b><i>African Animals</i></b>		
<i>Gorillas</i>	DeMuth, P.	Grosset & Dunlap
<i>Gorillas: Gentle Giants of the Forest</i>	Milton, J.	Random House
<i>Big Cats</i>	Milton, J.	Grosset & Dunlap
<i>Wild Baby Animals</i>	Wallace, K.	DK Readers
<i>Jane Goodall and the Wild Chimpanzees</i>	Birnbaum, B.	Steck-Vaughn
<i>Jane Goodall: A Chimp's Best Friend</i>	Shepard, D.	Steck-Vaughn
<i>Elephant Families</i>	Dorros, A.	HarperCollins
<b><i>Dinosaurs and Friends</i></b>		
<i>Dinosaur Days</i>	Milton, J.	Random House
<i>Dinosaur Eggs</i>	Dussling, J.	Scholastic

**A Sampling of Reading Materials** (page 4 of 11)

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>The Day the Dinosaurs Died</i>	Brown, C.	Harper Trophy
<i>Dinosaur Story</i>	Cole, J.	Scholastic
<i>Snap! A Book about Alligators and Crocodiles</i>	Berger, M. & G.	Scholastic
<i>Baby Alligator</i>	Clarke, G.	Grosset & Dunlap
<i>Look Out for Turtles</i>	Berger, M.	HarperCollins
 <b><i>Under the Sea</i></b>		
<i>What's It Like to Be a Fish? Dolphins!</i>	Pfeffer, W.	Harper Trophy
	Bokoske, S. & Davidson, M.	Random House
<i>Diving Dolphin</i>	Wallace, K.	DK Readers
<i>Friendly Dolphins</i>	Fowler, A.	Scholastic
<i>Dolphins at Daybreak</i>	Osborne, M.	Scholastic
<i>Hungry, Hungry Sharks</i>	Cole, J.	Random House
<i>Chomp! A Book about Sharks</i>	Berger, M.	Scholastic
<i>Terror Below: True Shark Stories</i>	del Prado, D.	Grosset & Dunlap
<i>The Best Way to See a Shark</i>	Fowler, A.	Children's Press
<i>Hunting Sharks</i>	Nelson, K.	Lerner Publications
<i>Whales: The Gentle Giants</i>	Milton, J.	Random House
<i>Journey of a Humpback Whale</i>	Jenner, C.	DK Readers
<i>Baby Whales Drink Milk</i>	Esbensen, B.	HarperCollins
 <b><i>Natural Disasters</i></b>		
<i>Thunderstorm</i>	Chambers, C.	Heinemann
<i>Hurricane</i>	Chambers, C.	Heinemann
<i>Flood</i>	Chambers, C.	Heinemann
<i>Twisters!</i>	Penner, L.	Random House
<i>Twisters!</i>	Hayden, K.	DK Readers
<i>Volcanoes: Mountains That Blow Their Tops</i>	Nirgiotis, N.	Grosset & Dunlap
<i>Pompei . . . Buried Alive</i>	Kunhardt, E.	Random House
<i>Hill of Fire</i>	Lewis, T.	Harper Trophy
<i>Earthquakes</i>	Dussling, J.	Grosset & Dunlap
<i>Kate Shelley and the Midnight Express</i>	Wetterer, M.	Millbrook Press

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<b>THIRD GRADE</b>		
<b>People in History</b>		
<b>Middle Ages</b>		
<i>If You Lived in the Days of the Knights</i>	McGovern, A.	Scholastic
<i>Knights and Castles</i>	Osborne, W. & M.	Scholastic
<i>Knights</i>	Daly-Weir, C.	Grosset & Dunlap
<i>Knights of the Round Table</i>	Gross, G.	Random House
<i>Robin Hood</i>	Ingle, A.	Random House
<i>Robin Hood and Little John</i>	Cohen, B.	Trumpet Books
<b>Colonial America</b>		
<i>A Lion to Guard Us</i>	Bulla, C. R.	Harper Trophy
<i>Squanto and the First Thanksgiving</i>	Kessel, J.	Carolrhoda
<i>Witch Hunt: It Happened in Salem Village</i>	Krensky, S.	Random House
<i>Sybil Ludington's Midnight Ride</i>	Amstel, M.	Millbrook Press
<i>The Secret Soldier</i>	McGovern, A.	Scholastic
<i>Nathan Hale: Patriot Spy</i>	Zemlicka, S.	Carolrhoda
<b>Slavery and the Civil War</b>		
<i>If You Lived When There Was</i>	Kamma, A.	Scholastic
<b>Slavery in America</b>		
<i>Frederick Douglass Fights for Freedom</i>	Davidson, M.	Scholastic
<i>Frederick Douglass</i>	Welch, C.	Lerner Publications
<i>If You Traveled on the Underground Railroad</i>	Levine, E.	Scholastic
<i>Follow the Drinking Gourd</i>	Winter, J.	Dragonfly Books
<i>Who Was Harriet Tubman?</i>	McDonough, Y.	Grosset & Dunlap
<i>"Wanted Dead or Alive": The True Story of Harriet Tubman</i>	McGovern, A.	Scholastic
<i>The Story of Harriet Tubman</i>	McMullen, K.	Yearling
<i>Allen Jay and the Underground Railroad</i>	Brill, M.	Millbrook Press
<i>Robert Smalls Sails to Freedom</i>	Brown, S.	Millbrook Press
<i>The Daring Escape of Ellen Craft</i>	Moore, C.	Carolrhoda

**A Sampling of Reading Materials** (page 6 of 11)

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>Ellen Craft's Escape from Slavery</i>	Moore, C.	Millbrook Press
<i>If You Lived at the Time of the Civil War</i>	Moore, K.	Scholastic
<i>A Ballad of the Civil War</i>	Stolz, M.	Harper Trophy
<i>Who Was Abraham Lincoln?</i>	Pascal, J.	Grosset & Dunlap
<i>Abraham Lincoln</i>	Colver, A.	Yearling
<i>President Lincoln, Willie Kettles, and the Telegraph Machine</i>	Figley, M.	Millbrook Press
<i>Willie McLean and the Civil War Surrender</i>	Ransom, C.	Carolrhoda
 <b>Westward Expansion</b>		
<i>If You Lived with the Cherokee</i>	Roop, P. & C.	Scholastic
<i>If You Lived with the Sioux Indians</i>	McGovern, A.	Scholastic
<i>The Story of Sitting Bull</i>	Eisenberg, L.	Yearling
<i>The Indian School</i>	Whelan, G.	Harper Trophy
<i>The Courage of Sarah Noble</i>	Dagliesh, A.	Aladdin
<i>Davy Crockett: A Life on the Frontier</i>	Krensky, S.	Aladdin
<i>Enrique Esparza and the Battle of the Alamo</i>	Brown, S.	Millbrook Press
<i>If You Traveled West in a Covered Wagon</i>	Levine, E.	Scholastic
<i>Laura Ingalls Wilder</i>	Wadsworth, G.	Carolrhoda
<i>Hard Times on the Prairie</i>	Wilder, L.	Harper Trophy
<i>Clara Morgan and the Oregon Trail Journey</i>	Figley, M.	Millbrook Press
<i>The Pony Express</i>	Bailer, D.	Soundprints
<i>Striking It Rich</i>	Krensky, S.	Aladdin
<i>Railroad: A Story of the Transcontinental Railroad</i>	Bailer, D.	Soundprints
 <b>Blindness</b>		
<i>Helen Keller</i>	Davidson, M.	Scholastic
<i>Helen Keller</i>	Graff, S. & P.	Yearling
<i>A Girl Named Helen Keller</i>	Lundell, M.	Scholastic
<i>Helen Keller: Courage in the Dark</i>	Hurwitz, J.	Random House
<i>Helen Keller</i>	Sutcliffe, J.	Barnes & Noble



<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>Louis Braille: The Boy Who Invented Books for the Blind</i>	Davidson, M.	Scholastic
<i>Buddy, The First Seeing Eye Dog</i>	Moore, E.	Scholastic
<i>Hannah</i>	Whelan, G.	Random House
<b><i>The Civil Rights Movement</i></b>		
<i>Booker T. Washington</i>	Amper, T.	Carolrhoda
<i>George Washington Carver</i>	Carter, A. & Saller, C.	Carolrhoda
<i>Richard Wright and the Library Card</i>	Miller, W.	Lee & Low Books
<i>Jesse Owens</i>	Sutcliffe, J.	Millbrook Press
<i>Jackie Robinson: Bravest Man in Baseball</i>	Davidson, M.	Yearling
<i>Rosa</i>	Giovanni, N.	Square Fish
<i>The Story of Ruby Bridges</i>	Coles, R.	Scholastic
<i>Cracking the Wall: The Struggles of the Little Rock Nine</i>	Lucas, E.	Millbrook Press
<i>The Little Rock Nine Stand Up for Their Rights</i>	Lucas, E.	Millbrook Press
<i>If You Lived at the Time of Martin Luther King</i>	Levine, E.	Scholastic
<i>I Have a Dream: The Story of Martin Luther King</i>	Davidson, M.	Scholastic
<i>Free At Last! The Story of Martin Luther King</i>	Bull, A.	DK Readers
<i>Malcolm X: A Fire Burning Brightly</i>	Myers, W. D.	Harper Trophy
<i>Cesar Chavez: A Hero for Everyone</i>	Soto, G.	Milestone Books
<b><i>Adventure and Danger</i></b>		
<i>Fire at the Triangle Factory</i>	Littlefield, H.	Millbrook Press
<i>Annie Shapiro and the Clothing Workers' Strike</i>	Brill, M.	Millbrook Press
<i>The Schoolchildren's Blizzard</i>	Figley, M.	Millbrook Press
<i>Danger at the Breaker</i>	Welch, C.	Carolrhoda
<i>Danger at Sand Cave</i>	Ransom, C.	Millbrook Press
<i>Pearl Harbor</i>	Krensky, S.	Aladdin
<i>To the Top: Climbing the World's Highest Mountain</i>	Kramer, S.	Random House

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>Danger on the Mountain: Scaling the World's Highest Peaks</i>	Donkin, A.	DK Readers
<i>Breakout! Escape from Alcatraz</i>	Haskins, L.	Random House
<i>True-Life Treasure Hunts</i>	Donnelly, J.	Random House
<i>The Titanic: Lost . . . and Found</i>	Donnelly, J.	Random House
<i>Survivors: The Night the Titanic Sank</i>	Jenner, C.	DK Readers
<i>Titanic</i>	Osborne, W. & M.	Scholastic
<i>Titanic</i>	Sherrow, V.	Scholastic Reference
<i>Volcanoes! Mountains of Fire</i>	Arnold, E.	Random House
<i>Volcanoes: Inside and Out</i>	Souza, D.	Millbrook Press
<i>Pompei . . . Buried Alive</i>	Kunhardt, E.	Random House
<i>Lizzie Newton and the San Francisco Earthquake</i>	Krensky, S.	Millbrook Press
<b><i>A Few Good Stories</i></b>		
<i>J.T.</i>	Wagner, J.	Yearling
<i>Shoeshine Girl</i>	Bulla, C. R.	Harper Trophy
<i>Stone Fox</i>	Gardiner, J. R.	Harper
<i>Treasure Island</i>	Stevenson, R. L. (Norby)	Random House
<b>Animals</b>		
<b><i>Prehistoric</i></b>		
<i>Dinosaurs</i>	Osborne, W. & M.	Scholastic
<i>Dinosaur Hunters</i>	McMullan, K.	Random House
<i>Giant Plant-Eating Dinosaurs</i>	Lessem, D.	Lerner Publications
<i>What Happened to the Dinosaurs?</i>	Branley, F.	Harper Trophy
<i>Woolly Mammoths</i>	Wadsworth, G.	Millbrook Press
<i>Saber-Toothed Cats</i>	Goodman, S.	Millbrook Press
<i>Looking for Bigfoot</i>	Worth, B.	Random House
<b><i>Big Cats</i></b>		
<i>My Visit to the Zoo</i>	Aliki	Scholastic
<i>Cats: Big and Small</i>	Taylor, P.	Scholastic
<i>Wild Cats</i>	Batten, M.	Random House

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>Tiger Tales</i>	Chancellor, D.	DK Readers
<i>The Best Book of Big Cats</i>	Gunzi, C.	Kingfisher
<b><i>Dogs and Wolves</i></b>		
<i>Five True Dog Stories</i>	Davidson, M.	Scholastic
<i>Balto and the Great Race</i>	Kimmel, E.	Random House
<i>Barry: The Bravest Saint Bernard</i>	Hall, L.	Random House
<i>Silver</i>	Whelan, G.	Random House
<i>Sable</i>	Hesse, K.	Henry Holt
<i>Lost in the Storm</i>	Carrick, C.	Trumpet
<i>Ten True Animal Rescues</i>	Betancourt, J.	Scholastic
<i>Wolves</i>	Stone, L.	Rourke
<i>Wolves</i>	Simon, S.	Scholastic
<b><i>Dolphins and Sharks</i></b>		
<i>Nine True Dolphin Stories</i>	Davidson, M.	Scholastic
<i>A Dolphin Named Bob</i>	Merrill, C.	Harper Trophy
<i>Dolphin Adventure</i>	Grover, W.	Harper Trophy
<i>Questions and Answers about Sharks</i>	McGovern, A.	Scholastic
<i>Shark Lady: True Adventures of Eugenie Clark</i>	McGovern, A.	Scholastic
<b><i>Flight and Space</i></b>		
<i>How People Learned to Fly</i>	Hodgkins, F.	Harper Collins
<i>Fly! A Brief History of Flight</i>	Moser, B.	Harper Collins
<i>The Flyer Flew: The Invention of the Airplane</i>	Hill, L.	Millbrook Press
<i>Will and Orv</i>	Schulz, W.	Carolrhoda
<i>Taking Flight: The Story of the Wright Brothers</i>	Krensky, S.	Aladdin
<i>Let's Fly, Wilbur and Orville</i>	Roop, P. & C.	Scholastic
<i>Who Was Amelia Earhart?</i>	Jerome, K.	Grosset & Dunlap
<i>Amelia Earhart</i>	Parlin, J.	Yearling
<i>Vanished! The Mysterious Disappearance of Amelia Earhart</i>	Kulling, M.	Random House
<i>Flying Ace: The Story of Amelia Earhart</i>	Bull, A.	DK Readers

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<i>Space</i>	Osborne, W. & M.	Scholastic
<i>The Planets in Our Solar System</i>	Branley, F.	Harper Collins
<i>Mission to Mars</i>	Branley, F.	Harper Collins
<i>What the Moon Is Like</i>	Branley, F.	Harper Collins
<i>Moonwalk: The First Trip to the Moon</i>	Donnelly, J.	Random House

## FOURTH/FIFTH GRADE

### Fiction

<i>Souder</i>	Armstrong, W.	Harper Trophy
<i>The Indian in the Cupboard</i>	Banks, L. R.	Harper Trophy
<i>On My Honor</i>	Bauer, M.	Yearling
<i>Trouble River</i>	Byars, B.	Puffin
<i>The Midnight Fox</i>	Byars, B.	Puffin
<i>The Family under the Bridge</i>	Carlson, N.	Harper Trophy
<i>Dear Mr. Henshaw</i>	Cleary, B.	Harper Trophy
<i>Weasel</i>	DeFelice, C.	Avon
<i>Robinson Crusoe</i>	Defoe, D.	Globe Fearon
<i>Because of Winn-Dixie</i>	DiCamillo, K.	Candlewick Press
<i>The Black Stallion</i>	Farley, W.	Yearling
<i>Two Tickets to Freedom</i>	Freedman, F.	Scholastic
<i>Just Juice</i>	Hesse, K.	Scholastic
<i>A Bundle of Sticks</i>	McCord, P. M.	Turtle Press
<i>Run Away Home</i>	McKissack, P.	Scholastic
<i>Owls in the Family</i>	Mowat, F.	Yearling
<i>Skinny-Bones</i>	Park, B.	Random House
<i>Hatchet</i>	Paulson, G.	Simon & Schuster
<i>Soup</i>	Peck, R. N.	Yearling
<i>The Best Christmas Pageant Ever</i>	Robinson, B.	Harper Trophy
<i>Riding Freedom</i>	Ryan, P. M.	Scholastic
<i>A Taste of Blackberries</i>	Smith, D.	Harper Trophy
<i>The Sign of the Beaver</i>	Speare, E. S.	Yearling
<i>Maniac Magee</i>	Spinelli, J.	Little, Brown
<i>When Mack Came Back</i>	Strickland, B.	Puffin
<i>Mississippi Bridge</i>	Taylor, M.	Bantam Skylark
<i>Charlotte's Web</i>	White, E. B.	Harper Trophy

<i>Title</i>	<i>Author</i>	<i>Publisher</i>
<b>Nonfiction</b>		
<i>Hannibal: Rome's Worst Nightmare</i>	Brooks, P.	Scholastic
<i>Attila the Hun: Leader of the Barbarian Hordes</i>	Price, S.	Scholastic
<i>Genghis Khan: 13th Century Mongolian Tyrant</i>	Goldberg, E. & Itzkowitz, N.	Scholastic
<i>Robin Hood of Sherwood Forest</i>	McGovern, A.	Scholastic
<i>Only the Names Remain: The Cherokees and the Trail of Tears</i>	Bealer, A.	Little, Brown
<i>The Trail of Tears</i>	Bruchac, J.	Random House
<i>Lewis and Clark</i>	Kroll, S.	Holiday House
<i>Cowboys of the West</i>	Freedman, R.	Scholastic
<i>Buffalo Hunt</i>	Freedman, R.	Scholastic
<i>Coolies</i>	Yin	Puffin
<i>Trouble at the Mines</i>	Rappaport, D.	Thomas Crowell
<i>Helen Keller's Teacher</i>	Davidson, M.	Scholastic
<i>Leon's Story</i>	Tillage, L.	Sunburst
<i>Dog to the Rescue</i>	Sanderson, J.	Scholastic
<i>They Led the Way: 14 American Women</i>	Johnston, J.	Scholastic
<i>Gandhi</i>	Demi	Scholastic
<i>The Day Pearl Harbor Was Bombed</i>	Sullivan, G.	Scholastic
<i>I Am an American: A True Story of Japanese Internment</i>	Stanley, J.	Scholastic

*Note:* The fourth- and fifth-grade books, which are not organized by theme, represent a modest and incomplete sample. Their virtue is that we have used these titles successfully with remedial readers in our reading clinic.

## Word Lists from Which to Choose Words for Vowel-Pattern Sorts

### A vowel patterns

<u>cat</u>	<u>lake</u>	<u>park</u>	<u>rain</u>	<u>day</u>
ran	race	car	mail	say
dad	tape	hard	wait	may
hat	page	barn	pain	way
cab	same	card	chain	pay
map	made	far	paint	clay
jam	name	part	maid	stay
slam	take	harm	sail	gray
clap	gave	dart	paid	play
back	trade	start	stain	tray
trap	shake	shark	train	spray
grab	space	march	waist	
lamp	grape	smart	praise	

<u>fall</u>	<u>caught</u>	<u>draw</u>	<u>fair/fare</u>
ball	taught	hawk	air
call	fault	saw	chair
wall	cause	law	hair
small	haunt	straw	pair
talk	haul	dawn	bare
walk	launch	slaw	care
chalk	sauce	crawl	share
salt	vault	lawn	scare

### E vowel patterns

<u>pet</u>	<u>feet</u>	<u>meat</u>	<u>germ</u>	<u>he</u>
red	deep	team	her	we
beg	meet	lead	clerk	she
get	feel	mean	nerve	me
bell	free	peak	serve	be
less	green	clean	jerk	

Word Lists for Vowel-Pattern Sorts (page 2 of 3)

nest	seed	beat	term
left	need	dream	herd
desk	queen	beach	verse
step	jeep	leaf	
sled	bleed	wheat	
chest	steep	steam	
swept	screen	speak	

<u>head</u>	<u>learn/clear</u>
bread	heard
dead	earn
deaf	search
death	pearl
breath	fear
spread	hear
threat	near
wealth	spear

I vowel patterns

<u>hit</u>	<u>ride</u>	<u>girl</u>	<u>right</u>	<u>wild</u>
lip	nice	dirt	night	child
win	bike	bird	light	mild
big	five	sir	might	find
kick	mile	first	sight	mind
hid	side	firm	high	kind
pin	dime	shirt	tight	blind
trip	wise	third	fight	climb
chin	shine	birth	bright	grind
swim	smile	stir	flight	
whip	prize	thirst	sigh	
sting	write	twirl	fright	
twist	glide	chirp	thigh	

<u>by</u>	<u>pie/piece</u>
my	tie
cry	die
fly	lie
sky	chief
try	thief
why	field
shy	shield
fry	niece

Word Lists for Vowel-Pattern Sorts (page 3 of 3)

O vowel patterns

<u>top</u>	<u>rope</u>	<u>boat</u>	<u>corn</u>	<u>blow</u>
job	note	road	fork	snow
pot	hole	soap	for	show
mom	nose	load	torn	row
lock	coke	coal	form	grow
dot	hope	loaf	horn	slow
jog	bone	soak	born	know
shot	stone	float	north	low
chop	close	cloak	porch	growth
pond	spoke	foam	storm	throw
drop	drove	coach	sport	own
crop	smoke	groan	horse	known
spot	froze	throat	force	bowl

<u>told</u>	<u>moon</u>	<u>boil/boy</u>	<u>book/could</u>	<u>ground</u>
cold	roof	coin	good	sound
sold	pool	join	foot	found
gold	boot	point	hook	round
hold	fool	noise	wool	foul
most	shoot	spoil	shook	south
post	tooth	joy	wood	count
ghost	broom	toy	should	cloud
folk	spool	soy	would	doubt

U vowel patterns

<u>bug</u>	<u>cute</u>	<u>hurt</u>	<u>blue</u>	<u>fruit</u>
cup	rule	burn	true	suit
bus	use	fur	glue	juice
fun	huge	turn	flue	bruise
rug	June	curl	due	cruise
club	tune	surf	sue	
drum	fuse	purr	clue	
plug	tube	church		
brush	mule	burst		
much	duke	nurse		
trust	flute	purse		

grew  
new  
knew  
few  
dew  
chew  
flew  
screw  
threw



## A Possible Sequence of Vowel–Pattern Sorts

<u>cat</u>	<u>lake</u>	<u>park</u>	<u>rain</u>	
ran	name	car	mail	← (sample vowel pattern sort)
bad	made	hard	wait	
rag	sale	barn	tail	
clap	base	start	chain	
<u>cat</u>	<u>lake</u>	<u>day</u>	<u>fall</u>	← (sample headers for next sort)*
<u>park</u>	<u>rain</u>	<u>day</u>	<u>fall</u>	
<u>cat</u>	<u>caught</u>	<u>draw</u>	<u>fair</u>	
<u>pet</u>	<u>feet</u>	<u>meat</u>	<u>germ</u>	
<u>pet</u>	<u>feet</u>	<u>he</u>	<u>head</u>	
<u>met</u>	<u>germ</u>	<u>he</u>	<u>head</u>	
<u>pet</u>	<u>feet</u>	<u>meat</u>	<u>learn</u>	
<u>hit</u>	<u>ride</u>	<u>girl</u>	<u>right</u>	
<u>hit</u>	<u>ride</u>	<u>wild</u>	<u>by</u>	
<u>girl</u>	<u>right</u>	<u>wild</u>	<u>by</u>	
<u>hit</u>	<u>ride</u>	<u>pie</u>	<u>piece</u>	
<u>top</u>	<u>rope</u>	<u>boat</u>	<u>corn</u>	
<u>top</u>	<u>rope</u>	<u>blow</u>	<u>told</u>	
<u>boat</u>	<u>corn</u>	<u>blow</u>	<u>told</u>	
<u>top</u>	<u>rope</u>	<u>moon</u>	<u>boil</u>	
<u>moon</u>	<u>book</u>	<u>could</u>	<u>ground</u>	
<u>bug</u>	<u>cute</u>	<u>hurt</u>	<u>blue</u>	
<u>bug</u>	<u>cute</u>	<u>fruit</u>	<u>grew</u>	
<u>hurt</u>	<u>blue</u>	<u>fruit</u>	<u>grew</u>	

\*Every underlined word on the page (e.g., fall) represents a column header for a potential sort. Under fall might be sorted call, tall, ball, wall, and small. Under rain might be sorted mail, wait, tail, and chain, as shown in the example sort at the top of the page.

Lists of Syllables (Open and Closed) and Lists  
of Words for Syllable-Division Practice  
(VC/CV, V/CV, VC/V, and /Cle)

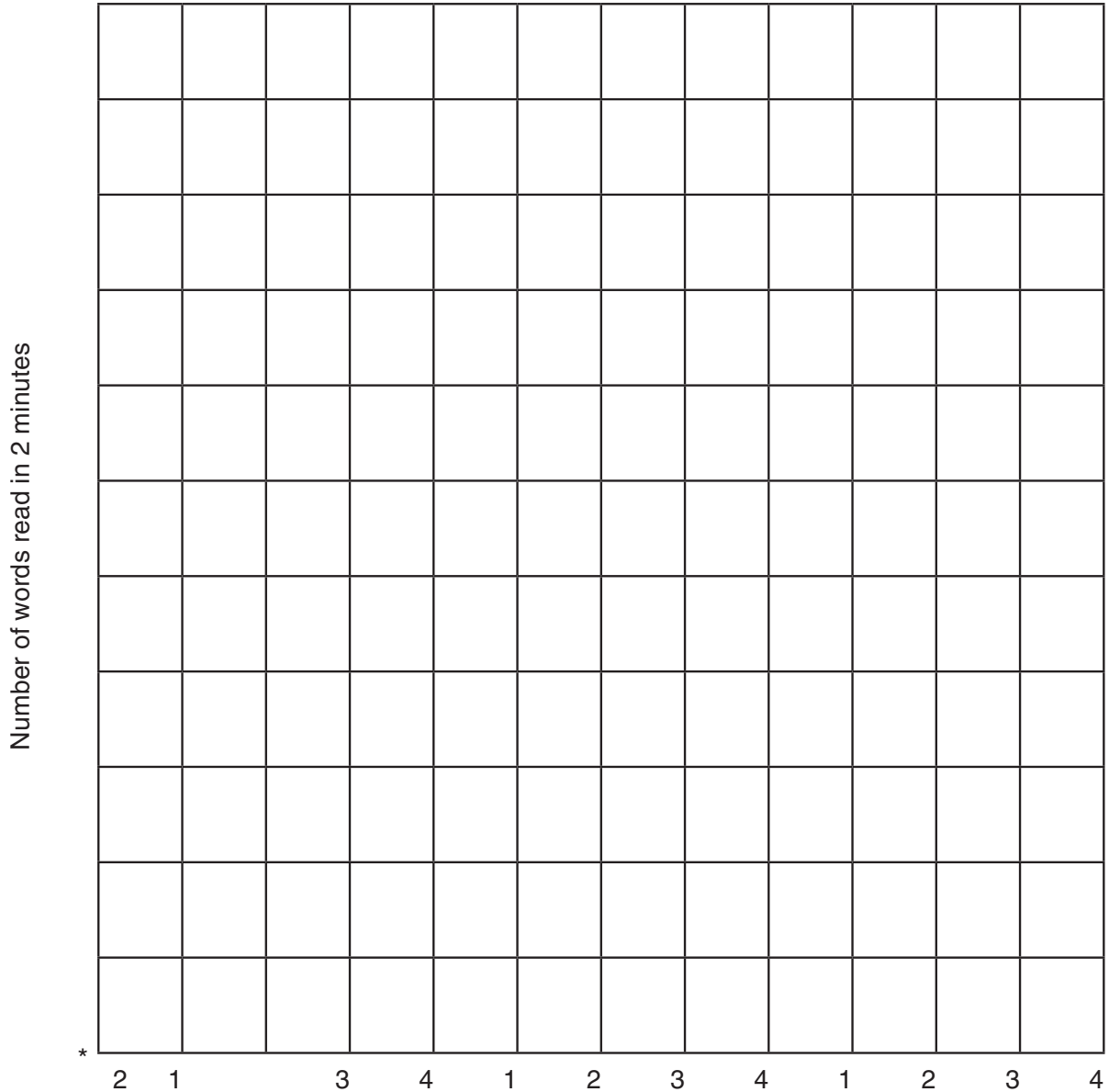
<u>Closed syllables</u>	<u>Syllable lists</u>	<u>Open syllables</u>
cat		be
fish		bri
up		bro
set		chi
hat		de
box		fi
sun		fla
tan		flu
pub		free
lic		fro
com		go
bat		hi
ad		hu
mit		la
bas		le
ket		lo
chap		lu
con		pi
frig		pre
gos		pro
pal		ra
pil		she
pun		shi
rec		so
sel		spo
shiv		tra
tal		tro
tat		tru

Lists of Syllables and Words for Syllable-Division Practice (page 2 of 2)

Word lists

<u>VC/CV</u>	<u>V/CV</u>	<u>VC/V</u>	<u>/Cle</u>
admit	agent	balance	able
basket	bacon	cabin	angle
blizzard	climate	camel	apple
cactus	crater	closet	battle
channel	evil	dozen	brittle
chapter	famous	driven	bridle
combat	final	finish	bugle
contact	frequent	frigid	candle
dentist	glider	habit	cable
elbow	human	level	crumble
flutter	humid	lizard	cuddle
ginger	ladies	modern	drizzle
gossip	lazy	novel	eagle
helmet	moment	palace	fumble
lantern	notice	planet	gargle
orbit	pirate	prison	hurdle
orchard	private	promise	jungle
pattern	reason	punish	maple
pilgrim	recent	radish	needle
problem	robot	robin	noble
public	rumor	salad	noodle
publish	shiny	shiver	riddle
rescue	siren	shovel	sniffle
shelter	spiral	talent	sprinkle
traffic	spoken	travel	stumble
trumpet	treason	value	title
turkey	vacant	vanish	turtle
whimper	zebra	wizard	whistle

## Repeated Readings Chart



Date: \_\_\_\_\_

Story: \_\_\_\_\_

*Note.* To number the chart, take the student's normal reading rate (e.g., 75 wpm) and multiply by 2 ( $75 \times 2 = 150$ ). This base rate of 150 words (in 2 minutes) should be placed at the lower left-hand corner of the chart (see \*). Then number by 10 as you move up the chart (e.g., 150, 160, 170, 180, and so on) until you reach the top (250 words).

## Sample Progress Reports to Parents of Children Attending a Reading Clinic

### A. FIRST-GRADE BOY READING AT THE PREPRIMER 3 LEVEL

Dear parent,

It has been a pleasure to work with *Brad* this spring semester. He has worked hard and been cooperative during the tutoring lessons.

Brad's instructional reading level is *preprimer 3* (approaching mid-first grade). This means that he is challenged by preprimer 3 materials but has adequate word recognition, fluency, and comprehension to learn and move forward at this reading level. Brad has read in preprimer 2 and preprimer 3 materials this semester at the Reading Clinic. For example:

*Mrs. Wishy Washy*, Wright Group (preprimer 2)

*Tom Is Brave*, Rigby (preprimer 2)

*Blackberries*, Rigby (preprimer 3)

*Lucky Goes to Dog School*, Rigby (preprimer 3)

One area of strength for Brad is comprehension. He is able to follow the story line and make good predictions forward as he reads. With repeated readings of a story (he reads each story three times), Brad is able to improve the fluency and accuracy with which he reads.

One area Brad needs to improve is his word recognition. He needs to increase his store of known (or sight) words and improve his decoding skill. To this end, we have been working on the *a*, *i*, and *o* short-vowel word families (e.g., *cat*, *hat*, *flat*; *man*, *pan*, *plan*), and he has made progress in reading these short-vowel words. By reading preprimer 2 and 3 stories this semester, Brad has also increased his sight vocabulary, which is now up to 60+ words.

Our recommendation is that Brad return to the Reading Clinic in the summer. He will continue to benefit from the one-to-one instruction we are able to offer. You can support Brad at home by (1) reading aloud good books to him (consult your local librarian for suggestions), and (2) having Brad read to you books his tutor sends home this summer.

Sincerely,

Reading tutor

## B. FOURTH-GRADE GIRL READING AT A THIRD-GRADE LEVEL

Dear parent,

It has been a pleasure to work with *Daisy* this spring semester. She has worked hard and been cooperative during the tutoring lessons.

Daisy's instructional reading level is *third grade*. This means that she is challenged by third-grade materials but has adequate word recognition, fluency, and comprehension to learn and move forward at this reading level. Daisy has read in late-second-grade and third-grade materials this semester at the Reading Clinic. For example:

*Christopher Columbus*, Random House (2-2)

*The True Story of Pocahontas*, Random House (2-2)

*Helen Keller*, Scholastic (3rd)

*The Titanic: Lost . . . and Found*, Random House (3rd)

One area of strength for Daisy is comprehension. She understands what she reads and shows ability to make good predictions and draw inferences. Daisy's word recognition—ability to decode new words she meets in text—is also a strength, at least when reading third-grade text.

One area Daisy needs to improve is her reading fluency or reading rate. When reading a text orally the first time, she reads haltingly with many repetitions of words and phrases. We have worked on her fluency using “repeated readings.” In this activity, she reads the same 200–250 word passage four times, each time trying to improve her reading fluency (accuracy and phrasing). Daisy has shown improvement in this oral reading area (she can now read 110 wpm on her final trials), and I believe that the fluency gains are carrying over to silent reading. I have searched for chapter books (late-second-grade and third-grade levels) that she can read at home for enjoyment. Such free reading will eventually improve her fluency and her confidence as a reader.

Our recommendation is that Daisy return to the Reading Clinic in the summer. She will continue to benefit from the one-to-one instruction we are able to offer. You can support Daisy at home by (1) taking her to the public library and having her choose late-second- and third-grade books that are of interest to her (ask the librarian for suggestions), and (2) setting aside a regular time at home for Daisy to read for enjoyment.

Sincerely,

Reading tutor