

Attainment's

# *Early Literacy Skills Builder*

## **Assessment Manual**

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**Level 1  
Level A**



# Contents

Overview	4
<b>Level 1</b>	<b>6</b>
Objective 1	Read sight words using time-delay instruction. . . . . 7
Objective 2	Point to sight words to complete sentences. . . . . 17
Objective 3	Point to text as it is read . . . . . 47
Objective 4	Say and/or point to a word to complete a repeated story line . . . . . 61
Objective 5	Respond to literal questions about a story. . . . . 83
Objective 8	Identify letter-sound correspondences. . . . . 97
Objective 13	Point to pictures/words representing new vocabulary . . . . . 107
<b>Level A</b>	<b>116</b>
Objective 1	Recognize a book from a nonbook . . . . . 117
Objective 2	Interact with objects related to a book . . . . . 121
Objective 3	Select own photo or written name . . . . . 123
Objective 4	Select named photo or word. . . . . 127
Objective 5	Physically engage with a book and/or visually attend to a story . . . . 138
Objective 6	Point to an object, a picture, or a word that completes a story line . 143
Objective 7	Respond to literal questions about a story. . . . . 151
Objective 8	Point to named objects or pictures . . . . . 162

# Overview

The **Level 1** or **Level A Assessment** should be administered at the completion of Level 1 or Level A to determine when a student is ready to move on to the next level of the curriculum. Test items measure mastery of the objectives taught in each level of the **Early Literacy Skills Builder (ELSB)** curriculum.

## Preparation

Preparing for the administration of the assessment is easy:

- Practice the script for administering the assessment items before administering the assessment. Specific instructions for administering each item of the assessment appear opposite the response page for the student.
- Prepare for the student's mode of response if different from traditional pointing or speaking, and decide if you will need to modify the directions to accommodate the response mode.
- Prepare a **Recording Form** for the level being assessed.
- Use 2" × 2" Post-it® notes to cover the yellow highlighted words for Objective 4 in Level 1 and Objective 6 in Level A.
- In Level 1, for Objective 2, have available the sight word flashcards: boy, girl, friend, and green.
- Have the **All About Moe** easel book with the stories "Hello, Moe" and "Moe Likes to Sing" available for assessment of

Objective 5 in Level 1, and the **Oh My, Apple Pie!** easel book for Level A.

- If administering Level A of the assessment, you will also need the following materials:
  - Sock
  - Red and green apples
  - Photo of student and photo of person unfamiliar to student
  - Book
  - Index cards
  - Orange
  - Pencil

## Mode of Response and Modifications

Students with significant disabilities may need individualized modes of responding, such as pointing, grasping, or eye gaze. It is important that the mode of responding is consistent for both assessment and instruction of skills. The ELSB curriculum and assessment can be delivered using any response mode that can be conceived of by modifying the materials and the directions.

Materials can be modified by printing them from Disc 1. They can be enlarged, laminated, cut apart, and/or adhered to eye gaze boards or augmentative or alternative communication (AAC) devices. If using AAC devices, the responses should be preprogrammed. It is also appropriate to modify the directions in the assessment, for example, changing **Point to** to **Give me**, **Look at**, or **Touch**.

## Allowable Verbal Prompts

Verbal prompts can be given only once. The prompt can be given after 5 seconds without a response. The allowable verbal prompts are given following the item direction.

## Recording Forms

Reproducible Recording Forms for noting the student's responses for Levels 1 and A are included in Appendix E of the ELSB Implementation Guide. They are also included on Disc 1 for convenient printing. Note that the Recording Form allows you to enter information over time. The student responses on initial administration are recorded on the form under the Test 1 column and under the appropriate column for subsequent administrations of the assessment.

## Using the Assessment to Determine Mastery

Administer the assessment to determine an individual student's level of mastery. Administer each level's test once the student has completed Lesson 5. For each objective, total the number of items that were correctly performed independently (without prompting) and transfer the total to the Assessment Summary on the cover of the Recording Form. Add the total for each objective for a total level score. Divide the number of items correct by the total number

of possible correct items. Multiply by 100 to determine the percent of correct responses performed independently for the level.

The recommended percentage for mastery of a level is 75% or greater. This percentage can be revised depending on a given student's needs. Higher percentages correct indicate a greater level of mastery. If a student reaches the level of mastery, it is appropriate to advance the student to the next level of ELSB. If a student does not reach mastery, there are three options:

1. Repeat the level, perhaps going at a faster pace, but reviewing all of the objectives. Then, re-administer the assessment to redetermine mastery.
2. Reteach selected objectives for which the student had difficulty. Then re-administer the assessment.
3. Advance the student to the next level, but monitor the student's progress. Many of the skills spiral through the curriculum and are addressed again in upper levels. If a specific skill is preventing the student from progressing, it is possible to continue on through the curriculum while addressing the objective with extra instruction at other times of the day.

Refer to the ELSB Implementation Guide for additional information on working with students who do not achieve mastery.

# Level 1



## **Objective 1**

**Read sight words  
using time-delay instruction**

**dog** **Moe** **is**

## Demonstration Directions

Say, **I will find a word. Like this, Moe.** Touch the word *Moe*. Say, **Now you try it. Find the word Moe.** Allow 5 seconds for the student to initiate a response. If no response or an incorrect response, encourage the student to respond. Say, **Like this,** and repeat touching the word *Moe* and directing the student to find it.



friend

boy

## Administration Directions

Present the student page to the student. Then say, **Point to *boy***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one is *boy*?

boy

friend

## Administration Directions

Present the student page to the student. Then say, **Point to *friend***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

**Which one is *friend*?**

girl

friend

boy

## Administration Directions

Present the student page to the student. Then say, **Point to *girl***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one is *girl*?

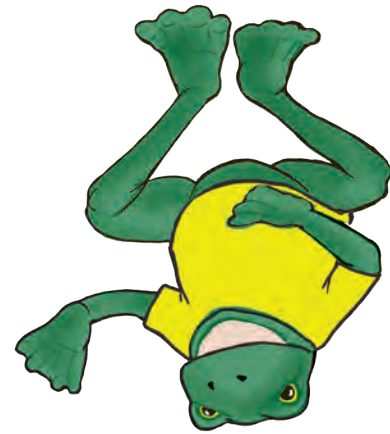
## **Objective 5**

**Respond to literal  
questions about a story**

book



frog





**Note:** You will need the **All About Moe** easel book with the “Hello, Moe” and “Moe Likes to Sing” stories for this objective.

## Administration Directions

Display the “Hello, Moe” story so the student can see it. While you read the story, drag your finger along below the words. Ask the question immediately after reading the line where the answer appears.

**What is Moe?** (Line 1)

## Allowable Verbal Prompts

Repeat the question or ask, **Which one? A frog or a book?**

shoe



friend



## Administration Directions

Display the “Hello, Moe” story so the student can see it. While you read the story, drag your finger along below the words. Ask the question immediately after reading the line where the answer appears.

**Who is Moe?** (Line 3)

## Allowable Verbal Prompts

Repeat the question or ask, **Which one?**  
**Friend or shoe?**

unɹ



dwnɹ!



## Administration Directions

Display the “Hello, Moe” story so the student can see it. While you read the story, drag your finger along below the words. Ask the question immediately after reading the line where the answer appears.

**What can Moe do?** (Line 4)

## Allowable Verbal Prompts

Repeat the question or ask, **Which one?**  
**Jump or run?**

turtles



girls



## Administration Directions

Display the “Moe Likes to Sing” story so the student can see it. While you read the story, drag your finger along below the words. Ask the question immediately after reading the line where the answer appears.

**Moe likes boys. Who else does Moe like?**

(Line 4)

## Allowable Verbal Prompts

Repeat the question or ask, **Which ones?**

**Girls or turtles?**

sing



forks





## Administration Directions

Display the “Moe Likes to Sing” story so the student can see it. While you read the story, drag your finger along below the words. Ask the question immediately after reading the line where the answer appears.

**What can Moe do?** (Line 6)

## Allowable Verbal Prompts

Repeat the question or ask, **Which one?**  
**Forks or sing?**

<p><b>Meow,</b> <b>meow,</b> <b>meow.</b></p>	<p><b>R!bbit,</b> <b>r!bbit,</b> <b>r!bbit.</b></p>
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## Administration Directions

Display the “Moe Likes to Sing” story so the student can see it. While you read the story, drag your finger along below the words. Ask the question immediately after reading the line where the answer appears.

**What can Moe say?** (Line 11)

## Allowable Verbal Prompts

Repeat the question or ask, **Which one? Ribbit or meow?**

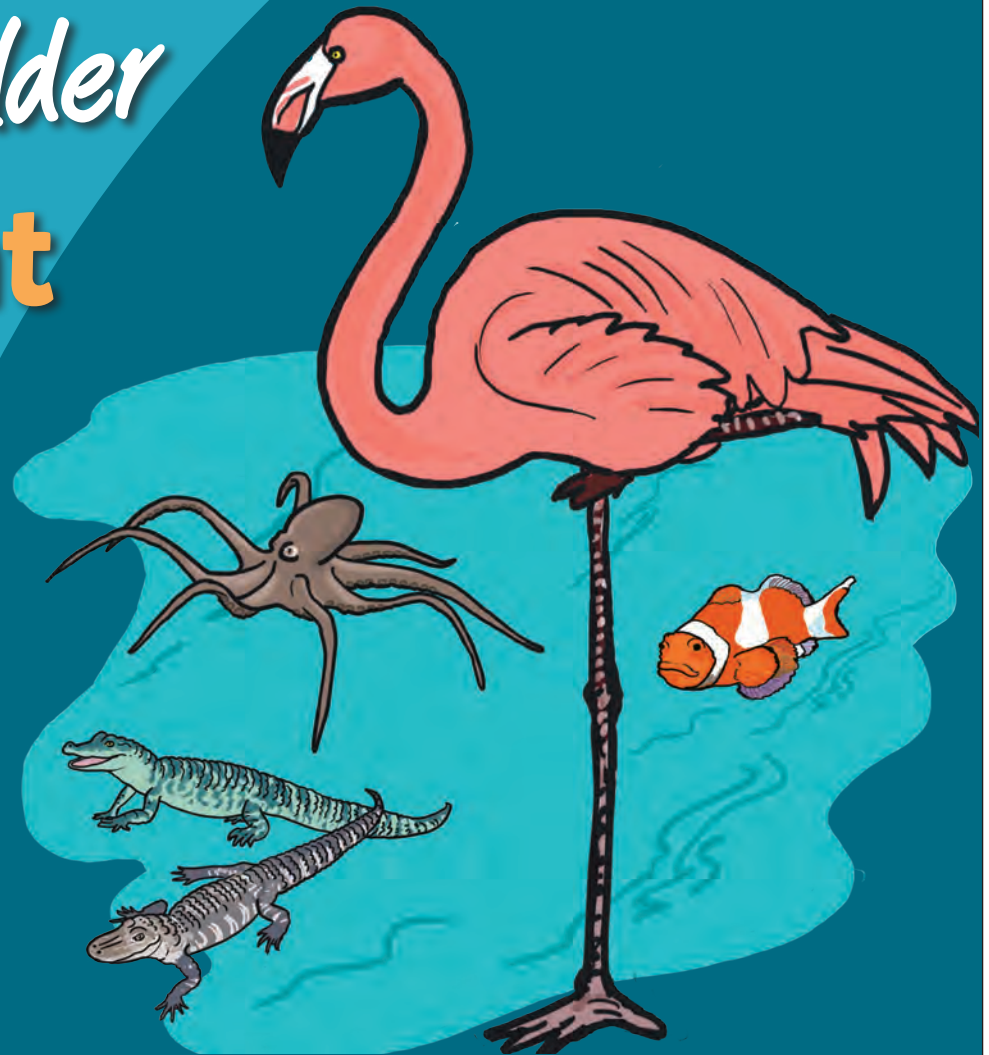
Attainment's

Level 4

# *Early Literacy Skills Builder*

## **Assessment Manual**

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# Contents

<b>Overview</b>	.....	4
<b>Objective 1</b>	Read sight words using time-delay instruction. ....	7
<b>Objective 2</b>	Point to sight words to complete sentences ....	21
<b>Objective 3</b>	Point to text as it is read ....	47
<b>Objective 4</b>	Say and/or point to a word to complete a repeated story line ....	57
<b>Objective 5</b>	Respond to literal questions about a story. ....	71
<b>Objective 6</b>	Demonstrate understanding of syllable segmentation by clapping out syllables in words. ....	85
<b>Objective 7</b>	Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words. ....	91
<b>Objective 8</b>	Identify letter-sound correspondences. ....	97
<b>Objective 9</b>	Point to and/or say the first/last sounds in words ....	103
<b>Objective 10</b>	Identify pictures that begin/end with given sounds ....	111
<b>Objective 11</b>	Point to letter sounds in words ....	131
<b>Objective 12</b>	Blend sounds to identify pictures. ....	145
<b>Objective 13</b>	Point to pictures/words representing new vocabulary ....	161

# Overview

The **Level 4 Assessment** should be administered at the completion of Level 4 to determine when a student is ready to move on to the next level of the curriculum. Test items measure mastery of the objectives taught in Level 4 of the **Early Literacy Skills Builder (ELSB)** curriculum.

## Preparation

Preparing for the administration of the assessment is easy:

- Practice the script for administering the assessment items before administering the assessment. Specific instructions for administering each item of the assessment appear opposite the response page for the student.
- Prepare for the student's mode of response if different from traditional pointing or speaking, and decide if you will need to modify the directions to accommodate the response mode.
- Prepare a **Recording Form** for the level being assessed.
- For Objective 2, have available the sight word flashcards: my, are, is, me, want, and green.
- Use 2" × 2" Post-it® notes to cover the repeated word for Objective 4.
- Have the **All About Moe** easel book with the stories "The New Dog Gets a Name" and "Moe and Molly Swim in the Pond" available for assessment of Objective 5.

## Mode of Response and Modifications

Students with significant disabilities may need individualized modes of responding, such as pointing, grasping, or eye-gaze. It is important that the mode of responding is consistent for both assessment and instruction of skills. The ELSB curriculum and assessment can be delivered using any response mode that can be conceived of by modifying the materials and the directions.

Materials can be modified by printing them from Disc 1. They can be enlarged, laminated, cut apart, and/or adhered to eye-gaze boards or augmentative or alternative communication (AAC) devices. If using AAC devices, the responses should be preprogrammed. It is also appropriate to modify the directions in the assessment, for example, changing **Point to** to **Give me**, **Look at**, or **Touch**.

## Allowable Verbal Prompts

Verbal prompts can be given only once. The prompt can be given after 5 seconds without a response. The allowable verbal prompts are given following the item direction.

## Recording Form

A reproducible Recording Form for noting the student's responses for Level 4 is included in Appendix E of the ELSB Implementation Guide. It is also included on Disc 1 for convenient printing. Note that the Recording Form allows you to enter information over time.

The student responses on initial administration are recorded on the form under the Test 1 column and under the appropriate column for subsequent administrations of the assessment.

## Using the Assessment to Determine Mastery

Administer the assessment to determine an individual student's level of mastery. Administer the level test once the student has completed Lesson 5 for the level. For each objective, total the number of items that were correctly performed independently (without prompting) and transfer the total to the Assessment Summary on the cover of the Recording Form. Add the total for each objective for a total level score. Divide the number of items correct by the total number of possible correct items. Multiply by 100 to determine the percent of correct responses performed independently for the level.

The recommended percentage for mastery of a level is 75% or greater. This percentage can be revised depending on a given student's needs. Higher percentages correct indicate a greater

level of mastery. If a student reaches the level of mastery, it is appropriate to advance the student to the next level of ELSB. If a student does not reach mastery, there are three options:

1. Repeat the level, perhaps going at a faster pace, but reviewing all of the objectives. Then, re-administer the assessment to redetermine mastery.
2. Reteach selected objectives for which the student had difficulty. Then re-administer the assessment.
3. Advance the student to the next level, but monitor the student's progress. Many of the skills spiral through the curriculum and are addressed again in upper levels. If a specific skill is preventing the student from progressing, it is possible to continue on through the curriculum while addressing the objective with extra instruction at other times of the day.

Refer to the ELSB Implementation Guide for additional information on working with students who do not achieve mastery.

# Level 4





## **Objective 1**

**Read sight words  
using time-delay instruction**

is

Moe

dog

## Demonstration Directions

Say, **I will find a word. Like this, *Moe*.** Touch the word *Moe*. Say, **Now you try it. Find the word *Moe*.** Allow 5 seconds for the student to initiate a response. If no response or an incorrect response, encourage the student to respond. Say, **Like this,** and repeat touching the word *Moe* and directing the student to find it.

are

me

my

## Administration Directions

Present the student page to the student. Then say, **Point to *my***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one is *my*?

me

are

my

## Administration Directions

Present the student page to the student. Then say, **Point to *are***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one says *are*?

**are**

**me**

**is!**



## Administration Directions

Present the student page to the student. Then say, **Point to *is***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one says *is*?

**my**

**me**

**are**

## Administration Directions

Present the student page to the student. Then say, **Point to *me***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one is *me*?

**want**

**my**

**is!**

## Administration Directions

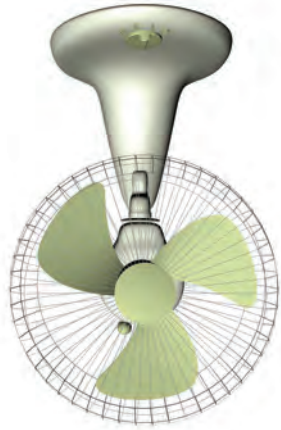
Present the student page to the student. Then say, **Point to *want***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one is *want*?

## Objective 10

**Identify pictures that  
begin/end with given sounds**



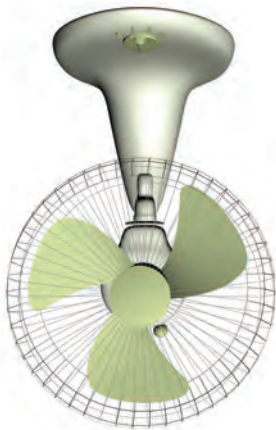
## Demonstration Directions

Say and point to each picture—**dog**, **rain**, **man**, **fan**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /fff/ as its first sound. Show me a picture that starts with /fff/.** Wait for 5 seconds for the student to initiate a response. If no response after 5 seconds, say, **The first sound in fan is /fff/. Touch the picture of the fan.** Allow 5 seconds for the student to initiate a response. If no response or an incorrect response, say, **Listen, fan starts with /fff/.** Repeat the request.

## Allowable Verbal Prompt

Which one starts with /fff/?





## Administration Directions

Say and point to each picture—**dog, fan, moon, ball**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /d/ as its first sound. Show me a picture that starts with /d/.** Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

**Which one starts with /d/?**



## Administration Directions

Say and point to each picture—**pail, socks, nut, tent**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /sss/ as its first sound. Show me a picture that starts with /sss/.** Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

**Which one starts with /sss/?**

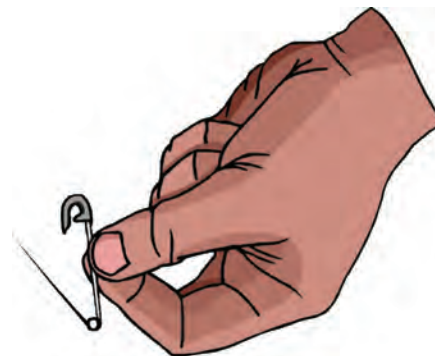


## Administration Directions

Say and point to each picture—**sink, kite, man, rose**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /mmm/ as its first sound. Show me a picture that starts with /mmm/.** Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

**Which one starts with /mmm/?**



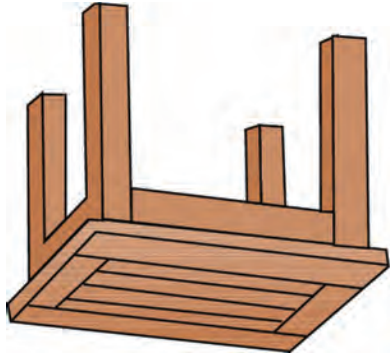
## Administration Directions

Say and point to each picture—**ring, tent, pin, house**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /rrr/ as its first sound. Show me a picture that starts with /rrr/.** Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

**Which one starts with /rrr/?**



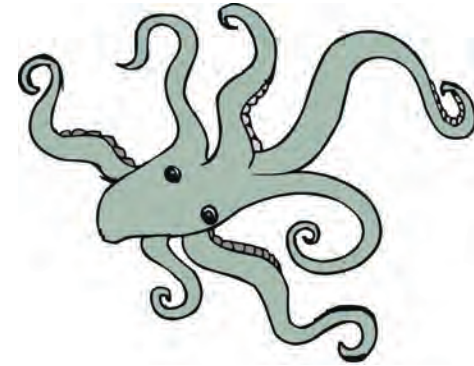


## Administration Directions

Say and point to each picture—**sad**, **cup**, **feet**, **table**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /fff/ as its first sound. Show me a picture that starts with /fff/**. Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

Which one starts with /fff/?

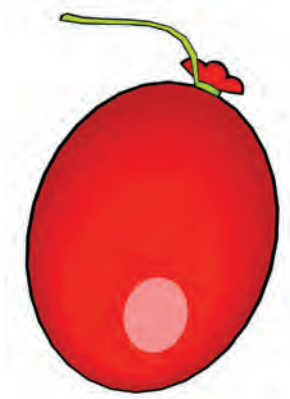


## Administration Directions

Say and point to each picture—**girl, feather, octopus, mop**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /ooo/ as its first sound. Show me a picture that starts with /ooo/.** Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

**Which one starts with /ooo/?**

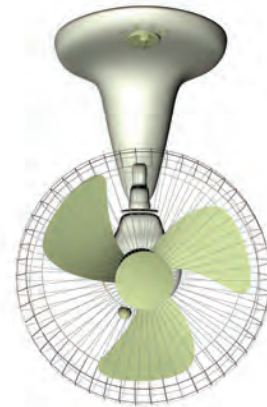
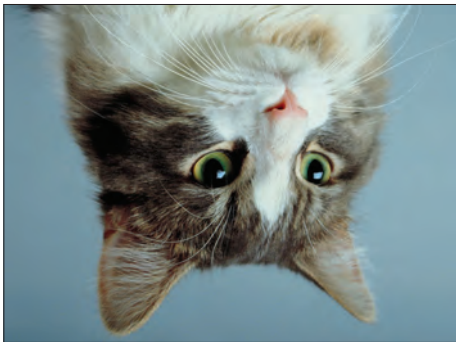


## Administration Directions

Say and point to each picture—**apple, soap, rake, balloon**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /aaa/ as its first sound. Show me a picture that starts with /aaa/.** Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

**Which one starts with /aaa/?**



## Administration Directions

Say and point to each picture—**fan, cat, hat, tail**—emphasizing the beginning sound as you say it. Say, **Point to a picture that has /t/ as its first sound. Show me a picture that starts with /t/.** Wait for 5 seconds for the student to initiate a response before moving on to the next item.

## Allowable Verbal Prompt

Which one starts with /t/?



Attainment's

Level 7

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# Contents

<b>Overview</b>	.....	4
<b>Objective 1</b>	Read sight words using time-delay instruction. ....	7
<b>Objective 2</b>	Point to sight words to complete sentences ....	21
<b>Objective 3</b>	Point to text as it is read ....	47
<b>Objective 4</b>	Say and/or point to a word to complete a repeated story line ....	55
<b>Objective 5</b>	Respond to literal questions about a story. ....	65
<b>Objective 6</b>	Demonstrate understanding of syllable segmentation by clapping out syllables in words. ....	79
<b>Objective 7</b>	Demonstrate understanding of phoneme segmentation by tapping out sounds in CVC words. ....	85
<b>Objective 8</b>	Identify letter-sound correspondences ....	91
<b>Objective 9</b>	Point to and/or say the first/last sounds in words ....	97
<b>Objective 10</b>	Identify pictures that begin/end with given sounds ....	111
<b>Objective 11</b>	Point to letter sounds in words ....	143
<b>Objective 12</b>	Blend sounds to identify pictures. ....	157
<b>Objective 13</b>	Point to pictures/words representing new vocabulary ....	171

# Overview

The **Level 7 Assessment** should be administered at the completion of Level 7 to determine if a student is ready to move on to a reading curriculum. Test items measure mastery of the objectives taught in Level 7 of the **Early Literacy Skills Builder (ELSB)** curriculum.

## Preparation

Preparing for the administration of the assessment is easy:

- Practice the script for administering the assessment items before administering the assessment. Specific instructions for administering each item of the assessment appear opposite the response page for the student.
- Prepare for the student's mode of response if different from traditional pointing or speaking, and decide if you will need to modify the directions to accommodate the response mode.
- Prepare a **Recording Form** for the level being assessed.
- For Objectives 2 and 13, have available the sight word flashcards: was, does, have, where, like, green, tree, presents, toy, book, song, and clothes.
- Use 2" × 2" Post-it® notes to cover the repeated word for Objective 4.
- Have the **All About Moe** easel book with the stories "Moe's Friends Come to the Party" and "Cake, Ice Cream, and Presents" available for assessment of Objective 5.

## Mode of Response and Modifications

Students with significant disabilities may need individualized modes of responding, such as pointing, grasping, or eye gaze. It is important that the mode of responding is consistent for both assessment and instruction of skills. The ELSB curriculum and assessment can be delivered using any response mode that can be conceived of by modifying the materials and the directions.

Materials can be modified by printing them from Disc 1. They can be printed and then enlarged, laminated, cut apart, and/or adhered to eye-gaze boards or augmentative or alternative (AAC) devices. If using AAC devices, the responses should be preprogrammed. It is also appropriate to modify the directions in the assessment, for example, changing **Point to** to **Give me**, **Look at**, or **Touch**.

## Allowable Verbal Prompts

Verbal prompts can be given only once. The prompt can be given after 5 seconds without a response. The allowable verbal prompts are given following the item direction.

## Recording Form

A reproducible Recording Form for noting the student's responses for Level 7 is included in Appendix E of the ELSB Implementation Guide. It is also included on Disc 1 for convenient printing. Note that the Recording Form allows you to enter information over time. The student responses on initial administration are recorded on the form under the Test 1 column and under the appropriate column for subsequent administrations of the assessment.

## Using the Assessment to Determine Mastery

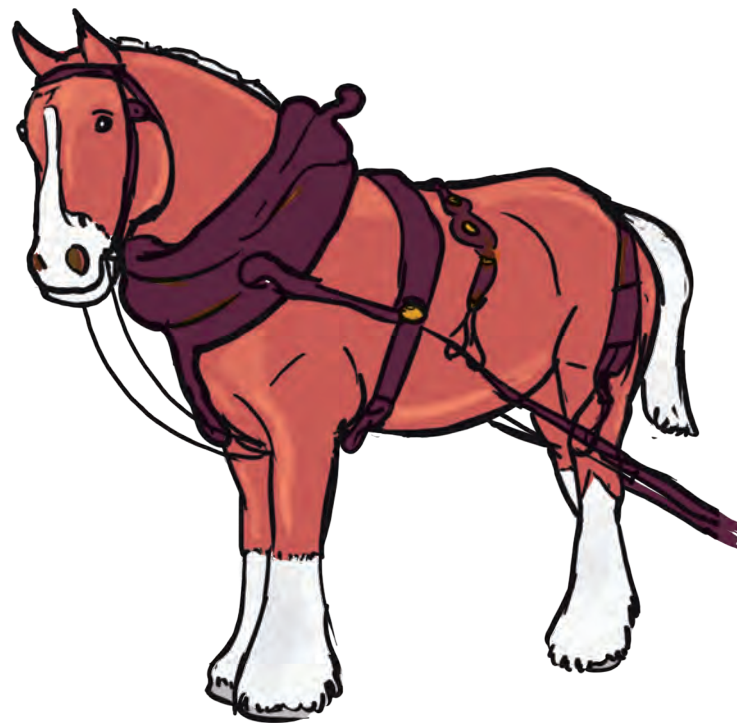
Administer the assessment to determine an individual student's level of mastery. Administer the level test once the student has completed Lesson 5 for this level. For each objective, total the number of items that were correctly performed independently (without prompting) and transfer the total to the Assessment Summary on the cover of the Recording Form. Add the total for each objective for a total level score. Divide the number of items correct by the total number of possible correct items. Multiply by 100 to determine the percent of correct responses performed independently for the level.

The recommended percentage for mastery of a level is 75% or greater. This percentage can be revised depending on a given student's needs. Higher percentages correct indicate a greater level of mastery. If a student reaches the level of mastery, it is appropriate to advance the student to the next level of ELSB. If a student does not reach mastery, there are three options:

1. Repeat the level, perhaps going at a faster pace, but reviewing all of the objectives. Then, re-administer the assessment to redetermine mastery.
2. Reteach selected objectives for which the student had difficulty. Then re-administer the assessment.
3. Advance the student to the next level, but monitor the student's progress. Many of the skills spiral through the curriculum and are addressed again in upper levels. If a specific skill is preventing the student from progressing, it is possible to continue on through the curriculum while addressing the objective with extra instruction at other times of the day.

Refer to the ELSB Implementation Guide for additional information on working with students who do not achieve mastery.

# Level 7



## **Objective 1**

**Read sight words  
using time-delay instruction**

is

Moe

dog

## Demonstration Directions

Say, **I will find a word. Like this, Moe.** Touch the word *Moe*. Say, **Now you try it. Find the word Moe.** Allow 5 seconds for the student to initiate a response. If no response or an incorrect response, encourage the student to respond. Say, **Like this,** and repeat touching the word *Moe* and directing the student to find it.



friend

like

he

where

## Administration Directions

Present the student page to the student. Then say, **Point to *where***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

**Which one is *where*?**

friend

give

was

like

## Administration Directions

Present the student page to the student. Then say, **Point to was**. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

*Which one says was?*

**are**

**does**

**have**

**like**

## Administration Directions

Present the student page to the student. Then say, **Point to *does***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

**Which one says *does*?**

where

like

give

have

## Administration Directions

Present the student page to the student. Then say, **Point to *like***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one is *like*?



friend

give

have

girl

## Administration Directions

Present the student page to the student. Then say, **Point to *have***. Pause for 5 seconds, waiting for the student to initiate a response.

## Allowable Verbal Prompt

Which one is *have*?

## Objective 9



**Point to and/or say the  
first/last sounds in words**



## Part I

### Demonstration Directions

Say, **See the red smiley face? This word is /fff/ /aaa/ /t/.** Say the word *fat*, stretching out the sounds as you say it. **/fff/ is the first sound in *fat*.** Point to the *f* and say, **Now you try it. Point to the first sound in *fat*.** Allow 5 seconds for the student to initiate a response. If no response after 5 seconds or an incorrect response, encourage the student by saying, **Like this,** and then repeat the request.

tiś      
bnp    

wiṃ      
tī    

## Part I

### Administration Directions

Point to the green smiley face and say, **This word is /i/ /t/. The first sound in it is /i/.** Say the word *it*, stretching out the sounds as you say it. **Point to the first sound in it.** Pause for 5 seconds and wait for the student to initiate a response. If no response after 5 seconds, say, **Point to the first sound in it.** Point to it. Allow 5 seconds for the student to initiate a response before moving on to the next item. Repeat for each word on the page.

- **This word is /h/ /i/ /mmm/. The first sound in *him* is /h/. Point to the first sound in *him*.**
- **This word is /d/ /uuu/ /g/. The first sound in *dug* is /d/. Point to the first sound in *dug*.**
- **This word is /sss/ /i/ /t/. The first sound in *sit* is /sss/. Point to the first sound in *set*.**

### Allowable Verbal Prompt

Point to the first sound in \_\_\_\_\_.

mat 

mb 

un 



## Part I

### Administration Directions

Point to the red smiley face and say, **This word is /rrr/ /uuu/ /nnn/. The first sound in *run* is /rrr/.** Say the word *run*, stretching out the sounds as you say it. **Point to the first sound in *run*.** Pause for 5 seconds and wait for the student to initiate a response. If no response after 5 seconds, say, **Point to the first sound in *run*.** Point to it. Allow 5 seconds for the student to initiate a response before moving on to the next item. Repeat for each word on the page.

- **This word is /aaa/ /mmm/. The first sound in *am* is /aaa/. Point to the first sound in *am*.**
- **This word is /mmm/ /aaa/ /t/. The first sound in *mat* is /m/. Point to the first sound in *mat*.**

### Allowable Verbal Prompt

Point to the first sound in \_\_\_\_\_.



## Part II

### Demonstration Directions

Say, **See the red smiley face? This word is /t/ /aaa/ /p/.** Say the word *tap*, stretching out the sounds as you say it. **/p/ is the last sound in *tap*.** Point to the *p* and say, **Now you try it. Point to the last sound in *tap*.** Allow 5 seconds for the student to initiate a response. If no response after 5 seconds or an incorrect response, encourage the student by saying, **Like this,** and then repeat the request.



## Part II



### Administration Directions

Point to the red smiley face and say, **This word is /fff/ /i/ /t/. The last sound in *fit* is /t/.** Say the word *fit*, stretching out the sounds as you say it. **Point to the last sound in *fit*.** Pause for 5 seconds and wait for the student to initiate a response. If no response after 5 seconds, say, **Point to the last sound in *fit*.** Point to it. Allow 5 seconds for the student to initiate a response before moving on to the next item. Repeat for each word on the page.

- **This word is /g/ /uuu/ /mmm/. The last sound in *gum* is /mmm/. Point to the last sound in *gum*.**
- **This word is /fff/ /i/ /g/. The last sound in *fig* is /g/. Point to the last sound in *fig*.**

### Allowable Verbal Prompt

Point to the last sound in \_\_\_\_\_.

$\bar{p}!l$    
 $\bar{p}nw$  

## Part II

### Administration Directions

Point to the red smiley face and say, **This word is /mmm/ /uuu/ /d/. The last sound in *mud* is /d/.** Say the word *mud*, stretching out the sounds as you say it. **Point to the last sound in *mud*.** Pause for 5 seconds and wait for the student to initiate a response. If no response after 5 seconds, say, **Point to the last sound in *mud*.** Point to it. Allow 5 seconds for the student to initiate a response before moving on to the next item. Repeat for each word on the page.

**This word is /lll/ /i/ /d/. The last sound in *lid* is /d/. Point to the last sound in *lid*.**

### Allowable Verbal Prompt

Point to the last sound in \_\_\_\_\_.