

# SRPSD

## Common Framework of Reference (CFR)



# Quick Assessment Tool

**First Name:**

**Last Name:**

**Date:**

**Grade:**

**School:**

**CFR Quick Assessment List of Materials**

copy of CFR assessment

colour copies of Appendix A and Appendices B or C (only need to make one set of copies for use in multiple assessments)

glass of water (grade 4-8 students only)

several books including one that has been handwritten in and one that has page numbers

two pencils of different lengths and colours

eraser

marker

stapler

scissors

a room with a pencil sharpener, window, door, desk, shelf, table, and jacket

DRA assessment materials if the DRA has not been recently completed.

ELP assessment materials only if it has not been recently completed and the student is in grades 1-3.

**Note:** The Appendices may not need to be printed in their entirety depending on the reading abilities of the student being tested and whether the ELP screen can be used in place of the phonemic assessments included here. Phonemic skills and basic sight word knowledge are assessed for students who are suspected to be at a CFR level of A in reading.

There are two levels of Listening B1.2 tests, one for grades 1-3 (see pp. 7-8) and grades 4-8 (see pp. 9-11).

All of the writing tasks do not need to be completed. If a student is beyond A1.1 then skip that task. If the writing tasks become much too difficult, then skip those as well.

Do not double side pages 40-41 and 44-45 from the Appendices.

**Part A: (Listening/Spoken Interaction/ Spoken Production A1.1)**

*Ask students the following questions and record their answers.*

How are you today? \_\_\_\_\_

What is your name? \_\_\_\_\_

How old are you? \_\_\_\_\_

When is your birthday? \_\_\_\_\_

What country are you from? \_\_\_\_\_

What languages do you speak? \_\_\_\_\_

Can you read in \_\_\_\_\_? Yes/No

Can you write in \_\_\_\_\_? Yes/No

**Part B: Listening A1.1**

*Record whether students can perform the following tasks.*

\_\_\_\_ Stand up, please.

\_\_\_\_ Touch the table.

\_\_\_\_ Close the door, please.

\_\_\_\_ Open it.

\_\_\_\_ Come here.

\_\_\_\_ Sit down please.

**Common Colours**

**Touch something that's the colour:**

\_\_\_\_ green    \_\_\_\_ blue    \_\_\_\_ purple    \_\_\_\_ yellow    \_\_\_\_ black    \_\_\_\_ orange    \_\_\_\_ white

**Listening A1.2**

- \_\_\_\_\_ Place the pen beside this book.
- \_\_\_\_\_ Lay this book over the marker.
- \_\_\_\_\_ Pick up the eraser and place it under the stapler.
- \_\_\_\_\_ Set the scissors on the left side of the table.
- \_\_\_\_\_ Take this pencil to the pencil sharpener.
- \_\_\_\_\_ Bring it back and put it on the table.
- \_\_\_\_\_ Put that book near the window.
- \_\_\_\_\_ Carry it back and open it to page 5.

**Spoken Interaction A1.2**

Where is the pencil? \_\_\_\_\_

\_\_\_\_\_

Where is the eraser? \_\_\_\_\_

\_\_\_\_\_

**Object description:** *(In the next two tasks, you can alter the underlined words to describe the book and pencil you are referring to).*

**Place three books in front of the student and check if s/he can identify the one you described.**

\_\_\_\_\_ My book is small and purple. I write inside it. Touch my book. (Listening A1.2)

**Hold up your pencil and say** "My pencil is short and white." **Hand the student a different pencil and say** "Tell me about your pencil." (Spoken Interaction A2.1)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Retrieved from [http://www.thesmartlocal.com/images/easyblog\\_images/1478/25.gif](http://www.thesmartlocal.com/images/easyblog_images/1478/25.gif)

### Listening A2.1

**Show the student the colour copy of Appendix A. Read the description aloud and record the student's answers. May be spoken slowly.**

Look at this picture.

Rudy ate three pieces of pizza. Now she feels sick.

How many pieces of pizza did Rudy eat? \_\_\_\_\_

\_\_\_\_\_

How does she feel? \_\_\_\_\_

\_\_\_\_\_

**Listening A2.2**

**Say to the student in a slow, clear voice,** "Pretend that I am reading an announcement heard over the intercom."

There will be a pizza sale tomorrow at noon. It will be sold for two dollars a slice.

What will be sold tomorrow? \_\_\_\_\_

\_\_\_\_\_

How much will it cost? \_\_\_\_\_

\_\_\_\_\_

**Listening B1.1**

**This message may be repeated once.** Prepare the student by saying, "This message is longer. Listen carefully for details."

Good morning. Today is April 17, 2015. Happy birthday to Clarence in Grade One and Sierra in Grade Three. We hope you enjoy your special day. There will be badminton practice after school for the grade 6 and 7 students. Yoga will be held in the gym at 12:20. Have a great day everyone. Please rise for the singing of O Canada.

What sport will be practiced after school? \_\_\_\_\_

\_\_\_\_\_

How many students are celebrating a birthday today? \_\_\_\_\_

\_\_\_\_\_

What time will there be yoga? \_\_\_\_\_

\_\_\_\_\_

**Listening B1.2 (For students in grades 1-3)**

**Show the student a colour copy of Appendix B. Ask the student the following question, scribe any explanation s/he may offer and then read the script aloud to the student. Point to the pictures from Appendix B as you read to assist with your explanation.**

I am going to tell you about the life cycle of a butterfly. Do you know about the life cycle of a butterfly? **Yes/No (Scribe any elaboration the student may make regarding the lifecycle of a butterfly.)**

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**The Story of a Butterfly**

In spring, a female butterfly looks for a place to lay her eggs. She lays them under leaves where they will be hidden.

A few days later, the eggs hatch and a tiny caterpillar comes out of each one.

Caterpillars spend most of their time eating so they grow quickly.

After about 14 days, a caterpillar is ready to change into a chrysalis. It forms a cocoon around itself. This is the next stage of its life cycle.

After two weeks, the cocoon becomes darker. Then the cocoon cracks open.

The butterfly crawls out. It sits on the empty cocoon and dries its wings. It has to rest for a few hours before it can fly.

Then the adult butterfly flutters around, searching for food. It feeds on sweet sugary nectar inside flowers.

Soon it is time for the female butterflies to find leaves to lay their eggs on.

Adult butterflies usually only live for two to five weeks.

(Adapted from de la Bedoyere, C. (2009). *Caterpillar to butterfly*. Irvine,

CA: QEB Publishing, Inc.)

Tell me how butterflies change from eggs into adults.

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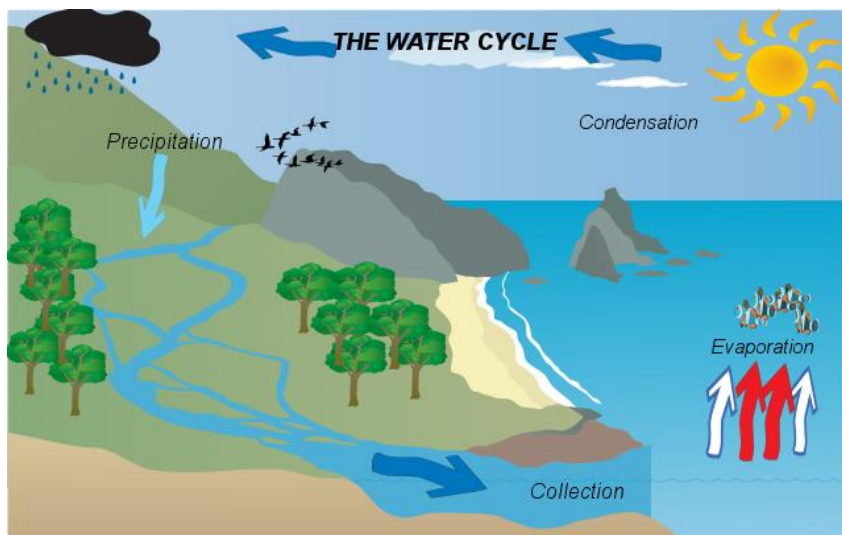
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**Listening B1.2 (For students in grades 4-8).**

**Show the student the glass of water and the colour copy of Appendix C. Point to the water and the diagram in Appendix C as you read to assist with your explanation. Read at a normal teacher rate.**

The Water Cycle



Retrieved from <http://www.usaus-h2o.org/visualizing/gallery/vaishnavir/vaishnavis-water-cycle/>

Now we are going to talk about the water cycle. Do you know about the water cycle? **Yes/No**

Do you know where water comes from? \_\_\_\_\_

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Look at this glass of water. Can you guess how old the water is? The water in this glass may have fallen from the sky as rain just last week, but the water itself has been around almost as long as the Earth has! Long, long ago when the dinosaurs walked through lakes feeding on plants, the water in this glass was part of those lakes.

The Earth has a limited amount of water. New water is not created. The same water keeps going around and around in what we call the “Water Cycle.” This cycle is made up of a few main parts.

evaporation

condensation

precipitation

collection

Evaporation:

Evaporation is when the sun heats up liquid water in rivers, lakes or oceans and turns it into a gas called water vapor. The water vapor leaves the river, lake or ocean and goes into the air. You can watch evaporation happen when rain puddles dry up on a hot day. The water in the puddles changes into water vapor and rises up into the sky.

Condensation:

When water vapor in the air gets cold, it changes back into liquid, forming clouds. This is called condensation. You can see the same sort of thing at home when water forms on the outside of a glass on a hot day or when a mirror in the bathroom fogs up while you shower. That water actually came from the air. Water vapor in the warm air turns back into liquid when it touches the cold glass.

Precipitation:

Precipitation occurs when so much water has condensed that the air cannot hold it anymore. The clouds get heavy and water falls back to the Earth in the form of rain, hail, sleet or snow.

Collection:

When water falls back to Earth as precipitation, it may fall back in the oceans, lakes or rivers or it may end up on land. When it ends up on land, it will either soak into the Earth and become part of the "ground water" that plants and animals use to drink or it may run over the soil and collect in the oceans, lakes or rivers where the cycle starts all over again. The same water has traveled through the water cycle since the Earth was created.

Adapted from <http://www.kidzone.ws/water/>

**Read the following question to the student pointing at the glass of water and scribe his/her answer.**

Explain why the water in this glass is the same water the dinosaurs drank.

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### **Part C: Spoken Interaction**

**Record the student's answers to the following questions.**

#### **A1.2**

What is the date today? \_\_\_\_\_

What season is it? \_\_\_\_\_

#### **A2.1**

Tell me about your favourite sport, pet, or holiday \_\_\_\_\_

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**A2.2**

What do you like to do in your free time? \_\_\_\_\_

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**B1.1**

Tell me about your favourite subject at school: \_\_\_\_\_

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Tell me about a school subject you don't like: \_\_\_\_\_

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**B1.2**

Why don't you like that subject? \_\_\_\_\_

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What could be done to help you like that subject? \_\_\_\_\_

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**Part D: Spoken Production**

*Record the student's answers to the following questions.*

**A1.1** *Touch each object and ask the student "What am I touching?"*

\_\_\_ computer      \_\_\_ paper      \_\_\_ shelf      \_\_\_ chair  
\_\_\_ shirt      \_\_\_ shoes      \_\_\_ pants      \_\_\_ jacket  
\_\_\_ ears      \_\_\_ nose      \_\_\_ hands      \_\_\_ feet

**Spoken Production**

**A1.2** Tell me what your home looks like. \_\_\_\_\_

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Tell me about your family. (How many brothers and sisters do you have? How old are they?)

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**A2.1** Tell me what you do each morning before coming to school. \_\_\_\_\_

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**A2.2** Tell me about a trip you have taken with your class or your family. \_\_\_\_\_

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**A2.2** Think about one of your favourite animals. Tell me how it looks. Tell me how it acts.

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Are you from \_\_\_\_\_ [Prince Albert, the Prince Albert area, St. Louis, etc.] originally?

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Do you remember living in \_\_\_\_\_?

Tell me how the place where you live now is **different from** where you lived before.

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Tell me how the place where you live now is the **same as** where you lived before.

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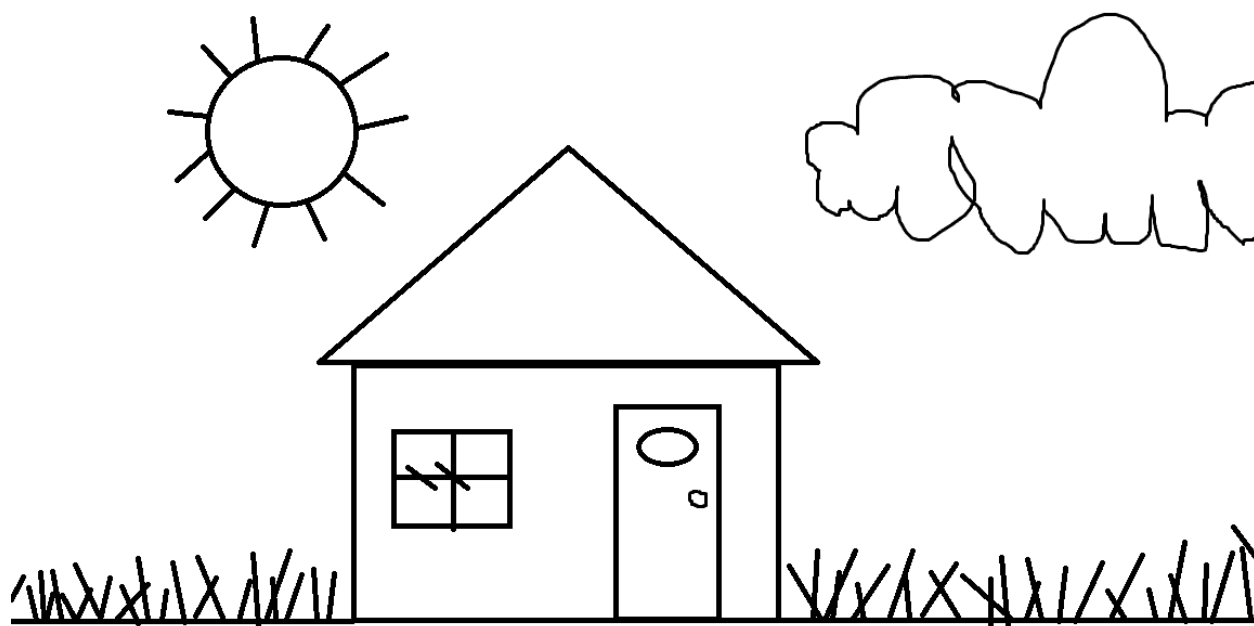
**Part E: Writing****A1.1 (Skip this task if you know the student is well beyond Level A1.1.)**

Write your name. Label the picture with words or with the first sound of each word. Watch me label the first picture. Cloud /k/ /k/ cloud.

**Show the student how to label the cloud with the letter c as you pronounce /k/ /k/ and then write the rest of the word.**

Now you try.

Name: \_\_\_\_\_



**A1.2 Show student a colour copy of Appendix D.**

Look at this picture. Write about this car. Write about its size and colour.



Retrieved from <http://favimages.com/wp-content/uploads/2013/01/small-car-smart-red-amazing-italy.jpg>

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**Part F: Reading**

***The DRA will be used to assess reading. \*Teachers can use data from the Early Literacy Project Screen to determine students' abilities to recognize and produce the sounds of the graphemes as well as their abilities to blend, segment, add and delete phonemes. If students are not part of the Early Literacy Project then use the assessment tasks included in the appendices. A sight word assessment is included in the appendices for the A1 levels.***

**Part G: Rubrics**

*Highlight the descriptors in the following rubrics for each skill the student was able to display during the assessment. Choose the CFR level that most aptly represents the student's language abilities.*



**Listening To score assess Parts A and B**

**A1.1** Can understand **simple** questions (name, age, country of origin). Can understand simple classroom instructions such as “Stand up, please”, “Come here”, or “Close the door, please” when said **slowly and clearly**, possibly with **accompanying gestures**. Can identify the names of the common colours when heard.

**A1.2** Can identify basic phrases that show position (under, over, beside). Can understand **simple** instructions including directions (e.g., on the second floor, near the window, after the next person). Can understand what is being said about the colour, size, and ownership of familiar objects such as a lunch bag or a pencil case, if the information is spoken **clearly and slowly**.

**A2.1** Can catch the main point in **short, clear, simple** messages and communications. Can understand other’s expressions of feelings (e.g., whether they are indicating they are happy/sad/well/ill).

**A2.2** Understands general conversations and simple short narratives if the topic is familiar and the speech is slow and clear. Can understand short, straightforward audio messages if these messages are delivered **slowly and clearly** (e.g., an announcement of a bus delay, an intercom announcement at school).

**B1.1** Understands the main points of discussions and audio text dealing with familiar topics although there may be a need to **repeat particular words or phrases**. Can understand clear audio announcements (e.g., morning message over the school intercom).

**B1.2** Understands the main points and important details of audio texts and relatively long overheard conversations provided standard language is used. Can understand teacher explanations of experiments, processes, instructions, etc. especially when supported by board and/or textbook illustrations.

**B2** Understands extended speech and lectures and follow even complex lines of argument provided the topic is reasonably familiar.

**Spoken Interaction To score assess Parts A, B, and C.****A1.1**

Can understand and respond in a predictable pattern to simple questions about familiar things if the other person speaks **slowly and clearly**. Provides basic information such as age when requested. Uses one or two learned expressions of greeting, farewell and politeness (e.g., hello, goodbye, please). Uses gestures to request information and can express a lack of understanding.

**A1.2**

Can interact in a simple way, provided others are prepared to repeat, rephrase, and speak slowly. Interacts by **answering simple questions with single words or short sentences**. Responds to questions such as how they are feeling and the location of familiar objects. Can express the size and name the colour of familiar objects. Can communicate the day, month, and season.

**A2.1**

Can exchange information about everyday matters using **simple** vocabulary (e.g., favourite sports, names of pets, holiday plans).

**A2.2**

Can reply to questions about what they like to do at school and in their spare time.

**B1.1**

Can express opinions on familiar subjects. Can repeat what has been said and convey this information to another.

**B1.2**

Can indicate that something is causing a problem and also explain why.

**B2**

Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible. Takes an active part in discussion in familiar contexts, accounting for and sustaining his/her views.

**Spoken Production To score assess Parts A and D.****A1.1**

Expresses **basic** personal information such as name, age and country of origin. Expresses how they are feeling using simple, standard expressions. Names some common objects in familiar environments.

**A1.2**

Can **briefly** describe familiar objects (e.g., clothing, pets, homes). Can provide **basic** information about familiar things (e.g., favourite toys, ages of their brothers and sisters, names of pets). Can name the main body parts (e.g., ears, nose, hands, feet).

**A2.1**

Can describe basic aspects of their daily life using **simple** words.

**A2.2**

Can provide a **simple** description of a common object (e.g., describe the appearance and behaviour of an animal with which they are familiar). Can provide a short, simple account of something they experienced (e.g., a class trip, a party, a game they played).

**B1.1**

Can **briefly** explain and justify point of view.

**B1.2**

Speaks in a **comprehensible** and **fairly fluent** manner using a **large** number of **different** words and expressions, but perhaps pausing to self-correct. Can provide **detailed, practical** instructions to explain a process with which they are familiar (how to look after a pet, how to bake a cake, how to repair a bicycle). Can talk in **some detail** about similarities and differences between their current residence and their place of origin.

**B2**

Presents clear, detailed descriptions on a wide range of subjects related to his/her field of interest. Can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

**Reading To score assess Part F.**

**A1.1** Students at A1.1 understand left-right directionality. Students demonstrate the tracking of print with their finger with a consistent one-to-one match. Students are capable of reading material similar to DRA level A.

**A1.2** Students at A 1.2 begin to use patterns to read predictable text. They can recognize the sound-symbol relationship of most letters. Students at this level rely heavily on illustrations to make meaning. Students recognize ten or more sight words. They are **beginning to** segment and blend phonemes. Students are capable of reading material similar to DRA levels 1-3.

**A2.1** Students at A2.1 read in chunks or phrases and can understand much of what they encounter in short, simple texts written on familiar subjects. They begin to self-correct while reading in order to ensure meaning. They begin to use context clues to work out unknown words. With guidance, they are able to activate prior knowledge, answer questions and make text to self-connections. Students are capable of reading material similar to DRA levels 4-12.

**A2.2** Students at A2.2 can manipulate words by adding or removing phonemes. They regularly use context clues to decipher the meaning of unknown words. They are beginning to read text with appropriate speed and expression. They are starting to use key words, diagrams, graphs and illustrations to support reading comprehension. Students are capable of reading material that is similar to DRA level 16 or higher.

**B1.1** Students at B 1.1 are beginning to read text with appropriate expression, phrasing and intonation. They regularly use context clues to resolve unknown words and are beginning to demonstrate automaticity. They reread and self-correct to ensure meaning. They can demonstrate understanding of text by creating oral or written summaries. Students at this level can use key words, diagrams, graphs and illustrations to support reading comprehension. They can decode most grade-appropriate words. Students can read at a level that is slightly-below grade-level with comprehension according to the DRA benchmarks.

**B1.2** Students at B 1.2 can understand most grade appropriate vocabulary. They begin to examine word structure to determine meaning. They can decode most grade appropriate words and can read with increasingly appropriate speed, expression, phrasing and intonation. Their reading demonstrates automaticity and competent, active word solving. They select and apply a variety of comprehension strategies according to the nature of the text. Students can read with accuracy at grade-level according to the DRA benchmarks but are experiencing some difficulty with comprehension and/or fluency.

**Beyond B1.2** Students can read at grade-level with comprehension and fluency according to the DRA benchmarks.

**Writing To score assess Part E.**

**A1.1** Writes letters of the alphabet independently. Copies/prints his/her name and the names of familiar objects. Uses left to right directionality. Aware of sound to symbol relationships, often representing a word with its beginning consonant. With support, they can write/print a patterned sentence.

**A1.2** Produces simple descriptions of everyday objects and simple informal messages. Attempts to represent some words phonetically. Attempts to use capital letters, spaces between words, punctuation as well as lines on their paper. Produces simple sentences in the present tense using familiar, learned patterns.

**A2.1** Uses straightforward sentences and expressions to describe such things as their surroundings, daily activities and the people around them. Begins to use descriptive words, prepositions and transitional words. Begins to use the past tense and the singular and plural forms of words with growing accuracy. Writes a growing number of sight words accurately. Continues to attempt to spell phonetically. Uses capitalization and final punctuation (with some errors).

**A2.2** Describes personal experiences, common objects or familiar places using short, straightforward sentences. Uses important connecting words (then, after, later), transitional words (and, but, because) and more varied sentence types (compound sentences). Attempts more advanced types of punctuation.

**B1.1** Begins to have sufficient vocabulary to express themselves on most familiar topics. Errors occur, but the intent of the communication is usually clear. Writes in a number of genres and uses some vocabulary from those genres. Spells common words accurately. Uses basic punctuation with increasing accuracy. Demonstrates understanding of word order. Adds descriptors such as adjectives (small fluffy, soft). Ideas are generally on one topic.

**B1.2** Describes objects of interest including the advantages and disadvantages involved. Presents a personal opinion about an issue. Use of punctuation approaches that of grade level as does their facility to use appropriate conventions and spelling. Uses subject-specific vocabulary (Africa, carnivore, cunning). Demonstrates significant control of word order and the formation of plurals. Uses subject-verb agreement with increasing accuracy.

**B2** Writes clear, detailed text on a wide range of subjects in order to share information, to support or oppose a point of view, and to highlight the personal significance of events and experiences.



**English as an Additional Language Assessment Report**

Student's name: \_\_\_\_\_  
 (Family name) (Given name)

Birth date: \_\_\_\_\_ Age: \_\_\_\_\_ Sex: \_\_\_\_\_  
 Month Day Year

Assessment Date: \_\_\_\_\_ Assessor: \_\_\_\_\_

Classroom Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

Student's Primary Language: \_\_\_\_\_

Student's Strengths: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Next Steps: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**CFR Levels**

Listening	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Spoken Interaction	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Spoken Production	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Reading	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2
Writing	A1.1	A1.2	A2.1	A2.2	B1.1	B1.2

Tentative Overall Language Benchmark Level: \_\_\_\_\_

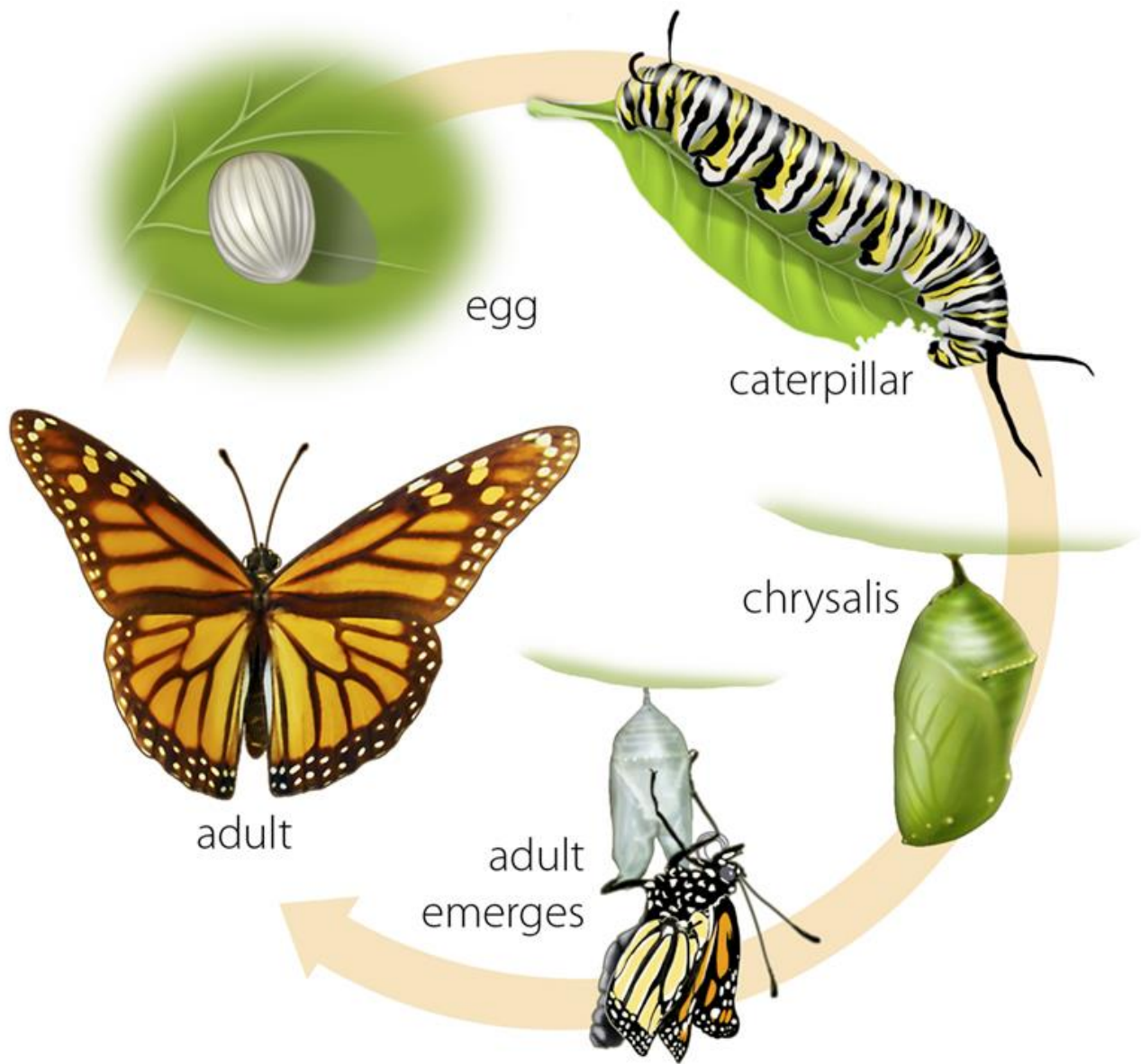
Appendix A





**Appendix B**

## The Lifecycle of a Butterfly



Retrieved from [http://paulmirocha.com/wp/wp-content/uploads/2011/11/butterfly\\_lifecycle1.jpg](http://paulmirocha.com/wp/wp-content/uploads/2011/11/butterfly_lifecycle1.jpg)

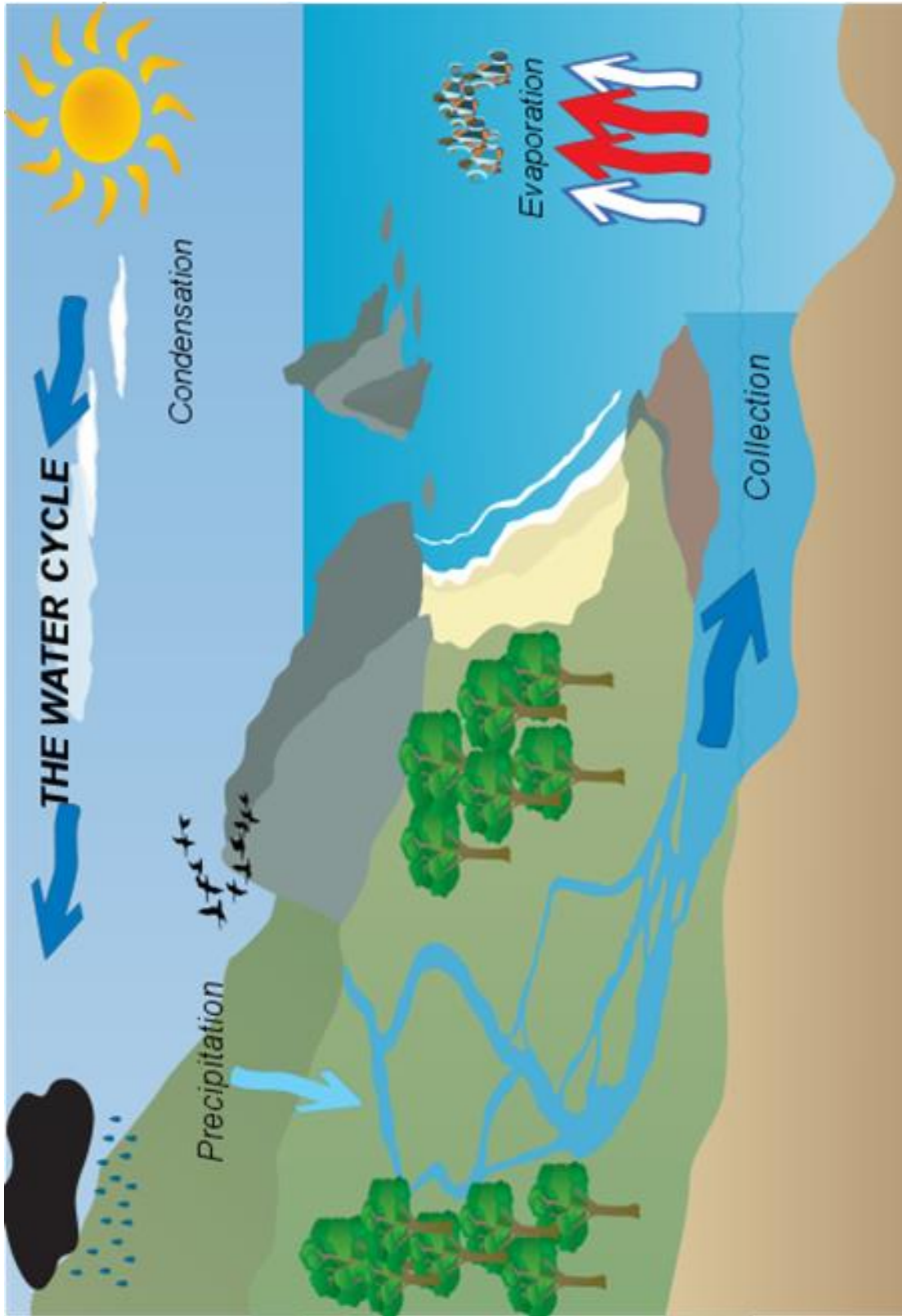








Appendix C



Appendix D



**Appendix E: Letter Sounds Recording Sheet (Used to determine a level of A1)**

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

p		s	
v		x	
f		a	
t		q	
k		l	
b		w	
c		d	
o		n	
u		z	
h		r	
y		e	
m		l	
g		j	



**Appendix F: Letter Sound Assessment**

*Tell me the sound each letter makes when I point to it.*

p	v	f	t	k	b
c	o	u	h	y	m
g	s	x	a	q	i
w	d	n	z	r	e
l	j				

## Appendix G: Phoneme Blending and Segmenting (Used to determine a level of A1.2).

### Blending

**Directions:** I will say the sounds of a word. You guess what word it is.

**Demonstration items:** “/m/ /a/ /t/” “/c/ /o/ /p/”

- |                            |                                 |
|----------------------------|---------------------------------|
| 1. /t/ /a/ /p/ (tap) _____ | 5. /l/ /i/ /d/ (lid) _____      |
| 2. /p/ /e/ /n/ (pen) _____ | 6. /b/ /ie/ /k/ (bike) _____    |
| 3. /j/ /o/ /g/ (jog) _____ | 7. /w/ /ae/ /v/ (wave) _____    |
| 4. /c/ /u/ /t/ (cut) _____ | 8. /s/ /o/ /f/ /t/ (soft) _____ |

Adapted from

<http://www.misd.net/mlpp/assessments/phonemicawareness/Phonemic-Awareness-A.pdf>

### Segmenting

**Directions:** I am going to say a word and I want you to say each sound very slowly so I can hear each sound by itself. Listen carefully.

**Demonstration items:** “rake --/r/ /ae/ /k/” “pup -- /p/ /u/ /p/”

- |                              |                                 |
|------------------------------|---------------------------------|
| 1. pat ( /p/ /a/ /t/ ) _____ | 5. sock ( /s/ /o/ /k/ ) _____   |
| 2. lip ( /l/ /i/ /p/ ) _____ | 6. mean ( /m/ /ee/ /n/ ) _____  |
| 3. red ( /r/ /e/ /d/ ) _____ | 7. joke ( /j/ /oe/ /k/ ) _____  |
| 4. tub ( /t/ /u/ /b/ ) _____ | 8. fight ( /f/ /ie/ /t/ ) _____ |

Adapted from

<http://www.misd.net/mlpp/assessments/phonemicawareness/Phonemic-Awareness-A.pdf>

## Appendix H: Phoneme Addition and Deletion (Used to determine a level of A2.2).

### Phoneme Addition

**Directions:** I am going to ask you to say a word and then say it again and add a sound.

#### Demonstration items:

**Use your fingers to demonstrate these items as needed.**

“Say egg. Say it again and add /l/ to the beginning.” “leg”

“Say age. Say it again and add /p/ to the beginning.” “page”

“Say fly. Say it again and add /t/ to the end.” “flight”

1. Say shell. Say it again and add /f/ to the end - shelf	
2. Say car. Say it again and add /t/ to the end – cart	
3. Say ace. Say it again and add /l/ to the beginning – lace	
4. Say in. Say it again and add /b/ to the beginning – bin	

### Phoneme Deletion

**Directions:** I am going to ask you to say a word and then to say it again without one of its sounds. Listen carefully.

#### Demonstration items:

**Hold up fingers together as you say the whole word.** Ex. “Say pants.”

**Put down the finger corresponding to the deleted sound as you say that sound.** “Now say it again without the /p/ sound.” “ants”

“Say fox. Say it again without the /f/.” “ox”

“Say been. Say it again without the /n/.” “bee”

1. Say boat. Say it again without the /t/ - bow	
2. Say sleigh. Say it again without the /s/ - lay	
3. Say deer. Say it again without the /d/ - ear	
4. Say mice. Say it again without the /m/ - ice	

**Appendix I: Sight Words Assessment Recording Sheet (Used to determine a level of A1.2).**

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

a	
and	
for	
he	
in	
is	
it	
of	
that	
the	
to	
was	
you	

**Appendix J: Sight Words Assessment***Read each word as I point to it.*

a	and	for
he	in	is
it	of	that
the	to	was
you		