

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

School \_\_\_\_\_ District \_\_\_\_\_

**At-Risk Beginning Reader Intervention: Knowledge Assessment**

**Directions: Please circle the letter for the item that best answers the question.**

1. What is the primary goal(s) of asking at-risk beginning readers to reread familiar, predictable text?
  - a. To help them develop concept of word.
  - b. To help them build sight vocabulary for the easiest high frequency words.
  - c. To help them learn to use “first sound” to begin decoding.
  - d. All of the above.
  - e. None of the above.
  
2. What is the primary goal(s) of engaging at-risk beginners in assisted reading of new text?
  - a. To help them gain confidence as readers.
  - b. To provide them with assistance in reading very challenging text.
  - c. To provide them with assistance in reading slightly challenging text.
  - d. All of the above.
  - e. None of the above.
  
3. What is the primary goal(s) of engaging beginning readers in picture sorts?
  - a. To help them develop vocabulary.
  - b. To help them develop awareness of initial phonemes.
  - c. To help them develop concept of word.
  - d. All of the above.
  - e. None of the above.
  
4. What is the typical progression of phonemic awareness development in beginning readers?
  - a. beginning sound, then ending sound, then medial sound
  - b. beginning sound, then medial sound, then ending sound
  - c. ending sound, then beginning sound, then medial sound
  - d. any of the above are possible—depending on quality of instruction
  - e. none of the above are possible because phonemic awareness occurs at the word level
  
5. What is the primary goal(s) of engaging at-risk beginning readers in sentence writing?
  - a. To help them master simple high frequency words.
  - b. To help them develop phonemic awareness.
  - c. To help them develop concept of word.
  - d. All of the above.
  - e. None of the above.
  
6. What is the primary goal(s) of word study for at-risk beginning readers?
  - a. To help them develop effective strategies for identifying unfamiliar words.
  - b. To help them develop automaticity for as many words as possible.
  - c. To help them become aware of common spelling patterns.
  - d. All of the above.
  - e. None of the above.

7. What is the primary goal(s) of engaging at-risk beginning readers in word study that focuses on onsets followed by short vowels?
  - a. To help them develop mastery for spelling common rime units (e.g., -at).
  - b. To help them learn to orally rhyme words with short vowels.
  - c. To help them learn to blend quickly while the onset unit stays constant.
  - d. All of the above.
  - e. None of the above.
  
8. Why should a struggling reader master short vowels before beginning word study in vowel patterns?
  - a. Short vowel mastery makes it easier to learn more complex word patterns.
  - b. Students cannot read vowel pattern words correctly without short vowel mastery.
  - c. Research has proven that short vowel mastery is a requirement for any type of vowel pattern work.
  - d. All of the above.
  - e. None of the above.
  
9. What is the primary goal(s) of asking at-risk beginning readers to finger-point precisely in text?
  - a. To help them develop fine motor skills that enable letter formation for writing.
  - b. To help them learn the meaning of punctuation and capitalization conventions in text.
  - c. To help them develop phonemic awareness—especially at the medial sound level.
  - d. All of the above.
  - e. None of the above.
  
10. When should a tutor stop using the “cut-up sentence” with a beginning reader?
  - a. When the student reaches level 9 text and demonstrates mastery of mixed, nonrhyming short vowels.
  - b. When the student reaches level 5 text and demonstrates solid concept of word.
  - c. When the student reaches level 3 text and begins a word bank.
  - d. All of the above.
  - e. None of the above.
  
11. When an at-risk beginning reader makes an oral reading error, the tutor should:
  - a. Ignore it and let the reading continue to preserve fluency.
  - b. Correct it immediately to preserve the construction of meaning.
  - c. Wait to see if the reader self-corrects, and if necessary, deal with the error.
  - d. All of the above.
  - e. None of the above.
  
12. What is the primary goal(s) of conducting a preview before assisted reading?
  - a. To build and activate the reader’s background knowledge for the text.
  - b. To practice fluent reading before reading new text.
  - c. To choose words for spelling practice during word study.
  - d. All of the above.
  - e. None of the above.

13. Which description(s) best characterizes the instructional technique of echo reading?
- If the student makes an oral reading error, the tutor repeats the error and then conducts a brief phonics mini-lesson.
  - The student repeats the previous lesson's assisted reading text 3 times over 3 lessons.
  - The tutor reads a section of text aloud, and the student repeats that section aloud.
  - All of the above.
  - None of the above.
14. Which set(s) of data **meet or exceed** criteria for 'bumping up' from primer level text?
- 95% accuracy and 25 words per minute.
  - 88% accuracy and 35 words per minute.
  - 93% accuracy and 40 words per minute.
  - All of the above.
  - None of the above.
15. Which set(s) of data **meet or exceed** the criteria for 'bumping up' from end-of-1st-grade level text?
- 95% accuracy and 42 words per minute.
  - 88% accuracy and 40 words per minute.
  - 95% accuracy and 35 words per minute.
  - All of the above.
  - None of the above.
16. Just like yesterday, today's new assisted reading book seems too difficult. The tutor may:
- consider moving the reader back to the previous text level.
  - quickly choose a different, easier text for that day.
  - provide echo and partner reading support.
  - All of the above.
  - None of the above.
17. It is appropriate to move forward in onset short vowel word study when the at-risk beginning reader:
- seems to have enough confidence and wants to move on.
  - can spell each word in the sort automatically.
  - can play memory with accuracy and reasonable speed most of the time.
  - All of the above.
  - None of the above.
18. It is appropriate to move forward in mixed short vowel and vowel pattern word study when the at-risk beginning reader:
- seems to have enough confidence and seems to want to move on.
  - can automatically identify each word in the sort, random check, and memory in 2 consecutive lessons.
  - can correctly read 32 out of 40 words in a random flash presentation with satisfactory speed.
  - Any of the above.
  - None of the above.

19. It is appropriate to move forward in text levels 1-6 when the at-risk beginning reader:
- seems to have enough confidence and seems to want to move on.
  - can read independently most of yesterday's new text in at least 2 of the most difficult texts in that level.
  - has achieved accuracy scores of at least 98% and oral reading rate of no less than 40 wpm for new assisted reading texts.
  - All of the above.
  - None of the above.
20. It is appropriate to move forward in text levels 7-8 when the at-risk beginning reader:
- seems to have enough confidence and wants to move on.
  - is independent in most of the difficult new assisted reading texts in that level.
  - has achieved accuracy scores of at least 90% for at least 2 "cold" assisted reading texts.
  - All of the above.
  - None of the above.
21. It is appropriate to have pictures on word study anchor words for:
- onset short vowels
  - mixed, non-rhyming short vowels
  - vowel patterns
  - All of the above.
  - None of the above.
22. The Early Steps model is most appropriate for struggling readers who:
- are older, but seem unable to progress beyond the easiest preprimer level text.
  - seem to be "stuck" between primer and mid-3<sup>rd</sup> grade reading levels.
  - seem to be at-risk for learning to read successfully in their first year of formal reading instruction.
  - All of the above.
  - None of the above.