

## Summative: Set 26-30

### Final e (VCe) & Trigraph Review

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

#### Teacher Directions

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##### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

## Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word (point to the word on the student's handout) and read across the row. (After the student has finished reading the real words, continue with the nonsense words.) Now, you'll read the nonsense words. Start with the first nonsense word, and read across. (Point to the starting word on the student's handout.**

### Assessment Items

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#### Part A: Encoding

##### Final e (VCe) and Trigraph Review

1. take
2. hide
3. closes
4. judge
5. ditch

##### High Frequency Words

1. first
2. place
3. right
4. round
5. these

#### Part B: Decoding

<b>Real Words</b>	cape	side	fume	wedges	scratch
<b>Nonsense Words</b>	votch	ladge	caze	bope	pite

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

## Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	cape	side	fume	wedges	scratch
<b>Row 2</b>	votch	ladge	caze	bope	pite

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

## Summative: Set 31

# R-Controlled Syllables (ar) & Inflectional Endings (-es)

### Directions for Administration

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#### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

#### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### R-Controlled (ar) & Inflectional Endings (-es)

1. carpet
2. armies
3. mark
4. chart
5. card

#### High Frequency Words

1. again
2. because
3. every
4. does
5. must



## Part B: Decoding

<b>Real Words</b>	cart	marvel	spark	garden	barnyard
<b>Nonsense Words</b>	varnic	jarlon	glarve	kardis	larmet

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	cart	marvel	spark	garden	barnyard
<b>Row 2</b>	varnic	jarlon	glarve	kardis	larmet

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

## Summative: Set 32

# R-Controlled Syllables (or) & Inflectional Endings (-ed)

### Directions for Administration

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#### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

#### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### R-Controlled (or) & Inflectional Endings with Change (-ed)

1. support
2. adore
3. horse
4. forest
5. scorecard

#### High Frequency Words

1. done
2. than
3. time
4. walk
5. that

## Part B: Decoding

<b>Real Words</b>	form	morning	scorched	chore	born
<b>Nonsense Words</b>	blorfed	forpin	thorch	rornet	slorbed

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	form	morning	scorched	chore	born
<b>Row 2</b>	blorfed	forpin	thorch	roned	slorbed

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

## Summative: Set 33

# R-Controlled Syllables (er) & Inflectional Endings (-ing)

### Directions for Administration

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#### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

#### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### R-Controlled (er) & Inflectional Endings (-ing)

1. wondering
2. preferring
3. avert
4. oversight
5. carpenter

#### High Frequency Words

1. very
2. there
3. where
4. them
5. took

## Part B: Decoding

<b>Real Words</b>	computer	pondered	thundering	brother	person
<b>Nonsense Words</b>	vercan	merbic	gervan	pixter	terper

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	computer	pondered	thundering	brother	person
<b>Row 2</b>	vercan	merbic	gervan	pixter	terper

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct



## Summative: Set 34

### R-Controlled Syllables (ir, ur)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
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## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

## Assessment Items

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### Part A: Encoding

#### RR-Controlled (ir, ur)

1. squirming
2. churned
3. furthering
4. turnpike
5. mirth

#### High Frequency Words

1. then
2. turn
3. this
4. year
5. cause

## Part B: Decoding

<b>Real Words</b>	chirping	surprise	curved	quirky	turnkey
<b>Nonsense Words</b>	dirma	kirtan	canmur	sirkin	soltur

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	chirping	surprise	curved	quirky	turnkey
<b>Row 2</b>	dirma	kirtan	canmur	sirkin	soltur

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

## Summative: Set 35

### Words Ending in y & Digraph (ph)

#### Directions for Administration

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##### Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Words Ending in y & Digraph (ph)

1. photograph
2. factory
3. dolphins
4. horsefly
5. trophy

#### High Frequency Words

1. hink
2. which
3. third
4. yours
5. those



## Part B: Decoding

<b>Real Words</b>	telegraph	elephants	phone	phase	alphabet
<b>Nonsense Words</b>	naphy	merphin	gophy	phorpy	philbins

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	telegraph	elephants	phone	phase	alphabet
<b>Row 2</b>	naphy	merphin	gophy	phorpy	philbins

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

## Summative: Set 36

### Long e Vowel Teams (ee, ea, ey)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Long e Vowel Teams (ee, ea, ey)

1. weekend
2. defeated
3. medley
4. agreed
5. leaving

#### High Frequency Words

1. laugh
2. new
3. through
4. three
5. also

## Part B: Decoding

<b>Real Words</b>	sneezed	beeline	jersey	reaching	beamed
<b>Nonsense Words</b>	pleem	fleam	seeley	treen	weaming

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	sneezed	beeline	jersey	reaching	beamed
<b>Row 2</b>	pleem	fleam	seeley	treen	weaming

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

## Summative: Set 37

### Long a Vowel Teams (ai, ay)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

---

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Long a Vowel Teams (ai, ay)

1. container
2. strained
3. dismay
4. yesterday
5. paintbrush

#### High Frequency Words

1. pull
2. before
3. under
4. people
5. water

## Part B: Decoding

<b>Real Words</b>	delay	driveway	explain	claiming	stray
<b>Nonsense Words</b>	cray	brait	vailsin	graimet	thray

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	delay	driveway	explain	claiming	stray
<b>Row 2</b>	cray	brait	vailsin	graimet	thray

**Student Response Record: Part B**

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct



## Summative: Set 38

### Long o Vowel Teams (oa, oe, ow)

#### Directions for Administration

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##### Purpose of Assessment:

A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

---

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

---

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Long o Vowel Teams (oa, oe, ow)

1. toasted
2. unloading
3. toes
4. throwing
5. windowpane

#### High Frequency Words

1. above
2. word
3. number
4. second
5. yellow

## Part B: Decoding

<b>Real Words</b>	shadow	narrow	throat	tiptoe	boast
<b>Nonsense Words</b>	stowen	flowate	croaver	floathed	growip

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	shadow	narrow	throat	tiptoe	boast
<b>Row 2</b>	stowen	flowate	croaver	floathed	growip

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

	Real Words					Nonsense Words					
Student Name	1	2	3	4	5	6	7	8	9	10	Total Correct

## Summative: Set 39

### Long i Vowel Teams (ie, igh)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Long i Vowel Teams (ie, igh)

1. untie
2. highlight
3. bright
4. cries
5. frighten

#### High Frequency Words

1. after
2. world
3. sentence
4. than
5. that



## Part B: Decoding

<b>Real Words</b>	slight	delight	tried	lie	upright
<b>Nonsense Words</b>	scright	siebers	plighty	munbiepling	crightip

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	slight	delight	tried	lie	upright
<b>Row 2</b>	scright	siebers	plighty	munbiepling	crightip

Directions: Place a check in the box to indicate words read accurately. Total the number of words read accurately in the Total Correct column.

Student Name	Real Words					Nonsense Words					Total Correct
	1	2	3	4	5	6	7	8	9	10	

## Summative: Set 40

### Diphthongs (oy, oi) & Vowel Team (eigh)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Diphthongs (oy, oi) & Vowel Team (eigh)

1. destroys
2. joyful
3. disappoint
4. neighborhood
5. noisemaker

#### High Frequency Words

1. hough
2. front
3. pull
4. then
5. time

## Part B: Decoding

<b>Real Words</b>	voice	soybean	avoids	weigh	royal
<b>Nonsense Words</b>	goitop	floyer	seight	soylap	toiver

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	voice	soybean	avoids	weigh	royal
<b>Row 2</b>	goitop	floyer	seight	soylap	toiver



# Summative: Set 41

## Vowel Team (oo)

### Directions for Administration

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#### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

#### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### R-Controlled (ar) & Inflectional Endings (-es)

1. took
2. unhooked
3. loop
4. notebooks
5. droop

#### High Frequency Words

1. write
2. those
3. yours
4. friend
5. please

## Part B: Decoding

<b>Real Words</b>	smoothed	football	shook	blooming	moonlight
<b>Nonsense Words</b>	brooging	flooty	sprooch	zoodlet	soofup

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

---

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	smoothed	football	shook	blooming	moonlight
<b>Row 2</b>	brooging	flooty	sprooch	zoodlet	soofup





## Summative: Set 42

### Vowel Teams (au, aw, augh)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

---

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

---

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Vowel Teams (au, aw, augh)

1. causes
2. crawfish
3. taught
4. applaud
5. yawned

#### High Frequency Words

1. wrote
2. there
3. laugh
4. think
5. were

## Part B: Decoding

<b>Real Words</b>	sprawling	thawed	laughed	autograph	crawled
<b>Nonsense Words</b>	fawsen	craughty	maughlet	vaunip	sawtin

### Scoring Guide

---

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

---

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	sprawling	thawed	laughed	autograph	crawled
<b>Row 2</b>	fawsen	craughty	maughlet	vaunip	sawtin



## Summative: Set 43

### Diphthongs (ow, ou)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

---

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

---

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Diphthongs (ow, ou)

1. vowed
2. louder
3. rowdy
4. without
5. powerful

#### High Frequency Words

1. this
2. year
3. cause
4. took
5. walk



## Part B: Decoding

<b>Real Words</b>	grounded	renowned	sprout	bowing	proud
<b>Nonsense Words</b>	nowper	houlis	glowned	foulpen	zounder

### Scoring Guide

---

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

---

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	cart	renowned	sprout	bowing	proud
<b>Row 2</b>	nowper	houlis	glowned	foulpen	zounder



## Summative: Set 44

### Vowel Teams (ew, ue, ui)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

---

- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Vowel Teams (ew, ue, ui)

1. sewer
2. newborn
3. true
4. cruel
5. cruised

#### High Frequency Words

1. third
2. first
3. which
4. should
5. through

## Part B: Decoding

<b>Real Words</b>	renewing	juicer	pursue	avenue	fruits
<b>Nonsense Words</b>	trewfip	ruezil	yewfiv	duits	wuedis

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	renewing	juicer	pursue	avenue	fruits
<b>Row 2</b>	trewfip	ruezil	yewfiv	duits	wuedis



## Summative: Set 45

### Short e and Long a Vowel Teams (ea)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

### Assessment Items

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#### Part A: Encoding

#### Short e and Long a Vowel Teams (ea)

1. instead
2. deadweight
3. ready
4. leapt
5. meadows

#### High Frequency Words

1. though
2. world
3. place
4. three
5. front

## Part B: Decoding

<b>Real Words</b>	dead	breath	heading	spreaded	dealt
<b>Nonsense Words</b>	bleath	treaver	reavip	zeathop	seavish

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	dead	breath	heading	spreaded	dealt
<b>Row 2</b>	bleath	treaver	reavip	zeathop	seavish





## Summative: Set 46

### Consonant -le Syllable

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.

## Assessment Items

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### Part A: Encoding

#### Consonant -le Syllables

1. stable
2. baffle
3. dimples
4. hurdle
5. rattlesnake

#### High Frequency Words

1. turn
2. word
3. over
4. next
5. too

### Part B: Decoding

<b>Real Words</b>	sparkle	sizzle	humble	dangled	candlelight
<b>Nonsense Words</b>	firple	zogles	berfle	thirble	glapple

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

---

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	sparkle	sizzle	humble	dangled	candlelight
<b>Row 2</b>	firple	zogles	berfle	thirble	glapple



## Summative: Set 47

### Soft c and g

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

---

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

---

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.



## Assessment Items

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### Part A: Encoding

#### Soft c and g

1. centerstage
2. stage
3. faceplanted
4. gentle
5. chance

#### High Frequency Words

1. come
2. down
3. goes
4. hang
5. line

### Part B: Decoding

<b>Real Words</b>	gentleman	suggest	principle	centuries	tragic
<b>Nonsense Words</b>	kicepet	ciggles	fegic	pugic	lacer

### Scoring Guide

---

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

---

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	gentleman	suggest	principle	centuries	tragic
<b>Row 2</b>	kicepet	ciggles	fegic	pugic	lacer



## Summative: Set 48

### Long a R-Controlled & Long e R-Controlled

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

---

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

---

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.

## Assessment Items

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### Part A: Encoding

#### Long a R-Controlled & Long e R-Controlled

1. despair
2. stare
3. feared
4. steer
5. nearby

#### High Frequency Words

1. have
2. long
3. made
4. must
5. read

### Part B: Decoding

<b>Real Words</b>	appeared	upstairs	hearing	airplane	share
<b>Nonsense Words</b>	kearup	tairdy	gairvol	pimzear	mairly

### Scoring Guide

---

Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

---

After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	appeared	upstairs	hearing	airplane	share
<b>Row 2</b>	kearup	tairdy	gairvol	pimzear	mairly



## Summative: Set 49

### Multiple Sounds of ough

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

---

- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

---

First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.

## Assessment Items

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### Part A: Encoding

#### Multiple Sounds of ough

1. although
2. throughout
3. brought
4. tough
5. thorough

#### High Frequency Words

1. right
2. any
3. into
4. about
5. these

### Part B: Decoding

<b>Real Words</b>	enough	through	bought	dough	afterthought
<b>Nonsense Words</b>	foughten	amough	pordough	grougts	scrougt

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	enough	through	bought	dough	afterthought
<b>Row 2</b>	foughten	amough	pordough	grougths	scrougt





## Summative: Set 50

### Silent Letters (gn, kn, wr, mb)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.iv:** Decode compound words, contractions, and common abbreviations.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iii:** Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) **"\_\_\_\_\_".** (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The first words you'll read are real words, and the second group of words you'll read are nonsense or made-up words. You'll start with the real words. Find the first real word** (point to the word on the student's handout) **and read across the row.** (After the student has finished reading the real words, continue with the nonsense words.) **Now, you'll read the nonsense words. Start with the first nonsense word, and read across.** (Point to the starting word on the student's handout.)

## Assessment Items

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### Part A: Encoding

#### Silent Letters (gn, kn, wr, mb)

1. wrongly
2. kneecaps
3. limbs
4. gnash
5. knock

#### High Frequency Words

1. round
2. many
3. above
4. under
5. make

### Part B: Decoding

<b>Real Words</b>	signposts	knuckle	wrecked	numbly	gnawing
<b>Nonsense Words</b>	mignwell	knipper	wroken	brimb	gnuffler

### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Each section is worth 10 points for a total of 20 points possible.) Use the *Student Response Record (Part B)* when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.
- Based on student performance, consider whether or not to utilize targeted instruction and *Mastery Measures* and at what frequency to progress monitor using the skill-based probes. [See the *Just Right Reader Assessment & Progress Monitoring Guide (Mastery Measures Administration Guide)*.]

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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You will read some words to your teacher. The first row of words are real words, and the second row of words are nonsense or made-up words.

<b>Row 1</b>	signposts	knuckle	wrecked	numbly	gnawing
<b>Row 2</b>	mignwell	knipper	wroken	brimb	gnuffler



## Summative: Set 51

### Prefixes/Roots/Suffixes (dis-, re-, un-, -er)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.**



## Assessment Items

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### Part A: Encoding

#### Prefixes/Roots/Suffixes (dis-, re-, un-, -er)

1. dislikes
2. refresh
3. unhappy
4. distrust
5. bigger

#### High Frequency Words

1. also
2. only
3. again
4. water
5. went

### Part B: Decoding

<b>Real Words</b>	discovered	redo	unclear	refunds	brighter
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## Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Section A is worth 10 points and Section B is worth 5 points for a total of 15 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

## Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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**Directions:** You will read some words to your teacher.

<b>Row 1</b>	discovered	redo	unclear	refund	brighter
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## Summative: Set 52

### Prefixes/Roots/Suffixes (mis-, pre-, -est, -ic)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.**

## Assessment Items

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### Part A: Encoding

#### Prefixes/Roots/Suffixes (mis-, pre-, -est, -ic)

1. preschool
2. mismatched
3. predict
4. sweetest
5. dramatic

#### High Frequency Words

1. very
2. after
3. same
4. want
5. before

### Part B: Decoding

<b>Real Words</b>	preheat	mistake	tallest	farthest	historic
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## Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Section A is worth 10 points and Section B is worth 5 points for a total of 15 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

## Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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**Directions:** You will read some words to your teacher.

<b>Row 1</b>	preheat	mistake	tallest	farthest	historic
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## Summative: Set 53

### Prefixes/Roots/Suffixes (ex-, non-, -ly)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.**

## Assessment Items

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### Part A: Encoding

#### Prefixes/Roots/Suffixes (ex-, non-, -ly)

1. cowardly
2. extend
3. nonstop
4. gladly
5. exclaims

#### High Frequency Words

1. number
2. people
3. what
4. your
5. second

### Part B: Decoding

<b>Real Words</b>	quickly	extreme	nonsense	gently	export
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## Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Section A is worth 10 points and Section B is worth 5 points for a total of 15 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

## Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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**Directions:** You will read some words to your teacher.

<b>Row 1</b>	quickly	extreme	nonsense	gently	export
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## Summative: Set 54

### Prefixes/Roots/Suffixes (im-, post-, pro-)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

---

Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.**

## Assessment Items

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### Part A: Encoding

#### Prefixes/Roots/Suffixes (im-, post-, pro-)

1. impolite
2. postdate
3. progress
4. imperfect
5. postscript

#### High Frequency Words

1. yellow
2. because
3. when
4. says
5. other

### Part B: Decoding

<b>Real Words</b>	impure	postseason	product	impossible	postpone
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## Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Section A is worth 10 points and Section B is worth 5 points for a total of 15 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

## Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

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**Directions:** You will read some words to your teacher.

<b>Row 1</b>	important	postcard	protect	imagery	cavity
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## Summative: Set 55

### Prefixes/Roots/Suffixes (dis-, re-, un-, -er)

#### Directions for Administration

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##### Purpose of Assessment:

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A summative assessment gauges students' knowledge and skills after teaching and learning have taken place. The intent of the assessment is to measure and report student mastery of the assessed standards/skills. (Teachers can also use this summative data to identify skills that need to be retaught, reinforced and/or to monitor student progress.)

##### Standards/Skills Assessed:

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- **ELA.2.2.B.i:** Decode words with short, long, or variant vowels, trigraphs, and blends.
- **ELA.2.2.B.iii:** Decode multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.B.v:** Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.
- **ELA.2.2.B.vi:** Decode words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.
- **ELA.2.2.C.i:** Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.
- **ELA.2.2.C.iv:** Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.
- **ELA.2.2.C.v:** Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.
- **ELA.2.2.C.vi:** Demonstrate and apply spelling knowledge by spelling words with prefixes, including un-, re-, and dis-, and inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## Teacher Directions

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### Part A

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First, give each student a copy of the *Student Handout (Part A)*. (Alternatively, students may use lined paper for Part A.)

**Say: I will say a word two times. First, you are going to repeat the word after me, and touch the space where you will write the word. Then, you will write the word in the correct space.**

- **Find number one. You'll write your first word in the space beside the number one.**
- **The word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)
- **The next word is "\_\_\_\_\_".** (Repeat the word.) "\_\_\_\_\_". (Watch that students are pointing to and writing the word in the correct space.)

Repeat the directions above for each of the Part A assessment items.

### Part B

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Before beginning, laminate a copy of the *Student Handout (Part B)* to use with each administration.

You will need to administer Part B to each student individually. [Keep a copy of the *Student Response Record (Part B)* available to aid in scoring students' decoding.]

First, place the *Student Handout (Part B)* in front of the student for them to read.

**Say: You are going to read some words today. The words you'll read are real words. Find the first word (point to the word on the student's handout) and read across the row.**



## Assessment Items

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### Part A: Encoding

#### Prefixes/Roots/Suffixes (bi-, tri-, -able, -inter)

1. bicycle
2. triangles
3. interact
4. biweekly
5. disable

#### High Frequency Words

1. looking
2. will
3. sentence
4. with
5. every

### Part B: Decoding

<b>Real Words</b>	biceps	tripod	capable	internet	binoculars
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### Scoring Guide

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Each item in both the encoding and decoding sections is worth one point. Do not award partial credit for decoding or spelling part(s) of the item(s) correctly. (Section A is worth 10 points and Section B is worth 5 points for a total of 15 points possible.) Use the Student Response Record (Part B) when scoring students' decoding.

### Progress Monitoring

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After each end-of-unit/set assessment:

- Update the *Phonics: Decoding/Encoding Checklist (Second Grade)*, noting any changes in student progress/mastery of skills.
- Support students as they update their *My Literacy Journey (Student Tracker)*.

Your teacher will say a word for you to spell in the spaces below. They will repeat the word.

Write each word in the space next to the number. Listen carefully to each word.

1.

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2.

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3.

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4.

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5.

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6.

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7.

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8.

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9.

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10.

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**Directions:** You will read some words to your teacher.

<b>Row 1</b>	biceps	tripod	capable	internet	binoculars
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