



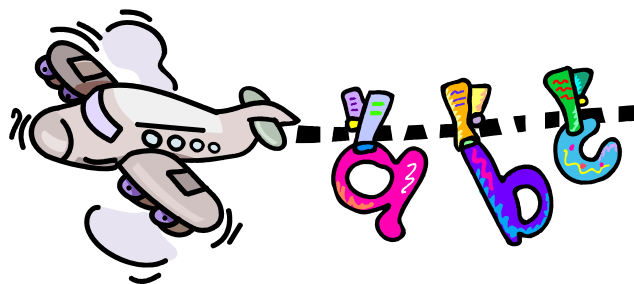
# Take Flight

## Student Benchmark

with teacher directions

**Student Mastery Check**

**Alphabet, Reading, Spelling, and Handwriting**



Student Name: \_\_\_\_\_ Bk # \_\_\_\_\_ Date: \_\_\_\_\_

<b>CRITERIA</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Form</b>	All letters show correct form	Most letters show correct form	Many letters show correct form	Some letters show correct form	Few letters show correct form
<b>Slant</b>	All letters slant forward evenly	Most letters slant forward evenly	Many letters slant forward evenly	Some letters slant forward evenly	Few letters slant forward evenly
<b>Size</b>	All letters show good size and proportion	Most letters show good size and proportion	Many letters show good size and proportion	Some letters show good size and proportion	Few letters show good size and proportion
<b>Spacing</b>	All letters and words are spaced evenly	Most letters and words are spaced evenly	Many letters and words are spaced evenly	Some letters and words are spaced evenly	Few letters and words are spaced evenly
<b>Rhythm</b>	All letters show smooth traces without patching or erasing	Most letters show smooth traces with few patches/erasers	Many letters show smooth traces with some patches/erasers	Some letters show smooth traces with some patches/erasers	Few letters show smooth traces with many patches/erasers
<b>Naming of Letter</b>	Each letter was named when writing	Most letters were named when writing	Many letters were named when writing	Some letters were named while writing	Few letters were named while writing
<b>Writing Position</b>	Student's feet, back, paper, and supporting hand are in proper position, AND a correct grip was utilized.	Four of the five proper writing positions were utilized	Three of the five proper writing positions were utilized	Two of the five proper writing positions were utilized	Only one of the five proper writing positions were utilized
<b>Points Total</b> _____	<b>35/35 Mastery</b>	<b>32-34 = Proficient</b>	<b>28-31 = Acceptable</b>	<b>25-27 = Below Expectation</b>	<b>Below 25 = Unsatisfactory</b>

Student Name: Jolly Julie Jane Bk # 2 Date: \_\_\_\_\_

CRITERIA	5	4	3	2	1
<b>Form</b> 4 pts scored	All letters show correct form	Most letters show correct form	Many letters show correct form	Some letters show correct form	Few letters show correct form
<b>Slant</b> + 3 pts scored	All letters slant forward evenly	Most letters slant forward evenly	Many letters slant forward evenly	Some letters slant forward evenly	Few letters slant forward evenly
<b>Size</b> + 5 pts scored	All letters show good size and proportion	Most letters show good size and proportion	Many letters show good size and proportion	Some letters show good size and proportion	Few letters show good size and proportion
<b>Spacing</b> + 4 pts scored	All letters and words are spaced evenly	Most letters and words are spaced evenly	Many letters and words are spaced evenly	Some letters and words are spaced evenly	Few letters and words are spaced evenly
<b>Rhythm</b> + 5 pts scored	All letters show smooth traces without patching or erasing	Most letters show smooth traces with few patches/erasers	Many letters show smooth traces with some patches/erasers	Some letters show smooth traces with some patches/erasers	Few letters show smooth traces with many patches/erasers
<b>Naming of Letter</b> + 2 pts scored	Each letter was named when writing	Most letters were named when writing	Many letters were named when writing	Some letters were named while writing	Few letters were named while writing
<b>Writing Position</b> +5 pts scored ----- =	Student's feet, back, paper, and supporting hand are in proper position, AND a correct grip was utilized.	Four of the five proper writing positions were utilized	Three of the five proper writing positions were utilized	Two of the five proper writing positions were utilized	Only one of the five proper writing positions were utilized
<b>Points Total</b> 28	<b>35/35 Mastery</b>	<b>32-34 = Proficient</b>	<b>28-31 = Acceptable</b>	<b>25-27 = Below Expectation</b>	<b>Below 25 = Unsatisfactory</b>

**Take Flight Dyslexia Program**  
**Mastery Check**  
**Book 1**

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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Dyslexia Teacher: \_\_\_\_\_

**ALPHABET**

Student Score \_\_\_\_\_ (10) Percent Correct \_\_\_\_\_%

Comments:

**READING**

Word List Score \_\_\_\_\_ (10) Total Score \_\_\_\_\_(30)

Sentence Score \_\_\_\_\_ (20) Percent Correct \_\_\_\_\_%

Comments:

**SPELLING**

Student Score \_\_\_\_\_ (25) Percent Correct \_\_\_\_\_%

Comments:

**HANDWRITING**

Comments

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

## ALPHABET—BOOK 1

Fill in the missing letter:

lm \_\_\_\_\_

tu \_\_\_\_\_

ef \_\_\_\_\_

no \_\_\_\_\_

ab \_\_\_\_\_

de \_\_\_\_\_

hi \_\_\_\_\_

qr \_\_\_\_\_

jk \_\_\_\_\_

vw \_\_\_\_\_

**ALPHABET TOTAL**

\_\_\_\_\_/10 OR \_\_\_\_\_%

# Reading Words—Book 1 Teacher Copy

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

Place a check mark (✓) if correct, or write the miscued word in the blank.

- |            |          |             |           |
|------------|----------|-------------|-----------|
| 1. tap     | 1. _____ | 6. honking  | 6. _____  |
| 2. bid     | 2. _____ | 7. then     | 7. _____  |
| 3. staff   | 3. _____ | 8. buzz     | 8. _____  |
| 4. bonding | 4. _____ | 9. moth     | 9. _____  |
| 5. wept    | 5. _____ | 10. gusting | 10. _____ |

**TOTAL CORRECT:**     /10     %

## Reading Sentences—Book 1

1. Bob and Will are still hunting for the pink van.
2. Did you snip the long stem of that big plant?

**TOTAL CORRECT:**     /20     %

- \* Allow a maximum of ten seconds per isolated word.
- \* Score the **1st** pronunciation.
- \* Student can subvocalize, but word must be read *smoothly* to be counted as correct.

**Total  
Reading**  
    /30

## Reading Words—Book 1

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

### CODE TO READ

- |            |             |
|------------|-------------|
| 1. tap     | 6. honking  |
| 2. bid     | 7. then     |
| 3. staff   | 8. buzz     |
| 4. bonding | 9. moth     |
| 5. wept    | 10. gusting |

## Reading Sentences—Book 1

1. Bob and Will are still hunting for the pink van.
2. Did you snip the long stem of that big plant?

SPELLING MASTERY CHECK  
TEACHER DIRECTIONS  
BOOK 1

SOUND PROCEDURE:

1. Repeat the sound.
2. Write the letter or letters that spell the following sounds:

- |           |         |
|-----------|---------|
| 1. (k)    | 6. (ă)  |
| 2. (v)    | 7. (ö)  |
| 3. (d)    | 8. (th) |
| 4. (ng,n) | 9. (g)  |
| 5. (ï)    | 10.(ě)  |

WORD SPELLING PROCEDURE:

1. Look and Listen
2. Echo
3. Unblend and place the Sound Cards
4. Touch and spell the word
5. Name the letters and write (in cursive or print):
  1. wind
  2. thank
  3. zest
  4. dumping
  5. smog

SENTENCE DICTATION:

1. The man had fun with the tan dog.



# SPELLING MASTERY CHECK—BOOK 1 Teacher Copy

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

## SOUND PROCEDURE (ISD)

1) Student repeats the sound.

2) Student will write the letter(s) that spell the listed sounds.

Place a check mark (✓) if correct, or write miscued word/sound in the blank.

- |           |          |         |           |
|-----------|----------|---------|-----------|
| 1. (k)    | 1. _____ | 6. (ă)  | 6. _____  |
| 2. (v)    | 2. _____ | 7. (ö)  | 7. _____  |
| 3. (d)    | 3. _____ | 8. (th) | 8. _____  |
| 4. (ng,n) | 4. _____ | 9. (g)  | 9. _____  |
| 5. (ï)    | 5. _____ | 10. (ě) | 10. _____ |

\_\_\_\_\_/10

## WORD SPELLING PROCEDURE

- 1) Look and Listen 2) Echo 3) Unblend and Place Sound Cards 4) Touch and Spell  
5) Name the letters and write (in cursive).

Place a check mark (✓) if correct, or write miscued word/sound in the blank.

- |            |          |
|------------|----------|
| 1. wind    | 1. _____ |
| 2. thank   | 2. _____ |
| 3. zest    | 3. _____ |
| 4. dumping | 4. _____ |
| 5. smog    | 5. _____ |

\_\_\_\_\_/5

## SENTENCE DICTATION

Score **one (1) point** for each dictated word spelled correctly, and **one (1) point** for the beginning capital letter, and **one (1) point** for final punctuation.

1) The man had fun with the tan dog.

\_\_\_\_\_/10

SPELLING MASTERY TOTAL

\_\_\_\_\_/25 OR \_\_\_\_\_%

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

# Spelling Mastery Check Book 1

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## Dictation

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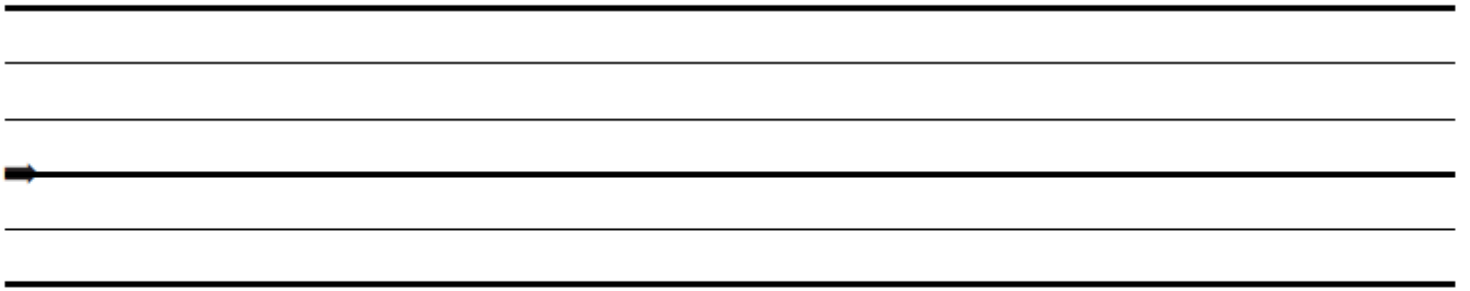
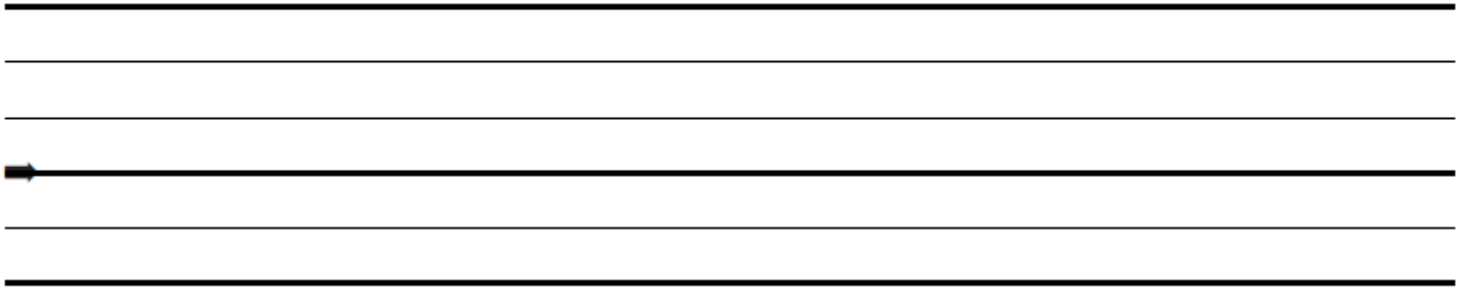
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Name: \_\_\_\_\_ Date: \_\_\_\_\_

# Handwriting



## Teacher Comments

i.e. pencil grip; letter shape/size/slant; ease of writing; print vs cursive

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

# ISD

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# Handwriting - Book 1 Teacher Copy

## Directions for Handwriting.

Teacher Directions: Use suggested dictation paper and give administration orally by naming each letter. Have students echo the stated letter and name the letter while writing. Use suggested rubric to score.

1) i

6) a

2) t

7) f

3) n

8) g

4) h

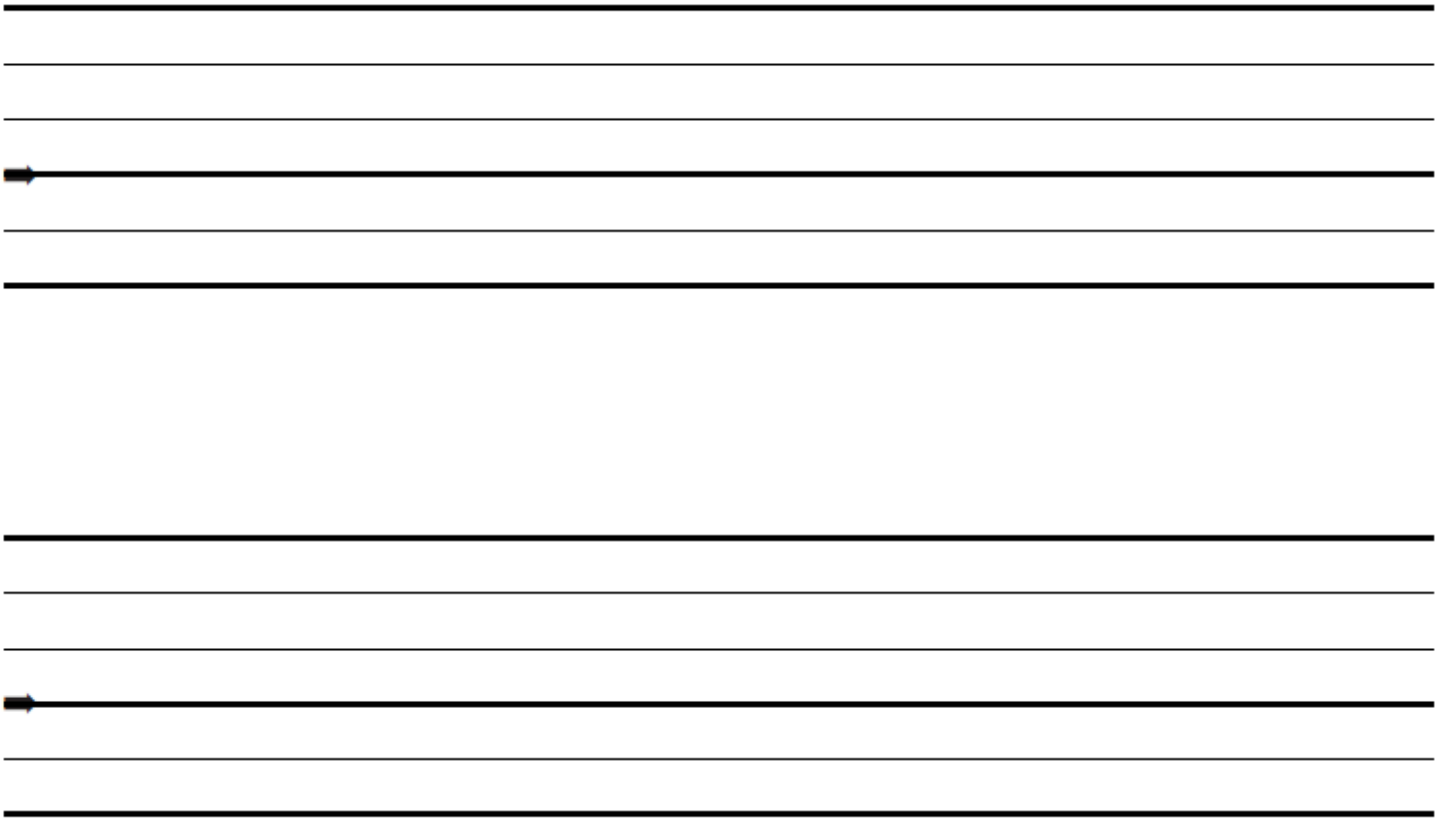
9) p

5) s

10) d

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

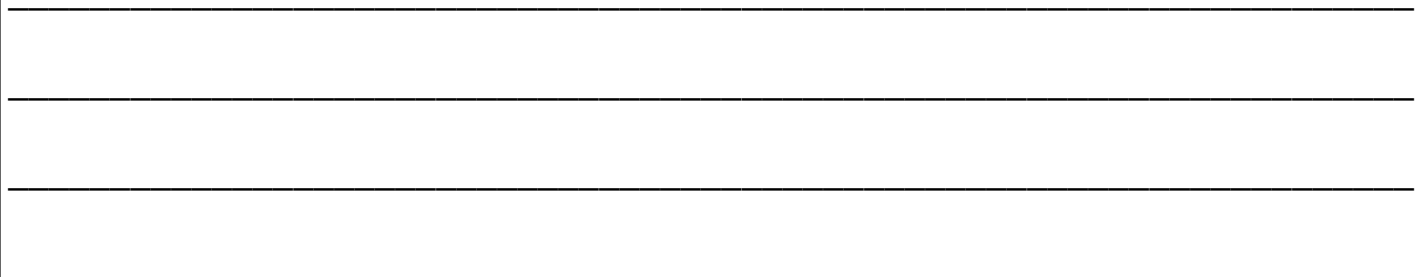
## Handwriting - Book 1



Handwriting practice lines consisting of four sets of horizontal lines. Each set includes a top line, a middle line, a bottom line, and a dashed midline. The first and third sets have a small arrowhead on the left side of the dashed midline, indicating the starting point and direction for writing.

### Teacher Comments:

i.e. pencil grip; letter shape/size/slant; ease of writing; print vs. cursive



Four horizontal lines provided for the teacher to write their comments.

**Take Flight Dyslexia Program  
Mastery Check  
Book 2**

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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Dyslexia Teacher: \_\_\_\_\_

**ALPHABET**

Student Score \_\_\_\_\_ (10) Percent Correct \_\_\_\_\_%

Comments:

**READING**

Word List Score \_\_\_\_\_ (20) Total Score \_\_\_\_\_(45)

Sentence Score \_\_\_\_\_ (25) Percent Correct \_\_\_\_\_%

Comments:

**SPELLING**

Student Score \_\_\_\_\_ (25) Percent Correct \_\_\_\_\_%

Comments:

**HANDWRITING**

Comments:

# ALPHABET - BOOK 2

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

Alphabetize using the 1st letter:

\_\_\_\_\_ film

\_\_\_\_\_ sweat

\_\_\_\_\_ kick

\_\_\_\_\_ bigness

\_\_\_\_\_ ring

\_\_\_\_\_ wet

\_\_\_\_\_ need

\_\_\_\_\_ hatch

\_\_\_\_\_ vent

\_\_\_\_\_ chin

\_\_\_\_\_/10



ALPHABET—BOOK 2

Optional accommodation: alphabetize by placing cards in correct order

film

sweat

kick

bigness

ring

wet

need

hatch

vent

chin

# Reading Words—Book 2 Teacher Copy

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

## CODE TO READ

- |            |           |               |           |
|------------|-----------|---------------|-----------|
| 1. shrimp  | 1. _____  | 11. eve       | 11. _____ |
| 2. wad     | 2. _____  | 12. plateful  | 12. _____ |
| 3. chess   | 3. _____  | 13. brimless  | 13. _____ |
| 4. mistake | 4. _____  | 14. cent      | 14. _____ |
| 5. tugged  | 5. _____  | 15. grime     | 15. _____ |
| 6. clamps  | 6. _____  | 16. throne    | 16. _____ |
| 7. jute    | 7. _____  | 17. hissed    | 17. _____ |
| 8. magnet  | 8. _____  | 18. chills    | 18. _____ |
| 9. stood   | 9. _____  | 19. thickness | 19. _____ |
| 10. cliff  | 10. _____ | 20. tinted    | 20. _____ |

\* Allow a maximum of ten seconds per isolated word.

\* Score the **1st** pronunciation.

\* Student can subvocalize, but word must be read *smoothly* to be counted as correct.

\_\_\_\_\_/20

## Reading Words—Book 2

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

### CODE TO READ

1. shrimp

11. eve

2. wad

12. plateful

3. chess

13. brimless

4. mistake

14. cent

5. tugged

15. grime

6. clamps

16. throne

7. jute

17. hissed

8. magnet

18. chills

9. stood

19. thickness

10. cliff

20. tinted

# Reading Sentences—Book 2 Teacher Copy

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

Place a check mark (✓) if correct, or write the miscued word .

1. Was it a mistake to catch the unfed homeless dog?

2. The bride did admit she was upset when the frosting on the groom's cake melted.

\_\_\_\_\_/25

**TOTAL READING SCORE**

\_\_\_\_\_/45 OR \_\_\_\_%

## Reading Sentences—Book 2

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

CODE TO READ SENTENCES

1. Was it a mistake to catch the unfed homeless dog?

2. The bride did admit she was upset when the frosting on the groom's cake melted.

SPELLING MASTERY CHECK  
TEACHER DIRECTIONS  
BOOK 2

WORD SPELLING PROCEDURE:

1. Look and Listen
2. Echo
3. Unblend and place the Sound Cards
4. Touch and spell the word
5. Name the letters and write (in cursive or print):

- |              |             |
|--------------|-------------|
| 1) his       | 9) thankful |
| 2) dented    | 10) fitness |
| 3) wand      | 11) hanged  |
| 4) crustless | 12) pride   |
| 5) groom     | 13) candid  |
| 6) latch     | 14) dressed |
| 7) sheet     | 15) jumping |
| 8) flock     |             |

SENTENCE DICTATION:

- 1) Ten bandits stole five chimps from the zoo.

# SPELLING MASTERY CHECK—BOOK 2 Teacher Copy

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

## WORD SPELLING PROCEDURE

- 1) Look and Listen 2) Echo 3) Unblend and Place Sound Cards 4) Touch and Spell  
5) Name the letters and write (in cursive).

Place a check mark (✓) if correct, or write miscued word/sound in the blank.

- |              |          |                        |           |
|--------------|----------|------------------------|-----------|
| 1. his       | 1. _____ | 9. thankful            | 9. _____  |
| 2. dented    | 2. _____ | 10. fitness            | 10. _____ |
| 3. wand      | 3. _____ | 11. hanged             | 11. _____ |
| 4. crustless | 4. _____ | 12. pride              | 12. _____ |
| 5. groom     | 5. _____ | 13. candid             | 13. _____ |
| 6. latch     | 6. _____ | 14. dressed            | 14. _____ |
| 7. sheet     | 7. _____ | 15. jumping            | 15. _____ |
| 8. flock     | 8. _____ | TOTAL CORRECT _____/15 |           |

## SENTENCE DICTATION

Score **one (1) point** for each dictated word spelled correctly, and **one (1) point** for the beginning capital letter, and **one (1) point** for final punctuation.

Ten bandits stole five chimps from the zoo.

TOTAL CORRECT \_\_\_\_\_/10

TOTAL

\_\_\_\_\_/25

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Spell Check Mastery - Book 2

### Word Spelling

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## Sentence Dictation

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

## Handwriting - Book 2

Directions:

Write the first half (1/2) of the alphabet in joined cursive.

The page contains four sets of handwriting practice lines. Each set consists of four horizontal lines: a top line, a middle line, a baseline, and a descender line. A small black arrow is positioned at the beginning of the baseline for each set, pointing to the right to indicate the starting point for writing.

**Take Flight Dyslexia Program**  
**Mastery Check**  
**Book 3**

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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Dyslexia Teacher: \_\_\_\_\_

**ALPHABET**

Student Score \_\_\_\_\_ (20) Percent Correct \_\_\_\_\_%

Comments:

**READING**

Word List Score \_\_\_\_\_ (20) Total Score \_\_\_\_\_(50)

Sentence Score \_\_\_\_\_ (30) Percent Correct \_\_\_\_\_%

Comments:

**SPELLING**

Student Score \_\_\_\_\_ (25) Percent Correct \_\_\_\_\_%

Comments:

**HANDWRITING**

Comments:

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

### ALPHABET—BOOK 3

Fill in the missing letter:

p \_\_\_\_ r

g \_\_\_\_ i

a \_\_\_\_ c

d \_\_\_\_ f

q \_\_\_\_ s

e \_\_\_\_ g

k \_\_\_\_ m

n \_\_\_\_ p

i \_\_\_\_ k

w \_\_\_\_ y

b \_\_\_\_ d

h \_\_\_\_ j

t \_\_\_\_ v

\_\_\_\_\_/13

Alphabetize using the **2nd** letters:

\_\_\_\_ press

\_\_\_\_ pick

\_\_\_\_ pant

\_\_\_\_ pose

\_\_\_\_ plot

\_\_\_\_ punt

\_\_\_\_ peel

\_\_\_\_\_/07

Total Score: \_\_\_\_\_/20

# ALPHABET—BOOK 3

Optional accommodation: alphabetize by placing cards in correct order

press

pick

pant

pose

plot

punt

peel

# Reading Words—Book 3 Teacher Directions

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

## CODE TO READ

- |               |           |              |           |
|---------------|-----------|--------------|-----------|
| 1. herds      | 1. _____  | 11. splendor | 11. _____ |
| 2. while      | 2. _____  | 12. dribble  | 12. _____ |
| 3. host       | 3. _____  | 13. precook  | 13. _____ |
| 4. thirty     | 4. _____  | 14. blinded  | 14. _____ |
| 5. squash     | 5. _____  | 15. hurdle   | 15. _____ |
| 6. yawned     | 6. _____  | 16. next     | 16. _____ |
| 7. pry        | 7. _____  | 17. saddest  | 17. _____ |
| 8. repainting | 8. _____  | 18. pauper   | 18. _____ |
| 9. pillar     | 9. _____  | 19. world    | 19. _____ |
| 10. sharpen   | 10. _____ | 20. sweeter  | 20. _____ |

\* Allow a maximum of ten seconds per isolated word.

\* Score the **1st** pronunciation.

\* Student can subvocalize, but word must be read *smoothly* to be counted as correct.

\_\_\_\_\_/20

## Reading Words—Book 3

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

### CODE TO READ

- |               |              |
|---------------|--------------|
| 1. herds      | 11. splendor |
| 2. while      | 12. dribble  |
| 3. host       | 13. precook  |
| 4. thirty     | 14. blinded  |
| 5. squash     | 15. hurdle   |
| 6. yawned     | 16. next     |
| 7. pry        | 17. saddest  |
| 8. repainting | 18. pauper   |
| 9. pillar     | 19. world    |
| 10. sharpen   | 20. sweeter  |

# Reading Sentences—Book 3 Teacher Copy

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

Place a check mark (✓) if correct, or write the miscued word .

1.Hens will cackle and cattle may stampede  
when we have a storm. \_\_\_\_\_/12

2.She said that the sixth grade wants to collect  
fifty dollars so Paul can go to the doctor.  
\_\_\_\_\_ /18

\_\_\_\_\_ /30

**TOTAL READING SCORE**

\_\_\_\_\_ /50 OR \_\_\_\_\_ %



## Reading Sentences—Book 3

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

CODE TO READ SENTENCES

1. Hens will cackle and cattle may stampede  
when we have a storm.

2. She said that the sixth grade wants to collect  
fifty dollars so Paul can go to the doctor.

SPELLING MASTERY CHECK  
TEACHER DIRECTIONS  
BOOK 3

WORD SPELLING PROCEDURE:

1. Look and Listen
2. Echo
3. Unblend and place the Sound Cards
4. Touch and spell the word
5. Name the letters and write (in cursive or print):

1) stumble

9) tax

2) winter

10) title

3) bleeding

11) sharpest

4) play

12) north

5) terms

13) quote

6) whale

14) planning

7) stampede

15) lunch

8) straw

SENTENCE DICTATION:

- 1) The clumsy dogs yanked on the wooden branch.



NAME: \_\_\_\_\_

## Spell Check Mastery - Book 3

### Word Spelling— Continued

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NAME: \_\_\_\_\_

**Spell Check Mastery - Book 3 Continued**

**Sentence Dictation**

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Handwriting - Book 3

Directions:

Copy these words in cursive: **splash**

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\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**plash**

**slush**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions:

Join together the following three *groups of named letters*.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_

Directions:

Produce the *second half* (1/2) of the alphabet in *joined cursive* from memory.

Handwriting practice lines consisting of four horizontal lines. The second line from the top is a thick line with a small black arrow pointing to the right at its left end, indicating the starting point for writing.

Handwriting practice lines consisting of four horizontal lines. The second line from the top is a thick line with a small black arrow pointing to the right at its left end, indicating the starting point for writing.

## Handwriting - Book 3 Teacher Copy

Directions for PART 2 of Handwriting.

Teacher Directions: Name aloud the following sets of letter groups to students.

Students are to write these letters in joined cursive. Use suggested rubric to score.

1) b l h k

2) o a c d

3) f j g y



**Take Flight Dyslexia Program  
Mastery Check  
Book 4**

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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Dyslexia Teacher: \_\_\_\_\_

**ALPHABET**

Student Score \_\_\_\_\_ (10) Percent Correct \_\_\_\_\_%

Comments:

**READING**

Word List Score \_\_\_\_\_ (20) Total Score \_\_\_\_\_ (255)

Passage Score \_\_\_\_\_ (235) Percent Correct \_\_\_\_\_%

Comments:

**SPELLING**

Student Score \_\_\_\_\_ (25) Percent Correct \_\_\_\_\_%

Comments:

**HANDWRITING**

Comments:

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

## ALPHABET—BOOK 4

Alphabetize using the 1st and 2nd letters:

\_\_\_\_\_ luck

\_\_\_\_\_ ambush

\_\_\_\_\_ gibbon

\_\_\_\_\_ snow

\_\_\_\_\_ labor

\_\_\_\_\_ gram

\_\_\_\_\_ under

\_\_\_\_\_ trump

\_\_\_\_\_ ugly

\_\_\_\_\_ shape

ALPHABET—BOOK 4

Optional accommodation: alphabetize by placing cards in correct order

luck

ambush

gibbon

snow

labor

gram

under

trump

ugly

shape

# Reading Words—Book 4 Teacher Copy

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

## CODE TO READ

- |               |           |              |           |
|---------------|-----------|--------------|-----------|
| 1. stalk      | 1. _____  | 11. follow   | 11. _____ |
| 2. pledge     | 2. _____  | 12. subdue   | 12. _____ |
| 3. hoisting   | 3. _____  | 13. urgently | 13. _____ |
| 4. reaches    | 4. _____  | 14. primate  | 14. _____ |
| 5. disfavor   | 5. _____  | 15. bemoan   | 15. _____ |
| 6. deploy     | 6. _____  | 16. devotion | 16. _____ |
| 7. wealthy    | 7. _____  | 17. vow      | 17. _____ |
| 8. submersion | 8. _____  | 18. solid    | 18. _____ |
| 9. oversight  | 9. _____  | 19. hoping   | 19. _____ |
| 10. lounge    | 10. _____ | 20. fragrant | 20. _____ |

\* Allow a maximum of ten seconds per isolated word.

\* Score the **1st** pronunciation.

\* Student can subvocalize, but word must be read *smoothly* to be counted as correct.

\_\_\_\_\_/20

## Reading Words—Book 4

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

### CODE TO READ

- |               |              |
|---------------|--------------|
| 1. stalk      | 11. follow   |
| 2. pledge     | 12. subdue   |
| 3. hoisting   | 13. urgently |
| 4. reaches    | 14. primate  |
| 5. disfavor   | 15. bemoan   |
| 6. deploy     | 16. devotion |
| 7. wealthy    | 17. vow      |
| 8. submersion | 18. solid    |
| 9. oversight  | 19. hoping   |
| 10. lounge    | 20. fragrant |

## Reading Passage—Book 4 Teacher Copy

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

### CODE TO READ

The following words will appear in the passage you are about to read. Take time now to code and read these words before reading the passage. Teacher Note: These words are only scored while student is reading the passage. Allow ample time for student to code and read for success.

raced	boring	season	concession
fouls	disfavor	lively	program
leapt	margin	crowd	
vividly	admission	rebounds	

*Teacher Read Aloud:* Maverick's, through, NBA, school, forward

Patrick was sitting on the edge of his seat. He was hoping for the school day to end. It seemed that it was longer today. Many times his thinking had raced from his daily work to focus on plans with his Uncle Jacob.

Patrick and his uncle had tickets to attend a Dallas Maverick's game that night. He felt tension while waiting for the bell to ring. His uncle was due to pick him up from school that afternoon. They would eat supper and then head for the first game of the season.

CONTINUED



## Reading Passage—Book 4 Teacher Copy

continued

Uncle Jacob understood that Patrick did not eat well before the game. He was willing to get Patrick a snack at the concession stand after they went through the admission gate.

As they looked at the printed program, they talked about the Maverick players and their NBA foe. Uncle Jacob helped Patrick understand about fouls in the basketball game. One thin player had two fouls and fell in disfavor with the crowd.

The game went into overtime, and Patrick did not find any moment boring. He liked the points made from rebounds when the players leapt high.

In the final moments, the Mavericks did surge forward to win by a small margin. Patrick and his uncle left the lively game and drove home safely. The spirit of the basketball game and time spent with his uncle will vividly remain in his mind.

Score: \_\_\_\_\_ (235)

**TOTAL READING SCORE**

\_\_\_\_\_ /255 OR \_\_\_\_\_ %

# Reading Passage—Book 4

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

---

The following words will appear in the passage you are about to read. Take time now to code and read these words before reading the passage.

raced

boring

season

concession

fouls

disfavor

lively

program

leapt

margin

crowd

vividly

admission

rebounds

---

*Teacher Read Aloud:* Maverick's, through, NBA, school, forward

Patrick was sitting on the edge of his seat. He was hoping for the school day to end. It seemed that it was longer today. Many times his thinking had raced from his daily work to focus on plans with his Uncle Jacob.

Patrick and his uncle had tickets to attend a Dallas Maverick's game that night. He felt tension while waiting for the bell to ring. His uncle was due to pick him up from school that afternoon. They would eat supper and then head for the first game of the season.

CONTINUED 



## Reading Passage—Book 4

continued

Uncle Jacob understood that Patrick did not eat well before the game. He was willing to get Patrick a snack at the concession stand after they went through the admission gate.

As they looked at the printed program, they talked about the Maverick players and their NBA foe. Uncle Jacob helped Patrick understand about fouls in the basketball game. One thin player had two fouls and fell in disfavor with the crowd.

The game went into overtime, and Patrick did not find any moment boring. He liked the points made from rebounds when the players leapt high.

In the final moments, the Mavericks did surge forward to win by a small margin. Patrick and his uncle left the lively game and drove home safely. The spirit of the basketball game and time spent with his uncle will vividly remain in his mind.

SPELLING MASTERY CHECK  
TEACHER DIRECTIONS  
BOOK 4

WORD SPELLING PROCEDURE:

1. Look and Listen
2. Echo
3. Unblend and place the Sound Cards
4. Touch and spell the word
5. Name the letters and write (in cursive or print):

1) proudly

9) invention

2) panic

10) driving

3) germ

11) fudge

4) moist

12) wishes

5) salty

13) placed

6) brow

14) bonus

7) enjoy

15) true

8) fringe

SENTENCE DICTATION:

- 1) Jack was sledding and fell into deep snow.

# SPELLING MASTERY CHECK—BOOK 4

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

## WORD SPELLING PROCEDURE

- 1) Look and Listen 2) Echo 3) Unblend and Place Sound Cards 4) Touch and Spell  
5) Name the letters and write (in cursive).

Place a check mark (✓) if correct, or write miscued word/sound in the blank.

1) proudly 1. \_\_\_\_\_ 9) invention 9. \_\_\_\_\_

2) panic 2. \_\_\_\_\_ 10) driving 10. \_\_\_\_\_

3) germ 3. \_\_\_\_\_ 11) fudge 11. \_\_\_\_\_

4) moist 4. \_\_\_\_\_ 12) wishes 12. \_\_\_\_\_

5) salty 5. \_\_\_\_\_ 13) placed 13. \_\_\_\_\_

6) brow 6. \_\_\_\_\_ 14) bonus 14. \_\_\_\_\_

7) enjoy 7. \_\_\_\_\_ 15) true 15. \_\_\_\_\_

8) fringe 8. \_\_\_\_\_

TOTAL CORRECT \_\_\_\_\_/15

## SENTENCE DICTATION

Score **one (1) point** for each dictated word spelled correctly, and **one (1) point** for the beginning capital letter, and **one (1) point** for final punctuation.

Jack was sledding and fell into deep snow.

TOTAL CORRECT \_\_\_\_\_/10

**TOTAL**

\_\_\_\_\_/25

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Spell Check Mastery - Book 4

## Word Spelling

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NAME: \_\_\_\_\_

## Spell Check Mastery - Book 4

### Word Spelling— Continued

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NAME: \_\_\_\_\_

## Spell Check Mastery - Book 4 Continued

### Sentence Dictation

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Handwriting - Book 4

Directions:

Copy these words in cursive: **mummy**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**flagrant**

**wobble**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions:

Copy the following phrases:

**the jolly pixie**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**a quick clown**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Handwriting - Book 4 (Continued)

Write an entire row for each of the following:      br    ow    ft

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

→ \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



**Take Flight Dyslexia Program**  
**Mastery Check**  
**Book 5**

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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Dyslexia Teacher: \_\_\_\_\_

**ALPHABET**

Student Score \_\_\_\_\_ (30) Percent Correct \_\_\_\_\_%

Comments:

**READING**

Word List Score \_\_\_\_\_ (20) Total Score \_\_\_\_\_ (270)

Passage Score \_\_\_\_\_ (250) Percent Correct \_\_\_\_\_%

Comments:

**SPELLING**

Student Score \_\_\_\_\_ (30) Percent Correct \_\_\_\_\_%

Comments:

**HANDWRITING**

Comments:

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

## ALPHABET—BOOK 5

Alphabetize using the  
3rd and 4th letters:  
(2 pts each)

\_\_\_\_\_ springy

\_\_\_\_\_ spine

\_\_\_\_\_ span

\_\_\_\_\_ speak

\_\_\_\_\_ spy

\_\_\_\_\_ spoil

\_\_\_\_\_ spur

\_\_\_\_\_ splint

\_\_\_\_\_ spill

\_\_\_\_\_ spray

\_\_\_\_\_ (20)

Write the number (1-4) of the  
dictionary quartile after each  
word. (2pts each)

sink \_\_\_\_\_

corn \_\_\_\_\_

heap \_\_\_\_\_

year \_\_\_\_\_

\_\_\_\_\_ (10)

Score \_\_\_\_\_ (30)

ALPHABET—BOOK 5

Optional accommodation: alphabetize by placing cards in correct order

springy

spine

span

speak

spy

spoil

spur

splint

spill

spray

# Reading Words—Book 5 Teacher Copy

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

## CODE TO READ

- |               |           |                |           |
|---------------|-----------|----------------|-----------|
| 1. knighthood | 1. _____  | 11. payment    | 11. _____ |
| 2. hustle     | 2. _____  | 12. adrift     | 12. _____ |
| 3. retirement | 3. _____  | 13. receive    | 13. _____ |
| 4. vein       | 4. _____  | 14. gnat       | 14. _____ |
| 5. happier    | 5. _____  | 15. weigh      | 15. _____ |
| 6. chrome     | 6. _____  | 16. married    | 16. _____ |
| 7. grief      | 7. _____  | 17. readable   | 17. _____ |
| 8. neutral    | 8. _____  | 18. ache       | 18. _____ |
| 9. childish   | 9. _____  | 19. chewing    | 19. _____ |
| 10. chef      | 10. _____ | 20. dealership | 20. _____ |

\* Allow a maximum of ten seconds per isolated word.

\* Score the **1st** pronunciation.

\* Student can subvocalize, but word must be read *smoothly* to be counted as correct.

\_\_\_\_\_/20

## Reading Words—Book 5

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

### CODE TO READ

- |               |                |
|---------------|----------------|
| 1. knighthood | 11. payment    |
| 2. hustle     | 12. adrift     |
| 3. retirement | 13. receive    |
| 4. vein       | 14. gnat       |
| 5. happier    | 15. weigh      |
| 6. chrome     | 16. married    |
| 7. grief      | 17. readable   |
| 8. neutral    | 18. ache       |
| 9. childish   | 19. chewing    |
| 10. chef      | 20. dealership |

## Reading Passage—Book 5 Teacher Copy

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

### CODE TO READ

The following words will appear in the passage you are about to read. Take time now to code and read these words before reading the passage. Teacher Note: These words are only scored while student is reading the passage. Allow ample time for student to code and read for success.

festivals	amusement	potatoes	knighthood
feudal	dutifully	conveyed	social
pitiful	normally	Europe	stoic

Many have heard tales of the bravery of knights and the rule of kings. Lesser known are the workers, called serfs, who were the backbone of feudal Europe. Serfs were bound by law to their owners, the lords. Lords were dutifully bound to their king, pledging their service to protect the land. High taxes were payable to the king; however, in return the king gave knighthood to his loyal subjects. To pay the taxes and gain knighthood, the lords had their serfs grow produce and tend farm animals.

CONTINUED 

## Reading Passage—Book 5 (Continued)

The serfs and their families led a pitiful life. They plowed the grounds and planted crops, such as potatoes and pumpkins. Their food choices were very poor with little variety. Only the poorest cuts of beef, which were hard to chew, were available. Since meat and potatoes were the staples, meals consisted mostly of simple stews, soups, or meat pies.

The children of the serfs spent their childhood in hard labor with little or no amusement. They worked all day since they belonged to the lowest social class. They received no education; therefore, they could not read or write.

Happier moments for the serfs were spent in church where monks conveyed good news to the simple folk. The normally stoic serf enjoyed tales of adventures and times of seasonal festivals with group singing and dancing.

Though the life of the serf involved hard work, a meager lifestyle, and simple pleasures, it allowed knighthood to flourish during the Middle Ages in feudal Europe.

Score \_\_\_\_\_(250)

**TOTAL READING SCORE**

\_\_\_\_\_/270 OR \_\_\_\_\_%

# Reading Passage—Book 5

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

---

The following words will appear in the passage you are about to read. Take time now to code and read these words before reading the passage.

festivals

amusement

potatoes

knighthood

feudal

dutifully

conveyed

social

pitiful

normally

Europe

stoic

---

Many have heard tales of the bravery of knights and the rule of kings. Lesser known are the workers, called serfs, who were the backbone of feudal Europe. Serfs were bound by law to their owners, the lords. Lords were dutifully bound to their king, pledging their service to protect the land. High taxes were payable to the king; however, in return the king gave knighthood to his loyal subjects. To pay the taxes and gain knighthood, the lords had their serfs grow produce and tend farm animals.

CONTINUED 



## Reading Passage—Book 5

continued

The serfs and their families led a pitiful life. They plowed the grounds and planted crops, such as potatoes and pumpkins. Their food choices were very poor with little variety. Only the poorest cuts of beef, which were hard to chew, were available. Since meat and potatoes were the staples, meals consisted mostly of simple stews, soups, or meat pies.

The children of the serfs spent their childhood in hard labor with little or no amusement. They worked all day since they belonged to the lowest social class. They received no education; therefore, they could not read or write.

Happier moments for the serfs were spent in church where monks conveyed good news to the simple folk. The normally stoic serf enjoyed tales of adventures and times of seasonal festivals with group singing and dancing.

Though the life of the serf involved hard work, a meager lifestyle, and simple pleasures, it allowed knighthood to flourish during the Middle Ages in feudal Europe.

SPELLING MASTERY CHECK  
TEACHER DIRECTIONS  
BOOK 5

WORD SPELLING PROCEDURE:

1. Look and Listen
2. Echo
3. Unblend and place the Sound Cards
4. Touch and spell the word
5. Name the letters and write (in cursive or print):
  - 1) fraud
  - 2) winning
  - 3) serge
  - 4) ranking
  - 5) skeptic
  - 6) gentle
  - 7) hitched
  - 8) moose
  - 9) happiness
  - 10) hundred
  - 11) crying
  - 12) scout
  - 13) dodge
  - 14) scuffle
  - 15) malt
  - 16) provision

\_\_\_\_\_ (16)

SENTENCE DICTATION:

- 1) Jason thawed a huge frozen goose and baked it for his lunch.

\_\_\_\_\_ (14)

TOTAL: \_\_\_\_\_ /30

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Spell Check Mastery - Book 5

## Word Spelling

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## Spell Check Mastery - Book 5

### Word Spelling— Continued

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NAME: \_\_\_\_\_

**Spell Check Mastery - Book 5 Continued**

**Sentence Dictation**

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NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**HANDWRITING—BOOK 5 (use handwriting rubric to score)**

Copy this paragraph:

The tall boy took a funny part in the class play. He stood on his head, wiggled his nose, and popped his bubble gum. He made the children smile.

Handwriting practice lines consisting of multiple sets of three horizontal lines (top, middle, bottom) with a small arrow pointing right on the middle line of each set.

**Take Flight Dyslexia Program**  
**Mastery Check**  
**Book 6**

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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Dyslexia Teacher: \_\_\_\_\_

**ALPHABET**

Student Score \_\_\_\_\_ (25) Percent Correct \_\_\_\_\_%

Comments:

**READING**

Word List Score \_\_\_\_\_ (20) Total Score \_\_\_\_\_(210)

Passage Score \_\_\_\_\_ (190) Percent Correct \_\_\_\_\_%

Comments:

**SPELLING**

Student Score \_\_\_\_\_ (35) Percent Correct \_\_\_\_\_%

Comments:

**HANDWRITING**

Comments:

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

## ALPHABET—BOOK 6

Dictionary:

- 1) Locate the following words in the dictionary.
- 2) Write the page and column after the word.

	Page	Column
dwindle	_____	_____
helicopter	_____	_____
source	_____	_____

Score \_\_\_\_\_ (12)

Fill in the missing letter or letters:

_____ ef	_____ b _____
_____ yz	_____ w _____
_____ kl	_____ n _____
_____ qr	_____ t _____
_____ hi	

Score \_\_\_\_\_ (13)

**Total Score \_\_\_\_\_ (25)**



## Reading Words—Book 6 Teacher Copy

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

### CODE TO READ

- |               |           |                  |           |
|---------------|-----------|------------------|-----------|
| 1. export     | 1. _____  | 11. nonfat       | 11. _____ |
| 2. reachable  | 2. _____  | 12. shrewd       | 12. _____ |
| 3. transplant | 3. _____  | 13. coupon       | 13. _____ |
| 4. monkey     | 4. _____  | 14. illegal      | 14. _____ |
| 5. system     | 5. _____  | 15. interject    | 15. _____ |
| 6. trial      | 6. _____  | 16. prescribe    | 16. _____ |
| 7. interstate | 7. _____  | 17. interrupt    | 17. _____ |
| 8. patient    | 8. _____  | 18. construction | 18. _____ |
| 9. hyphen     | 9. _____  | 19. atrocious    | 19. _____ |
| 10. furniture | 10. _____ | 20. finality     | 20. _____ |

\* Allow a maximum of ten seconds per isolated word.

\* Score the **1st** pronunciation.

\* Student can subvocalize, but word must be read *smoothly* to be counted as correct.

\_\_\_\_\_/20

## Reading Words—Book 6

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

### CODE TO READ

- |               |                  |
|---------------|------------------|
| 1. export     | 11. nonfat       |
| 2. reachable  | 12. shrewd       |
| 3. transplant | 13. coupon       |
| 4. monkey     | 14. illegal      |
| 5. system     | 15. interject    |
| 6. trial      | 16. prescribe    |
| 7. interstate | 17. interrupt    |
| 8. patient    | 18. construction |
| 9. hyphen     | 19. atrocious    |
| 10. furniture | 20. finality     |

## Reading Passage—Book 6 Teacher Copy

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

Athletes need to be informed about the dangers of extreme activity in high heat and humidity. An athlete may think he is a superman but can inadvertently exercise too much causing self-destruction.

\_\_\_\_\_ (32)

Have you checked the map since we left the interstate? We may be lost. According to our mileage, we should be nearing the Riverwalk Hotel. If we are lost, reversing our projected route may delay our expected check-in time but may help us reach our destination. Hopefully, we will be able to meet our friends at Sea World at four o'clock.

\_\_\_\_\_ (61)

CONTINUED 

## Reading Passage—Book 6 Teacher Copy

continued

My brother needs an organ transplant. Soon his doctor will process his donor request. We will be seeking help from many sources. We plan to inform non-profit groups and subscribers to health-related blogs and magazines. If we are successful, my brother's life might be transformed. Can you please help us?

\_\_\_\_\_ (50)

The entire seventh grade is working together to produce a spring talent show. The auditions will be for dancers, vocalists, actors, and other artists. Jack is not expecting to be a finalist, but he admits that his years of commitment to music instruction could translate into winning.

\_\_\_\_\_ (47)

Score \_\_\_\_\_(190)

**TOTAL READING SCORE**

\_\_\_\_\_ /210 OR \_\_\_\_\_ %

## Reading Passage—Book 6

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

DIRECTIONS: Code only the words needed to read the following passages correctly.

### PASSAGE 1

Athletes need to be informed about the dangers of extreme activity in high heat and humidity. An athlete may think he is a superman but can inadvertently exercise too much causing self-destruction.

### PASSAGE 2

Have you checked the map since we left the interstate? We may be lost. According to our mileage, we should be nearing the Riverwalk Hotel. If we are lost, reversing our projected route may delay our expected check-in time but may help us reach our destination. Hopefully, we will be able to meet our friends at Sea World at four o'clock.

CONTINUED 

## Reading Passage—Book 6

continued

### PASSAGE 3

My brother needs an organ transplant. Soon his doctor will process his donor request. We will be seeking help from many sources. We plan to inform non-profit groups and subscribers to health-related blogs and magazines. If we are successful, my brother's life might be transformed. Can you please help us?

### PASSAGE 4

The entire seventh grade is working together to produce a spring talent show. The auditions will be for dancers, vocalists, actors, and other artists. Jack is not expecting to be a finalist, but he admits that his years of commitment to music instruction could translate into winning.

SPELLING MASTERY CHECK  
TEACHER DIRECTIONS  
BOOK 6

WORD SPELLING PROCEDURE:

1. Look and Listen
2. Echo
3. Unblend and place the Sound Cards
4. Touch and spell the word
5. Name the letters and write (in cursive or print):

- |              |               |
|--------------|---------------|
| 1) throbbing | 11) plunder   |
| 2) screech   | 12) flutter   |
| 3) hoisting  | 13) worthless |
| 4) striped   | 14) debated   |
| 5) garlic    | 15) sobbed    |
| 6) sheepish  | 16) tardiness |
| 7) concrete  | 17) cubic     |
| 8) scrambles | 18) lounge    |
| 9) grout     | 19) elbow     |
| 10) employed | 20) plentiful |

\_\_\_\_\_ (20)

SENTENCE DICTATION:

- 1) After the loud tornado, the stunned runner stayed by the massive bridge.

\_\_\_\_\_ (15)

TOTAL: \_\_\_\_\_ /35

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

## Spell Check Mastery - Book 6

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## Spell Check Mastery - Book 6 (Continued)

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## Spell Check Mastery - Book 6 (Continued)

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**Take Flight Dyslexia Program  
Mastery Check  
Book 7**

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

School: \_\_\_\_\_ Grade: \_\_\_\_\_ Age: \_\_\_\_\_

Dyslexia Teacher: \_\_\_\_\_

**ALPHABET**

Student Score \_\_\_\_\_ (35) Percent Correct \_\_\_\_\_%

Comments:

**READING**

Word List Score \_\_\_\_\_ (20) Total Score \_\_\_\_\_(50)

Comprehension \_\_\_\_\_ (30) Percent Correct \_\_\_\_\_%

Comments:

**SPELLING**

Student Score \_\_\_\_\_ (42) Percent Correct \_\_\_\_\_%

Comments:

**HANDWRITING**

Comments:

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

## ALPHABET—BOOK 7

Dictionary:

- 1) Look at the underlined words.
- 2) Circle words below that would appear on that page in the dictionary.

### Monday - mortgage

motion

mortal

money

moan

morning

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### reprint - rest

reptile

reaper

resting

require

reputation

Total Score \_\_\_\_\_ (20)

# ALPHABET—BOOK 7 - Continued

Fill in the missing letter or letters:

a \_\_\_\_\_ c

\_\_\_\_\_ e \_\_\_\_\_

g h \_\_\_\_\_

\_\_\_\_\_ k l

m \_\_\_\_\_ o

\_\_\_\_\_ q r

s \_\_\_\_\_ u

\_\_\_\_\_ w \_\_\_\_\_

xy \_\_\_\_\_

Write the dictionary entry word using sound pictures:

1) (k) (â)(r) (t) (oo) (n)

\_\_\_\_\_

2) (ï) (n) (v) (ï) (n) (s) (ï) (b) (l)

\_\_\_\_\_

3) (p) (ë)(r) (f) (ě) (k) (sh) (ů) (n)

\_\_\_\_\_

4) (s) (ů) (k) (s) (ě) (s) (f) (l)

\_\_\_\_\_

# Reading Words—Book 7 Teacher Copy

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

## CODE TO READ

- |                |           |                    |           |
|----------------|-----------|--------------------|-----------|
| 1. voltmeter   | 1. _____  | 11. hypodermic     | 11. _____ |
| 2. grapheme    | 2. _____  | 12. monolith       | 12. _____ |
| 3. biohazard   | 3. _____  | 13. astronomy      | 13. _____ |
| 4. hologram    | 4. _____  | 14. psychomotor    | 14. _____ |
| 5. triceps     | 5. _____  | 15. polygon        | 15. _____ |
| 6. geocenter   | 6. _____  | 16. hyperextension | 16. _____ |
| 7. chronic     | 7. _____  | 17. phonologic     | 17. _____ |
| 8. recycle     | 8. _____  | 18. thermostat     | 18. _____ |
| 9. cardiogenic | 9. _____  | 19. periscope      | 19. _____ |
| 10. hydroplane | 10. _____ | 20. reflexology    | 20. _____ |

\* Allow a maximum of ten seconds per isolated word.

\* Score the **1st** pronunciation.

\* Student can subvocalize, but word must be read *smoothly* to be counted as correct.

\_\_\_\_\_/20

## Reading Words—Book 7

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

### CODE TO READ

- |                |                    |
|----------------|--------------------|
| 1. voltmeter   | 11. hypodermic     |
| 2. grapheme    | 12. monolith       |
| 3. biohazard   | 13. astronomy      |
| 4. hologram    | 14. psychomotor    |
| 5. triceps     | 15. polygon        |
| 6. geocenter   | 16. hyperextension |
| 7. chronic     | 17. phonologic     |
| 8. recycle     | 18. thermostat     |
| 9. cardiogenic | 19. periscope      |
| 10. hydroplane | 20. reflexology    |

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

## Reading Comprehension—Book 7

Directions: Write the affix or word in the blank space.

- 1) Since Simon is overly concerned about the details of the story, he has a \_\_\_\_\_ *critical* attitude.  
(hypo/ hyper)
- 2) To lessen coughing and sneezing at night, doctors recommend using \_\_\_\_\_ *allergenic* pillows.  
(hypo/hyper)
- 3) The hand-held gaming unit contains a \_\_\_\_\_ *computer*.  
(micro/macro)
- 4) A long vowel sound will be coded with a \_\_\_\_\_.  
(micron / macron)
- 5) Please sign your name in my *auto* \_\_\_\_\_ book.  
(gram/graph)
- 6) The deer rifle has a \_\_\_\_\_ *photo* lens for accurate targeting.  
(chrono / tele)
- 7) A *spectro* \_\_\_\_\_ is an instrument that helps scientists view the many colors of light.  
(scope/sphere)
- 8) Marine biologist study the *bi* \_\_\_\_\_ of plants and animals in lakes, seas, and oceans.  
(mania / ology)
- 9) The clerk called on the *tele* \_\_\_\_\_. He said that the color \_\_\_\_\_ *graphs* for your vacation are ready.  
(photo/phone)



- 10) The word "elementary" is a \_\_\_\_\_ *syllable* word.  
(mono/poly)
- 11) In geometry, when two intersecting surfaces meet, a \_\_\_\_\_ *hedral* angle is formed.  
(di / tri)
- 12) When I was a little girl, I rode on a pink and white three-wheeled \_\_\_\_\_ *cycle*.  
(di/ tri)
- 13) The skill of rolling and spinning an airplane in the air is called \_\_\_\_\_ *batics*.  
(astro/aero)
- 14) A water \_\_\_\_\_ outside our garage measures how much water our family uses each month.  
(path/meter)
- 15) A /An \_\_\_\_\_ *naut* must know some of the earth's \_\_\_\_\_ *graphy* to take the right pictures from his rocket in outer space.  
(astro/ psycho) (cardio/geo)
- 16) Using the power of water, the \_\_\_\_\_ *electric* plant produces the electricity needed to heat our \_\_\_\_\_ *al* blanket.  
(hypo / hydro) (pyro / therm)
- 17) In Boston harbor, during the July 4th celebration, fire boats are on stand-by to protect people during the \_\_\_\_\_ *technic* display of fireworks.  
(pyro / hydro)
- 18) The historian recorded the "time-order" of events of the Antarctic polar exploration in a \_\_\_\_\_.  
(telegraph / chronicle)
- 19) The caring psychologist treated the \_\_\_\_\_ *path* who was suffering from a disorder of the mind.  
(bio / psycho)
- 20) Too much stress can lead to \_\_\_\_\_ *tension*.  
(hyper / hypo)

- 21) People who exercise too little can become \_\_\_\_\_ *active*.  
(hyper / hypo)
- 22) When the famous \_\_\_\_\_ *logist* finished the successful heart transplant, the medical audience applauded.  
(audio / cardio)
- 23) An \_\_\_\_\_ *centric* person only thinks about himself.  
(ego / aero)
- 24) Fear of being in enclosed places is called "*claustro*\_\_\_\_\_".  
(ology / phobia)
- 25) Listening and responding to beeping sounds helps the \_\_\_\_\_ *logist* determine your level of hearing.  
(audio / cardio)
- 26) A \_\_\_\_\_ *ography* is a history of another person's life; whereas an *auto* \_\_\_\_\_ *ography* is the story of a person's life as told by himself.  
(di / bi) (mono / bi)

\_\_\_\_\_ /30

**TOTAL READING SCORE**

\_\_\_\_\_ /50 OR \_\_\_\_\_ %

- 10) The word "elementary" is a \_\_\_\_\_ *syllable* word.  
(mono/poly)
- 11) In geometry, when two intersecting surfaces meet, a \_\_\_\_\_ *hedral* angle is formed.  
(di / tri)
- 12) When I was a little girl, I rode on a pink and white three-wheeled \_\_\_\_\_ *cycle*.  
(di/ tri)
- 13) The skill of rolling and spinning an airplane in the air is called \_\_\_\_\_ *batics*.  
(astro/aero)
- 14) A water \_\_\_\_\_ outside our garage measures how much water our family uses each month.  
(path/meter)
- 15) A /An \_\_\_\_\_ *naut* must know some of the earth's \_\_\_\_\_ *graphy* to take the right pictures from his rocket in outer space.  
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- 16) Using the power of water, the \_\_\_\_\_ *electric* plant produces the electricity needed to heat our \_\_\_\_\_ *al* blanket.  
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(di / bi) (mono / bi)

\_\_\_\_\_ /30

**TOTAL READING SCORE**

\_\_\_\_\_ /50 OR \_\_\_\_\_ %

# SPELLING MASTERY CHECK

## TEACHER DIRECTIONS

### WORD SPELLING PROCEDURE:

1. Look and Listen
2. Echo
3. Unblend and place the Sound Cards
4. Touch and spell the word
5. Name the letters and write (in cursive or print):

- |             |                |
|-------------|----------------|
| 1) boxes    | 8) stiffness   |
| 2) rotten   | 9) charge      |
| 3) funniest | 10) forgetting |
| 4) dusty    | 11) grudge     |
| 5) twice    | 12) harpist    |
| 6) roping   | 13) linked     |
| 7) gems     | 14) express    |

\_\_\_\_\_ (14)

### SENTENCE DICTATION:

Score **one (1) point** for each dictated word spelled correctly, **one (1) point** for the beginning capital letter, **one (1) point** for final punctuation, **one (1) point** for the comma and **one (1) point** for the apostrophe.

- 1) Active termite workers quickly ate the pale blue wooden house.
- 2) The boy's family left luggage at the international airport in Dallas, Texas.

\_\_\_\_\_ (28)

TOTAL: \_\_\_\_\_ /42

NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

# Spell Check Mastery - Book 7

## Word Spelling

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