

## Mastery Check IV (Concepts 77 – 91)

Practitioner/Specialist \_\_\_\_\_ Date \_\_\_\_\_

Total Teaching Hours to Teach These Concepts \_\_\_\_\_

Student \_\_\_\_\_

### I. **Alphabetizing** – (Optional - Must be administered individually.)

The teacher makes a set of alphabetizing cards on 3" x 5" white index cards, using the words listed below. The teacher arranges the cards in random order. The student arranges the cards in alphabetical order. The teacher marks + for correct order and 0 for incorrect order. (No errors)

\_\_\_\_\_ blizzard      \_\_\_\_\_ deepen      \_\_\_\_\_ feverish      \_\_\_\_\_ gladness  
\_\_\_\_\_ handy      \_\_\_\_\_ itch      \_\_\_\_\_ jungle      \_\_\_\_\_ likeness  
\_\_\_\_\_ lucky      \_\_\_\_\_ munch      \_\_\_\_\_ notch      \_\_\_\_\_ tamper  
\_\_\_\_\_ toaster

**Summary:** \_\_\_\_\_ / 13 ordered correctly

**Analysis:**

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Student: \_\_\_\_\_

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

**II. Reading** – (Must be administered individually.)

The teacher gives the student the reading form. The student reads the words and the sentences. The teacher marks + for correct and 0 for incorrect. (No more than 2 errors on the word list and no more than 2 errors on sentences.)

1. \_\_\_\_\_ compete \_\_\_\_\_ ugly \_\_\_\_\_ stitches \_\_\_\_\_ insist
2. \_\_\_\_\_ wooden \_\_\_\_\_ sorry \_\_\_\_\_ broom \_\_\_\_\_ saintly
3. \_\_\_\_\_ try \_\_\_\_\_ church \_\_\_\_\_ confess \_\_\_\_\_ athlete
4. \_\_\_\_\_ carrot \_\_\_\_\_ driving \_\_\_\_\_ hopping \_\_\_\_\_ smoothly
5. \_\_\_\_\_ spy \_\_\_\_\_ flight \_\_\_\_\_ exhaling \_\_\_\_\_ stray
6. \_\_\_\_\_ torches \_\_\_\_\_ hoping \_\_\_\_\_ canteen \_\_\_\_\_ stampede
7. \_\_\_\_\_ cartoon \_\_\_\_\_ pesky \_\_\_\_\_ discuss \_\_\_\_\_ sunny

1. The play was well planned and went smoothly.
2. Her estate will be broken up and offered for sale.
3. Quickly carry the dusty books to the shelves.
4. Carefully light the torches so we can see the path.
5. I am hoping I will be invited to attend the grand party next week.

**Summary:** \_\_\_\_\_ / 28 words correct from list  
\_\_\_\_\_ / 50 words correct in sentences

**Analysis:**

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Student: \_\_\_\_\_

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

**III. Spelling** – (Can be administered in a group.)

The teacher gives the student a piece of notebook paper. The teacher dictates the words and sentences one at a time. The teacher marks + for correct and 0 for incorrect. (No more than 3 errors on the words and no more than 3 errors on the sentences.)

\_\_\_\_\_ athlete      \_\_\_\_\_ hobby      \_\_\_\_\_ porches      \_\_\_\_\_ escape  
\_\_\_\_\_ catch      \_\_\_\_\_ shaving      \_\_\_\_\_ lunch      \_\_\_\_\_ discuss  
\_\_\_\_\_ cry      \_\_\_\_\_ stay      \_\_\_\_\_ spoon      \_\_\_\_\_ mushroom  
\_\_\_\_\_ dresses      \_\_\_\_\_ fly      \_\_\_\_\_ champ

1. Broken glass lay on the bed.
2. Did the athlete compete in the track meet?
3. Mark catches fish in the river.

**Summary:** \_\_\_\_\_ / 15 words correct from list  
                  \_\_\_\_\_ / 20 words correct in sentences

**Analysis:**

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Student: \_\_\_\_\_

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

**IV. Fluency** - (Must be administered individually.)

The teacher gives the student a copy of the Rapid Word Recognition Chart. The student reads the words continuously for one minute. The teacher puts a + each time a word is read correctly and a 0 each time a word is read incorrectly. The student may read the chart several times.

\_\_\_\_\_ spoon \_\_\_\_\_ carry \_\_\_\_\_ stay \_\_\_\_\_ broken \_\_\_\_\_ sale \_\_\_\_\_ books

\_\_\_\_\_ books \_\_\_\_\_ sale \_\_\_\_\_ broken \_\_\_\_\_ stay \_\_\_\_\_ carry \_\_\_\_\_ spoon

\_\_\_\_\_ stay \_\_\_\_\_ spoon \_\_\_\_\_ carry \_\_\_\_\_ books \_\_\_\_\_ broken \_\_\_\_\_ sale

\_\_\_\_\_ sale \_\_\_\_\_ broken \_\_\_\_\_ stay \_\_\_\_\_ carry \_\_\_\_\_ spoon \_\_\_\_\_ books

\_\_\_\_\_ books \_\_\_\_\_ carry \_\_\_\_\_ spoon \_\_\_\_\_ sale \_\_\_\_\_ stay \_\_\_\_\_ broken

Time: One minute

Total number of words: \_\_\_\_\_

Errors: \_\_\_\_\_

Number of words correct per minute  
(total number of words – errors): \_\_\_\_\_ wcpm

**Analysis:**

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Student: \_\_\_\_\_

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

## V. Comprehension

The teacher reads the passage, asks the questions, and records the score.

### The Cat and the Fox

A fox once bragged to a cat, "I am so clever," he said. "I have 100 tricks in my bag that help me escape from the dogs, who are my greatest enemies."

"You are quite lucky," said the cat, "I have only one trick. It usually does work, but it would be nice to have some of your tricks."

"Perhaps one day I will teach you some of my many tricks," said the fox. Just then the cat and the fox heard a pack of dogs barking.

The cat quickly scurried up the tree and hid among the leaves. "This is my one and only trick," said the cat. "I can't wait to see what wonderful trick you will use to get away."

The poor fox could not decide which of his many tricks he would use. The dogs came nearer and nearer. The fox thought harder and harder. Before he could decide on a trick, the dogs captured him and soon there was no more fox.

#### Questions:

1. [Read the first sentence in the first paragraph.] What word is a synonym or a word that means the same as *smart*?
2. [Read the first sentence in the fourth paragraph.] What word is a synonym for *hurried*?
3. [Read the last sentence in the last paragraph.] What word is an antonym or a word that means the opposite of *let go* or *released*?
4. Is this passage a narrative passage? How can you tell?
5. What makes this a make-believe passage?
6. What is the setting of the story?
7. Who are the characters?
8. What could the fox have done to escape from the dogs?
9. Why do you think the fox could not make up his mind?
10. Have you ever had trouble making up your mind?

Number of correct answers: \_\_\_\_\_

Number correct x 10: \_\_\_\_\_%

#### Analysis:

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Student: \_\_\_\_\_

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

## VI. Writing

Students are given a writing prompt and directed to complete a paragraph in a specific amount of time. The teacher uses the writing rubric to analyze a sample of the student's writing.

Type of Writing \_\_\_\_\_

Amount of Time Given \_\_\_\_\_

Content Objectives	1	2	3
Student uses complete sentences.  Student's score	Student uses simple sentences with an average of 5 or fewer words in a sentence. <input type="checkbox"/>	Student uses simple sentences with an average of 5 or more words. <input type="checkbox"/>	Student uses a variety of sentences – simple, compound, complex. Student varies length of sentences. <input type="checkbox"/>
Student uses appropriate capitalization.  Student's Score	Student uses capital letters at the beginning of each sentence inconsistently. <input type="checkbox"/>	Student uses capital letters at the beginning of each sentence. <input type="checkbox"/>	Student uses capital letters when needed. <input type="checkbox"/>
Student uses appropriate punctuation.  Student's Score	Student ends each sentence with a period. <input type="checkbox"/>	Student uses appropriate ending punctuation marks. <input type="checkbox"/>	Student uses appropriate ending and internal punctuation. <input type="checkbox"/>
Student uses correct grammar.  Student's score	Student makes more than 5 grammatical errors. <input type="checkbox"/>	Student makes 3-4 grammatical errors. <input type="checkbox"/>	Student makes no more than 2 grammatical errors. <input type="checkbox"/>
Student includes necessary steps.  Student's score	Student omits 1-2 steps. <input type="checkbox"/>	Student includes all necessary steps. <input type="checkbox"/>	Student includes all steps and includes transitions and connectors. <input type="checkbox"/>
Student has a logical and cohesive flow.  Student's score	Student's writing demonstrates minimal evidence of organization. <input type="checkbox"/>	Student's writing demonstrates logical organization. <input type="checkbox"/>	Student's writing demonstrates clear and logical organization; student's writing flows. <input type="checkbox"/>
Student spelling is correct.  Student's score	Student makes more than 5 errors or student makes fewer errors that do not adhere to reliable patterns and rules. <input type="checkbox"/>	Student makes fewer than 5 errors. Errors adhere to reliable patterns and rules. <input type="checkbox"/>	Student makes no more than 2 errors. <input type="checkbox"/>
<b>Total</b>			

The teacher uses the rubric to inform instruction. For example, if handwriting detracts from the writing sample, include handwriting practice during the daily schedule.

**Summary:** \_\_\_\_\_ / 21 points earned

Student: \_\_\_\_\_

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

**Analysis:**

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Instructional target areas to include prior to next Mastery Check:

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Notes about this teaching situation:

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Student: \_\_\_\_\_

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

## Reading Mastery

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|----|---------|---------|----------|----------|
| 1. | compete | ugly    | stitches | insist   |
| 2. | wooden  | sorry   | broom    | saintly  |
| 3. | try     | church  | confess  | athlete  |
| 4. | carrot  | driving | hopping  | smoothly |
| 5. | spy     | flight  | exhaling | stray    |
| 6. | torches | hoping  | canteen  | stampede |
| 7. | cartoon | pesky   | discuss  | sunny    |

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1. The play was well planned and went smoothly.
  2. Her estate will be broken up and offered for sale.
  3. Quickly carry the dusty books to the shelves.
  4. Carefully light the torches so we can see the path.
  5. I am hoping I will be invited to attend the grand party next week.



# RAPID WORD RECOGNITION CHART

## for Mastery Check IV -- Fluency

spoon	carry	stay	broken	sale	books
books	sale	broken	stay	carry	spoon
stay	spoon	carry	books	broken	sale
sale	broken	stay	carry	spoon	books
books	carry	spoon	sale	stay	broken

