

**Mastery Check VI**  
**(Concepts 106 – 120)**

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

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

Student \_\_\_\_\_

**I. 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 the sentences.)

- 1. \_\_\_\_ event      \_\_\_\_ citrus      \_\_\_\_ along      \_\_\_\_ kneeling
- 2. \_\_\_\_ foretell      \_\_\_\_ written      \_\_\_\_ insight      \_\_\_\_ preacher
- 3. \_\_\_\_ unhappiness      \_\_\_\_ mislead      \_\_\_\_ endow      \_\_\_\_ underpass
- 4. \_\_\_\_ overextend      \_\_\_\_ wheel      \_\_\_\_ outreach      \_\_\_\_ divine
- 5. \_\_\_\_ wringing      \_\_\_\_ scowling      \_\_\_\_ aware      \_\_\_\_ recess
- 6. \_\_\_\_ divide      \_\_\_\_ whistle      \_\_\_\_ misdirect      \_\_\_\_ decay
- 7. \_\_\_\_ retreat      \_\_\_\_ decide      \_\_\_\_ salute      \_\_\_\_ fancy

- 1. Recent events have led to the canceling of the program.
- 2. The teacher will read the third chapter of the book after recess.
- 3. The drops the doctor gave me dilated my pupils.
- 4. He inhales as he heaves the bulky boxes.
- 5. Beware of a dog that growls and bares its canine teeth.

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

**Analysis:**

\_\_\_\_\_

\_\_\_\_\_

Student \_\_\_\_\_

Date \_\_\_\_\_

**II. 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.)

\_\_\_\_\_ decoy      \_\_\_\_\_ alike      \_\_\_\_\_ sofa      \_\_\_\_\_ direct  
\_\_\_\_\_ overcook    \_\_\_\_\_ underfed    \_\_\_\_\_ mistake    \_\_\_\_\_ unite  
\_\_\_\_\_ recede      \_\_\_\_\_ omitting    \_\_\_\_\_ unlucky     \_\_\_\_\_ outrun  
\_\_\_\_\_ whisper    \_\_\_\_\_ event

1. The wind whispered in the trees.
2. Twenty cars stopped on the overpass.
3. The fire alarm sounded at five in the morning.

**Summary:** \_\_\_\_\_ / 14 words correct from list  
                  \_\_\_\_\_ / 21 words correct in sentences

**Analysis:**

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Student \_\_\_\_\_

Date \_\_\_\_\_

**III. 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.

\_\_\_ understand \_\_\_ decide \_\_\_ plow \_\_\_ overstate \_\_\_ misspell \_\_\_ polite

\_\_\_ polite \_\_\_ misspell \_\_\_ overstate \_\_\_ plow \_\_\_ decide \_\_\_ understand

\_\_\_ decide \_\_\_ understand \_\_\_ plow \_\_\_ overstate \_\_\_ polite \_\_\_ misspell

\_\_\_ misspell \_\_\_ polite \_\_\_ plow \_\_\_ understand \_\_\_ overstate \_\_\_ decide

\_\_\_ understand \_\_\_ decide \_\_\_ misspell \_\_\_ plow \_\_\_ polite \_\_\_ overstate

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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**IV. Comprehension** (Must be administered individually.)

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

**Androcles and the Lion**

Androcles was a slave who was cruelly treated. One day he had a chance to escape. He quickly ran into the forest and there he saw a lion. He was about to run away when he noticed that the lion was crying heartbreakingly.

Androcles moved slowly toward the lion. The lion's paw was swollen and bleeding because a sharp thorn had gouged it. Androcles gently washed and bandaged the lion's paw.

The lion was so grateful that he licked Androcles' face just as a dog would lick its master's face. The lion then led Androcles to a cave, where he lived safely for many weeks. Each day the lion would bring Androcles fresh meat. Both Androcles and the lion were quite satisfied.

One day Androcles and the lion were both captured and taken to the arena. Androcles was to be thrown to the lion after it had been starved for several days. On the day of the grand event, the emperor and all his subjects came to view the spectacle. The lion was released from its cage.

The lion came out of the cage, roaring loudly. The lion charged toward Androcles as the crowd cheered wildly. When the lion came near Androcles, it leaped up so its front paws rested upon Androcles' shoulders. The lion then lovingly licked Androcles' face. Androcles was happy to see his friend. The emperor had never seen such a sight before and was so moved that he freed Androcles and the lion.

**Questions:**

1. [Read the last sentence in the first paragraph.] What word is a synonym or a word that means the same as *sad*?
2. [Read the second sentence in the second paragraph.] What word is a synonym for *cut*?
3. [Read the last sentence in the fourth paragraph.] What word is an antonym or a word that means the opposite of *captured*?
4. Who are the characters?
5. What makes this a make-believe passage?
6. What is the setting of the story?
7. Who are the characters?
8. What lesson does this fable teach?
9. How does this lesson apply to your life?
10. Which one provides the best model for the golden rule?

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

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

Student \_\_\_\_\_

Date \_\_\_\_\_

**Analysis:**

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**V. 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 \_\_\_\_\_

<b>Content Objectives</b>	<b>1</b>	<b>2</b>	<b>3</b>
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>			

Student \_\_\_\_\_

Date \_\_\_\_\_

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

**Analysis:**

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## VI. Comprehension Part B

### Developing Metacognitive Skills (DMS)

If you are using the *Developing Metacognitive Skills Manual (DMS)* during the comprehension portion of extended reading/writing, report student progress on progress measures found in the manual that have been given so far.

Progress is monitored approximately every five to six weeks. There are four areas that are monitored: *Word Identification*, *Passage Comprehension*, *Vocabulary*, and *Fluency*. The progress monitors are delineated in the appropriate lessons.

- *Word Identification* is measured with word lists after Lessons 11, 21, 31, 41, 51, 61, and 71. Word Identification Assessments are found in the Appendices of DMS. These are words from Rapid Word Recognition Charts.
- *Passage Comprehension* is measured with passage readings from *Six-Way Paragraphs* after Lessons 23, 33, 43, 53, 63, 73, and 75.
- *Vocabulary* is measured with multiple choice assessments after Lessons 25, 35, 45, 55, 65, and 75. Vocabulary Assessments are found in the Appendices. These are words from vocabulary webs.
- *Fluency* is measured with one-minute readings of passages from *Six-Way Paragraphs* after Lessons 18, 28, 38, 48, 58, 68, and 74.

Refer to the attached progress monitoring form.

# PROGRESS MONITORING FORM

Name \_\_\_\_\_

**MEASURE**                    **ONE**                    **TWO**                    **THREE**                    **FOUR**                    **FIVE**                    **SIX**                    **SEVEN**

**VOCABULARY**

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

Correct/Total:    \_\_\_\_\_/12    \_\_\_\_\_/12    \_\_\_\_\_/12    \_\_\_\_\_/12    \_\_\_\_\_/12    \_\_\_\_\_/12

**PASSAGE  
COMPREHENSION**

4<sup>th</sup> grade                    4<sup>th</sup> grade                    4<sup>th</sup> grade                    5<sup>th</sup> grade                    6<sup>th</sup> grade                    7<sup>th</sup> grade                    8<sup>th</sup> grade

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

Correct/Total:    \_\_\_\_\_/6    \_\_\_\_\_/6    \_\_\_\_\_/6    \_\_\_\_\_/6    \_\_\_\_\_/6    \_\_\_\_\_/6

**WORD IDENTIFICATION**

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

Correct/Total:    \_\_\_\_\_/30    \_\_\_\_\_/30    \_\_\_\_\_/30    \_\_\_\_\_/30    \_\_\_\_\_/30

**FLUENCY**

4<sup>th</sup> grade                    4<sup>th</sup> grade                    5<sup>th</sup> grade                    5<sup>th</sup> grade                    6<sup>th</sup> grade                    7<sup>th</sup> grade                    8<sup>th</sup> grade

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

Number of Words Read: \_\_\_\_\_

Number of Errors: \_\_\_\_\_

Words Correct per Minute: \_\_\_\_\_

**Student** \_\_\_\_\_

**Date** \_\_\_\_\_

Target areas to include instruction prior to next Mastery Check:

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Notes about this teaching situation:

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Student \_\_\_\_\_

Date \_\_\_\_\_

## Reading Mastery

1. event	citrus	along	kneeling
2. foretell	written	insight	preacher
3. unhappiness	mislead	endow	underpass
4. overextend	wheel	outreach	divine
5. wringing	scowling	aware	recess
6. divide	whistle	misdirect	decay
7. retreat	decide	salute	fancy

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1. Recent events have led to the canceling of the program.
  2. The teacher will read the third chapter of the book after recess.
  3. The drops the doctor gave me dilated my pupils.
  4. He inhales as he heaves the bulky boxes.
  5. Beware of a dog that growls and bares its canine teeth.

# RAPID WORD RECOGNITION CHART

## for Master Check VI -- Fluency

understand	decide	plow	overstate	misspell	polite
polite	misspell	overstate	plow	decide	understand
decide	understand	plow	overstate	polite	misspell
misspell	polite	plow	understand	overstate	decide
understand	decide	misspell	plow	polite	overstate