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SOLVING READING PROBLEMS

FORM B

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TO THE USER Be sure to administer all the 12 surveys you downloaded from our web site, ALL ABOUT LEARNING, at www.heronpub.com. Test your student and send these survey forms to the above address with your check or money order for \$155.00, S&H included to Heron Publishing, 603 Seagaze St #180, Oceanside, CA. 92054. Give all the surveys as we cannot give you a useful analysis without all the completed surveys. We will send you our analysis of the results with the materials you need to solve your student's reading problems.

We will score all the oral parts of these surveys if you tape your student using a new tape marked with the student's name and the date for an additional fee of \$45.00.

MONEY BACK GUARANTEE: If for any reason you are unhappy with your purchase, send it back within 30 days for a full refund.

Here is your copy of the Heron Publishing Disclaimer for Solving Reading Problems you ok'ed before downloading our surveys.

This set of surveys and the Solving Reading Problems program are designed to provide a screening device for a student's reading abilities. The solutions recommended are common sense suggestions to resolve a particular skill difficulty. It is sold with the understanding that the publisher and author are not engaged in rendering professional special education testing or remediation programs. If further expert assistance is required, the services of the school study team or other competent school professionals should be sought.

It is not the purpose of these surveys or the recommendations for resolving specific skill difficulties to reprint all the information that is otherwise available to the author and/or publisher, but to complement, amplify and supplement other texts. You are urged to read all the available material, learn as much as possible about specific reading difficulties, and tailor the information to the individual student's needs. On our web site, and included with our teaching recommendations are specific references to books, links and other Internet web sites. These links contain information created, published, maintained and disseminated by organizations other than Heron Publishing. We do not endorse, approve or guarantee the accuracy, efficacy or completeness of these links and references. Reference to any specific commercial product, process or service by name does not constitute or imply endorsement, recommendation, or favoring by Heron Publishing. If you receive information that is not useful, accurate and non-offensive, please contact info@heronpub.com immediately.

Solving Reading Problems is not an educational quick fix scheme. Anyone who decides to teach or learn reading must expect to invest a lot of time and effort. Further, the ability level of the student to learn and the teacher to teach will vary with all our users. Every effort has been made to make the surveys complete and the teaching recommendations as complete, timely, and as accurate as possible. There may be mistakes both in typography and in content, and the information we supply should be used only as a general guide, not as the ultimate source of teaching and learning reading. The purpose of this program is to screen for reading skills difficulties and to suggest appropriate teaching content and methods for the user. We will make every effort to make appropriate referrals for the more serious problems uncovered in the surveys. The author and Heron Publishers shall have neither liability nor responsibility to any person or entity with respect to any less or damage caused, or alleged to be caused, directly or indirectly by the information contained in this book.

CREDIT CARD AUTHORIZATION FORM (optional)

Date _____

I, _____, hereby authorize Heron Publishing to automatically bill my credit card for the following service or services:

- \$155.00 fee for Completed Survey Analysis
- \$45.00 fee for Oral Survey Analysis by cassette tape (must include cassette with completed surveys)

_____ **Total**

- MasterCard Visa Will pay by check (Included with completed surveys)

(card #) _____ (exp. date) _____

Signature

Name

Name of Child

***Cancellation requires 30 days written notice.**

BACKGROUND INFORMATION

Date _____

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Student's Name _____

Sex : M F **Birth Date** _____ **Testing Date** _____ **Grade** _____

Examiner: _____ **Organization** _____

Phone _____ **FAX** _____ **e-mail** _____

Address _____

City _____ **State** _____ **ZIP** _____ - _____

There are many family, health and school issues that can influence a student's reading and school success. Our Reading Specialists can use this confidential information to more accurately identify your student's problems and craft a program that will provide the maximum benefit. We guarantee not to release your confidential information without a written, mailed and signed request from you. **Circle those items that are relevant and add any details that you think are important.**

HEALTH

Vision: Has your child's vision been checked in the past six months? If not, make an appointment to have her vision checked. The school's Snellen chart is not adequate. Watch your student for these signs of eyestrain.

- Wears glasses for close vision and reading.
- Squints or rubs her eyes.
- Has difficulty seeing distant objects. Can't copy accurately from the blackboard
- Tires easily when reading or gets headaches while reading
- Loses her place in her book frequently
- Becomes overactive or goes to sleep when reading.
- Had eye infections, injuries or operations.

Hearing: Has your child's hearing been checked in the past six months? If not, make an appointment with an audiologist or the school nurse. Watch your student to see if she has these signs of hearing difficulties.

- Says "What" a lot, or asks for repetition.
- Doesn't pay attention or hear directions.
- Is easily confused
- Talks too loudly, too softly, or in a monotone
- Ignores sounds from behind or one side
- Doesn't hear high or low tones
- Has suffered from hay fever or allergies
- Suffers from ear infections or tonsillitis
- Received ear injuries or operations.

General Health: Ask your Doctor to check your child's general health.

- Was your child diagnosed with health problems before or during birth?
- Were there birth injuries or defects or hereditary problems?
- Does your child have a temporary or permanent disability? If so, what?
- Does your child have muscle coordination or thinking difficulties?
- Does your student suffer from accidents? How many hospitalizations?
- Is your child taking any medications that might affect her concentration?

FAMILY ISSUES

Family problems can affect a student's ability to concentrate and learn at school. Below are listed typical problems students face at home

General Information

- Primary language spoken at home
- List other languages besides English that are spoken
- Age at which your student walked _____
- Age at which you student spoke in 3 word sentences in English _____
- Has your student received any speech therapy? How many years _____
- What specific sounds does/did your student need help pronouncing? _____
- What physical coordination difficulties does your student have in general? _____

Social Adjustment

- Shy and withdrawn
- Depressed and unhappy
- Has no friends
- Spends too much time at home
- No interests, just watches TV or the computer
- Out of control, disobedient and defiant
- Temper storms, hitting or attacking family or friends
- Doesn't get along with brothers and sisters
- Gang related activity

Family Changes

- Has not adjusted to family changes such as death, divorce
- Frequent moves challenge social contacts
- Does not exercise or play outdoors
- Job loss, financial insecurity, homelessness
- Not enough food, shelter, warm clothing.
- Abused or battered

SCHOOL ISSUES

Call your school attendance or counseling office and ask for information on your student's attendance, behavior and counseling needs.

Grade Point Average _____ Date of Report Card _____
Subject _____ Grade _____ Subject _____ Grade _____
Subject _____ Grade _____ Subject _____ Grade _____
Subject _____ Grade _____ Subject _____ Grade _____

Attendance

- Frequently late to class
- Cuts a particular class or school
- Cuts PE (significant for future employment)
- Starts off to school but goes elsewhere
- Stays home because he says he is sick
- Stays home because he hates or fears school

School Behavior

- Lack of focus, daydreams, withdrawn
- Depressed and unhappy
- Isolated at School
- Teased by others
- Class clown, minor scuffles
- Refuses to learn or to do school work
- Disobedient and defiant in words or actions
- Fighting, gang behavior
- Substance abuse

School Achievement

- Gifted in one area but ignores other classes
- Only works on what he likes
- Needs help at home with homework
- Cheats
- Classes are easy but boring
- Struggles with reading
- Has difficulty remembering what he has learned
- Gives up easily, and finds the work boring or stupid
- Worries too much and is a perfectionist
- Struggles with _____ only one class _____several _____all classes
- Functions worst in _____ morning or _____ afternoon classes
- Conflicts with specific teachers Why? _____
- Starts year well, but always slips
- Too creative for the class structure
- Too active for the class structure
- Learns, but is always several weeks behind the others in the class
- Doesn't do work _____ Doesn't turn it in _____
- Can't read
- Can read out loud but has poor comprehension
- Difficulty with writing and/or mathematics

IT IS VERY IMPORTANT FOR YOUR STUDENT TO UNDERSTAND THE PURPOSE OF THIS TESTING. READ THIS STATEMENT TO YOUR STUDENT: "All students learn some skills more thoroughly than others as they go through school. Today we are going to test your reading skills. Reading skills build on other, easier skills, so some of these surveys will be very simple for you, and other parts may be very hard. In each survey, we will ask you continue for a while after you start making mistakes, but don't erase or scratch out the mistakes. You can rewrite a word or letter to the right of your first try. We want to collect a large sample of mistakes to identify your pattern of errors. It doesn't feel good while this is happening, but it will help identify the problem so we can both solve it. You will do the following exercises to reveal your strong areas and any areas where you are having difficulties. Are you sure you understand this?"

Learning Style Survey

Student Name _____ Examiner Name _____ Date _____
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Goal: To identify the student's preferred learning style. The appropriate teaching style should match the student's learning style for the most efficient mastery of information.

Materials: 2 Learning Style Surveys and a pencil.

Directions: Give your student a copy of the Learning Style Survey and a pencil. Read the following questions to your student, while he or she follows along about his or her best learning style and marks "Y" for Yes and "N" for No.

Instructions to the student: First we are going to decide your best learning styles. I am going to read you some different ways that people learn things, remember them and memorize information. Follow along on your copy and write "Y" if you use this method and it helps you. Write "N" if it does not work for you.

Y	N	Which of the following help you best to learn things and remember them?
		Flash cards
		Say rules out loud
		Write facts down
		Read lessons
		Hear a lecture or a discussion
		Write on your hand or leg
		Doodle, draw diagrams or pictures
		Remember songs the first time you hear them
		Color code your notes
		Use audio tapes
		Draw objects or ideas in the air
		Visualize
		Teach others
		Perform or experience a process
		See the diagram, page or illustration
		See it, write it, say it
		Make up a joke or rhyme
		Trace flow charts
		Walk or march up and down
		Chant the information

SURVEYING PHYSICAL SKILLS

Speech Survey

Student Name _____ Examiner Name _____ Date _____

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Goal: To decide how well your student can pronounce the first letters of these words. Good speech is the basis of all auditory perception, listening, word pronunciation and oral reading skills.

Materials: 1 Pencil, Speech Survey

Optional Materials: It is important that this survey be given by someone who speaks standard school English. If you have difficulty yourself pronouncing English as it is spoken on a TV news cast, ask someone else to give this part. We will score all the oral parts of these surveys if you tape your student using a new tape marked with the student's name and the date.

Directions: Sit facing your student. You are going to say the first word in each pair below to your student and listen to how accurately he pronounces the first letter in the word. Mark a check on the line next to the word if he pronounces that first letter correctly. Write the letter for the sound the student said on the line provided if he made a mistake. Go back at the end and say the second word in the pairs for the sounds he missed.

Instructions to the Student: I am going to say some words to you and I want you to repeat them back to me. I am going to listen to you say these words and write what you said on my paper."

Words	Response	Letter	Words	Response	Letter
Pat, pan		P	Run, rat		R
Ball, bib		B	Love, lap		L
Mom, mat		M	Sun, sock		S
Noon, nap		N	Why, when		W
Hat, hand		H	Chair, chin		Ch
Wish, wash		W	Ship, shoe		Sh
You, yell		Y	Zoo, zero		Z
Kite, kiss		K	Jump, jam		J
Go, get		G	Van, very		V
Dog, dad		D	Thin, thick		Th
Toot, toe		T	The, them		Th
Far, fun		F			

Muscle Coordination Survey

Student Name _____ Examiner Name _____ Date _____
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Goal: To decide how well your student can coordinate her large and small muscles.

Materials: Muscle Coordination Worksheet, 2 pencils without erasers, a ball or rolled up sock, a medium sized book, a tube or a rolled up piece of paper

Optional Materials: For very young students or older students with coordination difficulties, you will also need a book, 4 blocks, 4 beads to string, a shoe with laces, a shirt to button, a picture to color with 3 color or felt tipped pens, scissors.

Directions: Use a room large enough for your student to walk 8 to 10 steps. Be sure you have privacy. In the first group of questions, mark which hand she prefers.

Instructions to the student: You are going to do some exercises to see how well your muscles work together. Some of them are going to be very easy for you and others may be harder.

Action: Say the following commands. Mark whether your student used her right or left hand, foot or eye.	L	R	Note any difficulties
Close your eyes and touch your nose.			
Catch this ball (or rolled up sock).			
Throw this ball.			
(Lay a pencil on the table) Pick up the pencil			
Walk across the room. Mark the foot she started with			
Balance on one foot			
Balance on the other foot			
Hop on one foot			
Hop on the other foot			
Hold the tube up to your eye and look through the tube			
Turn the pages of this book			
Touch your right thumb to each of the other four fingers of your right hand			
Touch your left thumb to each of the other four fingers of your left hand			
Tell me which hand you eat with.			
For a very young student, or an older student with coordination problems:			
Stack four blocks on top of one another			
String these beads.			

Student name			Date
Button your clothes			
Tie your shoe laces			
Color inside the lines			
Cut with these scissors			
Fold the paper in half, or, make a paper airplane			

SURVEYING PERCEPTUAL SKILLS

Auditory Perception Survey

Student Name _____ Examiner Name _____ Date _____

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Goal: To determine if your student can distinguish some typically confusing sounds. Good auditory perception is the basis of speech, listening word pronunciation, spelling and oral reading skills.

Materials: Auditory Perception Worksheet, Pencil

Optional Materials: If you wish us to score this survey, add the survey to the speech tape. Be sure it is marked with her name and the date.

Directions: For the Auditory Perception survey, use a very quiet room. Seat your student facing away from you. Be sure she cannot read your lips. Read the instructions to the student and mark the worksheet by circling Y if the student says "YES", and N if she says "No".

Instructions to the student: Say, "This survey will help us know if some sounds are confusing for you. I am going to read to you pairs of words that will sound the same or different to you. After each pair of words, I will ask, "Do they sound the same?" Say "YES" if they sound the same to you, and "NO" if they sound different. Let's try the first sample pair, "hat-hat". Did they sound the same?" Wait for the student's response. If he or she says "YES", say, "That's right" and go on. If not, say "Let's try another pair, 'man-tan'. Did they sound the same?" If the student says "NO", say, "That's right". **Do NOT give any signal or response to tell your student if the SURVEY responses are correct or not.** Begin the Test

Beginning	Pair	Y	N	Beginning	Pair	Y	N
B-V	bent-vent	Y	N	V-TH	live-lithe	Y	N
	ban-ban	Y	N		lathe-lathe	Y	N
F-TH	then-then	Y	N	F-V	leaf-leave	Y	N
	fat-that	Y	N		safe-save	Y	N
W-R	wed-red	Y	N	W-L	went-went	Y	N
	wag-rag	Y	N		wet-let	Y	N
S-SH	sin-shin	Y	N	D-TH	broad-broth	Y	N
	self-shelf	Y	N		cloth-clod	Y	N
CH-SH	chin-shin	Y	N	S-Z	fuzz-fuss	Y	N
	chip-chip	Y	N		bus-buzz	Y	N
S-Z	sag-zag	Y	N	TS-DS	carts-cards	Y	N
	zing-sing	Y	N		courts-cords	Y	N
TH-S	thin-sin	Y	N	B-V	glove-glub	Y	N
	thick-sick	Y	N		glib-glib	Y	N
D-G	dot-got	Y	N	D-T	dan-than	Y	N
	gust-dust	Y	N		den-then	Y	N

Visual Perception Survey

Student Name _____ Examiner Name _____ Date _____
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Goal: To determine if your student can notice and distinguish the shapes of frequently confused printed letters. Visual Perception is the basis of the ability to recognize individual letters, words, and to read, write, and spell.

Materials: 2 copies of the Visual Perception Worksheet, 2 pencils without erasers

Directions Sit to the left of a right handed student, and to the right of a left handed student. You may want to sit around the corner of a table from your student so that you can comfortably watch him work.

Instructions to the Student: Say, "I am going to give you a set of letters and words. Each row has the letter or word on the left (point to the example) and 4 choices on the right (point to them). One of the letters or words on the right is the same as the word on the left. Circle that one. Do the rest of the exercise as you did the sample.

Visper table

stop	stud	pots	stop	spot
b	d	q	g	b
d	g	b	d	p
p	q	p	bh	g
g	g	d	b	p
l	t	h	l	f
h	y	h	u	n
f	t	l	j	f
r	l	r	m	i
n	u	c	v	n
u	v	n	u	w
m	3	w	m	n
w	v	m	E	w
a	e	a	c	6
t	t	l	j	f
v	u	v	n	c
s	z	5	2	s
saw	saw	was	sam	maz
man	nam	won	man	wow
soon	noose	soos	soom	soon
see	zoo	ees	aaz	see
two	mat	tom	two	wat
meat	team	meat	mate	weay

Surveying Alphabet Skills

Alphabet Surveys

Student Name _____ Examiner Name _____ Date _____
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Goal: To determine your student's knowledge of the names and sounds of the alphabet letters and how well your student can print and write the alphabet. Reading is based on the association of printed or handwritten letters with a particular letter sound or sounds. Alphabet names are important in learning to spell.

Materials: Alphabet Page, Alphabet Scoring Sheet, Geometric Shapes, wide lined paper and 2 pencils.

Optional Materials: If you wish us to score this survey, add the survey to the speech tape. Be sure it is marked with her name and the date.

Directions: For this test, use a very quiet room. Sit facing your student and write your student's responses to the right of the letter. Draw a line through the letters he skips.

Instructions to the Student: Hand the Student the Alphabet Names Page and say, "I'm going to ask you to point to each letter in turn for the capital (or big) letters and the lower case (or small letters). Please give me the name of each letter. I will not give you any helps or hints. I am going to write your answers down."

Alphabet Names Survey

Capital Letters

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Alphabet Names Survey

Lowercase Letters

a		n	
b		o	
c		p	
d		q	
e		r	
f		s	
g		t	
h		u	
i		v	
j		w	
k		x	
l		y	
m		z	

Alphabet Sounds Survey

Student Name _____ Examiner Name _____ Date _____
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Optional Materials: If you wish us to score this survey, add the survey to the speech tape. Be sure it is marked with her name and the date.

Instructions to the student: Hand the Student the Alphabet Sounds Page and say, "I'm going to ask you to point to each lower case or small letter. Please give me the sound of each letter. I will not give you any helps or hints.

Alphabet Sounds Survey Capital Letters

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

Alphabet Sounds Survey

Lowercase Letters

a		n	
b		o	
c		p	
d		q	
e		r	
f		s	
g		t	
h		u	
i		v	
j		w	
k		x	
l		y	
m		z	

Geometric Shapes

Student Name _____ Examiner Name _____ Date _____
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Goal: To further analyze your student's ability to coordinate his hands and write accurately.

Materials: Primary lined or regular lined paper, 2 pencils without erasers

Directions Seat your student so he or she is at the correct height to write and give him or her a copy of the survey.

Instructions to the Student: Say, "You are going to copy some shapes. If you change your mind, please don't scratch out or erase your marks. Just write the shape again next to the first try. That's the right way to do it."

—	
O	
+	
\	
/	
X	
△	
little waves <i>uuu</i>	
surfing waves <i>ccc</i>	
large waves <i>lll</i>	
large loops <i>lll</i>	
small loops <i>eee</i>	
bottom loops <i>ooo</i>	
Humps <i>m</i>	
Side circles <i>aaa</i>	

Alphabet Printing and Handwriting Survey

Directions: Be sure the desk and chair are at a comfortable height for the student. Check to be sure you can comfortably watch the student write. Sit on the left of the right handed student and on the right of the left handed student. Give your student a sheet of lined paper and a pencil.

Instructions to the student: Tell the student, "Write your name and the date in the upper right hand corner of the page. You are going to write the alphabet four times now. First, you will print both the upper and lower case words. Then you will do the same using handwriting. Remember not to scratch out or erase your letters."

Upper Case Printed Letters

"Please print the capital (big or upper case) letters now. Don't erase or scratch out an answer you don't like. Just write your correction next to your first answer."

Lower Case Printed Letters

"Please print the small or lower case letters now. Don't erase or scratch out an answer you don't like. Just write your correction next to your first answer."

Upper Case Handwriting

"Please handwrite the capital (big or upper case) letters now. Don't erase or scratch out an answer you don't like. Just write your correction next to your first answer."

Lower Case Handwriting

"Please handwrite the small or lower case letters now. Don't erase or scratch out an answer you don't like. Just write your correction next to your first answer."

SURVEYING WORD SKILLS

Word Pronunciation Survey

Student Name _____ Examiner Name _____ Date _____
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Goal: To determine your student's ability to pronounce some typical words including sight words, phonics, syllables, accent, and recognizing prefixes, suffixes and roots of longer words.

Materials: 2 copies of the Word Pronunciation Survey, Pencil

Optional Materials: If and when your student mispronounces a word, write in what he said, how it sounded, as best as you can. If you wish us to score this survey, add the survey to the speech tape. Be sure it is marked with her name and the date.

Directions: For this test, use a very quiet room. Sit facing your student. Hand him a copy of the survey.

Instructions to the student: Say, "Below is a list of words that start out very easy and get increasingly difficult. I am going to mark your answers. Please go slowly enough that I can write what you say. Keep on going to the end. If you make mistakes, that is ok. Just keep on going."

In	The	Fat	Stop
Run	Boy	Cub	Note
Look	Play	Stray	Three
Hear	Black	Tone	Pour
Cube	Quite	Turtle	Entrust
Hulk	Lucidity	Urgent	Likeable
Discourage	Mucous	Transparency	Reply
Squeeze	Decelerate	Bony	Disconsolate
Possession	Democracy	Pugnacious	Prejudice
Decision	Obscure	Escarpment	Phosphorescence

Spelling Survey

Student Name _____ Examiner Name _____ Date _____
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Goal: To determine your student's ability to spell some typical words. Good spelling skills help students with word recognition and pronunciation skills, just as good word pronunciation skills help with spelling skills.

Materials: Spelling Survey, Lined Paper, Pencil without an eraser

Directions: Be sure the desk and chair are at a comfortable height. Check the lighting and seating so that you can comfortably watch the student write. Sit on the left side of a right-handed student and on the right side of a left-handed student. Hand the student the lined paper and a pencil. Stop when you can see your student has made ten errors in a row.

Instructions to the student: Say, "I am going to give you a spelling test that starts with simple words and works up to complicated words. If you change your mind, do not erase or scratch out your answer. Instead, write it again on the line next to your first try. I am going to read a word, then a sentence with the word in it, and then read the word again.

to	Give the top to me.	to
bat	Hit the ball with the bat.	bat
is	The cow is brown.	is
call	I will call you on the phone.	call
toy	Here is a new toy for you.	toy
look	Look at my car.	look
might	I might give you some candy.	might
cow	The cow lives at the farm.	cow
play	Will you play with me?	play
home	I want to go home.	home
press	Press the button.	press
treat	The ice cream is a treat.	treat
under	The cat is under the chair.	under
strike	The batter will strike out.	strike
trail	Follow me down the trail	trail
brown	Mike has a brown jacket.	brown
dream	I had a good dream last night.	dream
complain	Don't complain about homework.	complain
recess	It's time for recess.	recess
turtle	The turtle likes to swim.	turtle
ridge	Let's climb up to the ridge.	ridge
clutch	This sports car has a clutch.	clutch
require	The teacher will require homework.	require
huge	Judy has a huge stuffed bear.	huge

refuse	I refuse to eat turnips.	refuse
question	Ask me another question.	question
cucumber	Put more cucumber into the salad.	cucumber
insurance	I have insurance on the car.	insurance
inquire	I will inquire at the office.	inquire
dungeon	The dragon lives in the dungeon	dungeon
appearance	My appearance made her laugh.	appearance
impression	She made a good impression.	impression
immense	That house is immense.	immense
innocent	Are you innocent or guilty?	innocent
resourceful	Joe is resourceful.	resourceful
musical	The howling dog was not musical.	musical
telescope	Look through the telescope.	telescope
thermometer	Where is the thermometer?	thermometer
exceptionally	That is exceptionally long.	exceptionally
physician	The physician was sick	physician

SURVEYING READING SKILLS

ORAL READING SURVEY

Student Name _____ Examiner Name _____ Date _____
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Goal: The Oral Reading survey measures your student's ability to read aloud paragraphs of increasing difficulty. The Oral Reading Survey reveals if your student hesitates, repeats, omits, substitutes, adds, or mispronounces words in reading. It also measures comprehension.

Materials: Teacher and Student copies of the Oral Reading Survey and a pencil.

Optional Materials: If you want to tape your student and ask us to score his word pronunciation, use a tape recorder and a clean tape marked with your student's name, your name and telephone number, or add it to his speech tape. There will be an additional charge for this service.

Directions: Ask your student to read each paragraph aloud and then answer the questions. Before going on to the next paragraph, tally the times he hesitates, repeats, omits, substitutes, adds, or mispronounces words while reading. Stop your student when he makes 10 errors in a row.

Instructions to the student: "You are going to read some paragraphs out loud. While you are reading, I am going to mark notes on my copy. I am going to ask you some questions at the end of each paragraph. Please mark your answers on the page."

A

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

**Tom has a ball.
The ball is red.
Tom likes his red ball.
He kicks hard.
He scores a point.**

- _____ 1. The Main idea of this story is that (A) Tom plays with his ball. (B) Tom loses his ball. (C) Tom loses the game.
- _____ 2. Detail: The color of the ball is (A) blue (B) red (C) brown.
- _____ 3. Vocabulary: The word, "score" means to (A) lose a point (B) win a point (C) lose the ball
- _____ 4. Inference: Tom is probably (A) playing on a team (B) playing alone (C) practicing alone

B

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

Tom has a big sister. Her name is Linda. Mother takes Tom and Linda for a treat. Tom wants a cherry soda. Linda eats a dish of ice cream. Mother does not like soda. Perhaps she will eat cake.

- _____ 5. The best title for this story is (A) A treat for the family (B) ice cream and cake (C) Tom and Linda
_____ 6. Detail: Tom's soda is (A) grape (B) cherry (C) orange.
_____ 7. Inference: The family is eating at (A) a restaurant (B) home (c) breakfast
_____ 8. Logical Conclusion: The treat this family likes is (A) sports (B) dessert (C) cake

C

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

Father took Tom and Linda out one night to see the stars. Tom saw the big dipper in the northern sky. Linda saw seven shooting stars. Linda looked through the telescope at the moon Tom was curious about the planets. His father will teach him about the stars. .

- _____ 9. The best title for this story is (a) Seeing the stars (B) The Big Dipper (C) telescopes
_____ 10. Detail: How many shooting stars did Linda see? (A) 2 (B) 5 (C) 7
_____ 11. Inference: To whom does the telescope probably belong?
(A) Father (B) Tom (C) Linda
_____ 12. Vocabulary: What does "astronomy" mean?
(A) The study of the stars (B)The story of the planets (C) The study of the northern sky
_____ 13. Logical Conclusion What do you think will happen next? (A) Tom and Linda will look at the stars again. (B) Father will make them go to bed early after this night. (C) Tom does not want to look at the stars again.

D

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

The family likes to visit the zoo to view the animals. Mother enjoys the enormous sea lions. They are her special favorites. The family stops at a pool full of playful dolphins. In the monkey house, there are many swings for the animals. Linda wants to throw peanuts to the elephant.

_____ 14. The Best title for this story is (A) A Visit to the Zoo (B) Feeding the Animals (C) The New Dolphin Pool

_____ 15. Details: The animal Mother liked best was the (A) elephant (B) the dolphins (C) the sea lion

_____ 16. Inference Where do you suppose Linda got the raw fish and peanuts (A) at the zoo (B) at home (C) at school

_____ 17. . Vocabulary: Enormous means (A) large (B) medium sized (C) small

_____ 18. . Conclusion--The family has decided (A) it is fun to visit the zoo (B) elephants like to eat peanuts (C) father prefers the sea lion

E

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

The beginning of the baseball season is exciting for Tom and Linda. They ride the bus to the stadium. Admission to the bleachers is two dollars. They use binoculars to follow the game. A batter scores a run. Once, when an infielder interfered with the runner, the umpire signalled him "safe". The situation was dangerous until the designated hitter struck out. Tom and Linda were happy as their team won the victory.

_____ 19. The Best Title for this story is (A) Safe on base (B) Good strategy (C) a Day at the Ball Park

_____ 20. Details: The tickets cost how many dollars? (A) two (B) four (C) six

_____ 21. Vocabulary: Ominous means (A) hopeful (B) threatening (C) boring

_____ 22. Inference: The family will probably (A) give up ball games (B) watch ball games on TV (C) continue to go to ball games

_____ 23. Logical conclusion: (A) It is fun to win. (B) The kids bet on games. (C) The family go to the ball games for the hot dogs.

F

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

Linda visited the museum with Mary. The girls liked the archaeology exhibit. They were awed by the huge cave paintings. Mary told Linda about the stone tools she saw in Wyoming last year. She had found very old arrowheads in a ravine. Similar stone tools were there next to the enormous mastodon skeleton.

_____ 24. Best Title is (A) archaeology (B) obsidian (C) mastodons

_____ 25. Details Where had Mary found the arrowheads?

(A) museum (B) ravine (C) Colorado

_____ 26. Inference: The Mastodon was probably killed by (A) the sandstone (B) bows and arrows (C) other artifacts

_____ 27. Vocabulary The mastodon is really (A) an elephant

(B) a type of tiger (C) a kind of tree

_____ 28. Comparison: If you compare the size of the Mastodon to Linda and Gertrude, probably the mastodon was (A) larger (B) smaller (C) the same size

G

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

Tom and his friend Jose, a refugee from Central America, went on a camping expedition to a coastal peninsula. They found evidence of a nautical catastrophe. Barnacles obscured the remnants of an anchor protruding from the sand. A tide pool in the vicinity provided the opportunity to observe aquatic predators stalk prey. A hermit crab found sanctuary in an abandoned shell. As the rising tide inexorably covered previously exposed beach, the boys took refuge on a precarious precipice. They jubilant to find the upper road accessible, emerging unscathed at a promontory overlooking the beach.

_____ 29. The Best Title for this story would be (A) An exciting day at the beach

(B) tidal pools (C) shipwrecked!

_____ 30. Detail: What evidence did the boys find of a shipwreck (A) timbers (B) barnacles (C) anchor

_____ 31. Inference: If the boys had not escaped the rising tide (A) they would have had to swim for shore (B) they would have drowned (C) they would have clung to the shipwreck.

_____ 32. A precipice is (A) a promintory (B) a steep cliff (C) a steep road

_____ 33. Logical Conclusion. We learned from this story that to be safe at the beach, you should (A) watch the tide (B) watch the crabs (C) watch out for precipices

H

Hesitates	Repeats words	Omits words	Substitutes words	Adds words	Mispronounces: Write what he said below

Gertrude was not overwhelmed by the rather mediocre television program she was watching. An archaeologist was explaining how he had deciphered Egyptian hieroglyphics which depicted the oppression of disenfranchised revolutionaries by a insufferable tyrant. Gertrude would have preferred a flamboyant chronicle of a superhero transcending inevitable doom. She was not indignant when Linda changed the channel to a zoological documentary portraying an aggressive confrontation between aquatic adversaries. An obstinate crocodile whose habitat was a stagnant tributary encountered a voracious hippopotamus. Inevitably, a commercial interrupted the imminent encounter with a message about electronic gadgets.

_____ 34. Main Idea: The main idea of this paragraph is that (A) all the TV programs were boring (B) the commercial was the only interesting show (C) Linda liked Egyptian shows.

_____ 35. Vocabulary: Zoological means (A) having to do with animals (B) having to do with zoos (C) animal wars

_____ 36. Inference: The crocodile probably lived (A) in the river (B) with the hippopotamus (C) in a marshland upriver

_____ 37. Comparison: Probably Linda preferred to listen to stories about (A) animals (B) tyrants (C) super heroes

Silent Reading Survey

Student Name _____ Examiner Name _____ Date _____
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Goal: To determine your student's silent reading speed and accuracy of comprehension

Materials: 2 Silent Reading Surveys, 2 pencils without erasers, and a clock, watch, or stop-watch that can measure seconds

Directions: Sit facing your student. Give your student a copy of the Silent Reading Survey and a pencil and keep a copy for yourself. Arrange your clock, watch or stopwatch so you can time your student's reading speed for each paragraph. Read the following instructions to your student.

Instructions to the student: "I am going to give you some paragraphs to read. After each paragraph you will answer some questions. I will time your reading. Please read at your normal speed and answer the questions on the page."

A _____ seconds

Tom lost his dog. His dog was black. The dog's name was Wolf. Tom looked for Wolf. Then, Tom saw Wolf running across the park. Tom called, "Here, Wolf!" Tom was glad to see Wolf

- _____ 1. The Best Title for this story is (A) A dog named Wolf (B) Lost and Found (C) Playing in the Park
- _____ 2. Details Wolf's fur was (A) black (B) blue (C) brown
- _____ 3. Inference Probably wolf returned when (A) Tom saw Wolf running (B) Tom called "Here, Wolf" (C) Tom waved a bone at Wolf.

B _____ seconds

Patty wanted a bicycle. She wanted a pretty pink one with purple wheels. Patty waited for her birthday. "When will I get my bike?" asked Patty. On her birthday, Patty saw a big brown box in the yard. Patty ran over and opened it. There was a beautiful pink bicycle. Patty was so very happy.

- _____ 4. Main Idea. The main idea for this selection is (A) Patty got a pink bicycle (B) purple wheels arrive (C) presents
- _____ 5. Details: Patty's bicycle had (A) pink wheels (B) purple wheels (C) brown wheels
- _____ 6. Inference: Probably, you can assume that (A) Patty needed lessons to ride her bicycle (B) Patty could ride a bicycle (C) Patty didn't want to ride a bicycle

C _____ seconds

Tom took Wolf running in the park. Patty rode with them on her new pink bicycle. "Let's have a race," said Tom. Patty rode rapidly while Tom sprinted as fast as he could. Wolf was so excited he raced ahead and won! They didn't know that Wolf could run so rapidly.

- _____ 7. The best title for this story is (A) a race in the park (B) The slow pink bicycle
(C) Tom's giant strides
- _____ 8. Details Where did the race take place? (A) the park (B) the house (C) school
- _____ 9. Vocabulary Sprint means (A) steps (B) pedal (C) run
- _____ 10. Inference: Tom, Patty and Wolf all (A) liked to exercise (B) preferred to relax in
the sun. (C) hated competition.

D _____ seconds

Tom was angry at Bob's bullying during recess. "I wish someone would get him in huge trouble" thought Tom. Just then, Bob ran down the hall pushing and shoving. Bob stepped on a bologna sandwich on the floor and skidded across the hall. Just then, Mrs. Jones walked out of her class with a vase of roses in her hand. Bob crashed into Mrs. Jones, who fell over him, spilling the water. Bob got detention and Tom got his wish.

- _____ 11. The best title for this story is (A) Tom's revenge (B) broken vases
(C) The sandwich on the floor
- _____ 12. Details: What kind of sandwich was on the floor? (A) peanut butter
(B) cheese (C) bologna
- _____ 13. Draw a conclusion One conclusion for this story would be (A) look before
you step (B) don't spill water (C) don't anger Mrs. Jones
- _____ 14. Moral The moral of the story is (A) Don't bully other people
(B) Look before you leap (C) Pushing and shoving makes a great athlete

E _____ seconds

Tom, Patty and the family went to the park for a picnic. Their location near the lake gave mother a beautiful view to admire. Father played baseball with Tom and Patty, while Mother took a nap. She awoke to a rain shower falling on her face and clothes. She yelled for assistance. Tom and Patty put the soda and food coolers in the car while Father helped mother pick up everything else. They put up their beach umbrella and had their picnic well protected from the rain.

- _____ 15. . Main idea The main idea for this story is (A) a picnic in the park
(B) fishing at the lake (C) painting at the park
- _____ 16. . Details: Father and the children were playing (A) football (B) catch (C) baseball
- _____ 17. . Inference: Do you think the family had checked the weather before they left for the park? (A) yes (B) no
- _____ 18. . Vocabulary: Assistance means (A) help (B) sitting (C) standing

F _____ seconds

Patty took her bicycle to school, even though that was forbidden. She just had to show off her new, pink and lavender bike. She even had a dress to match the colors. All her friends were jealous as Patty popped wheelies and tried to ride without hands. Patty began taking foolish risks. She tried to do a spin she hadn't mastered, and fell with her foot in the spokes. As Patty screamed and cried, the teachers came rushing out. When they extricated her foot and examined it, she had a bad bruise and scrape, but no broken bones. The spokes on the back wheel were bent badly. Nevertheless, Patty stayed the rest of the day in school. When she got home, her mother put her on restriction and locked up her bicycle for a month. Patty felt regretful and resentful. Do you think she learned her lesson?

- _____ 19. The best title for this story is (A) Look at Patty (B) Patty shows off
(C) Patty loses her bicycle
- _____ 20. Detail: What happened when Patty dropped her bicycle? (A) The spokes on the back wheel were bent badly (B) Patty tried to do a spin (C) Patty popped a wheelie
- _____ 21. Inference: How do you suppose Mother felt (A) worried about the bicycle
(B) worried about the teacher (C) worried about Patty
- _____ 22. . Vocabulary Extricated means (A) distracted (B) exasperated (C) freed
(D) repaired

G _____ seconds

Patty and Tom needed to use a pesticide to protect the garden from a centipede invasion. Their mother was apprehensive that it would contaminate the plants but they predicted that it would not contaminate their vegetables. Tom reassured his mother that the mixture the chemists had formulated was a synthetic compound with an unconditional guarantee of protection for six months. My observation, said mother, is that there is nothing to distinguish it from other pesticides. I remain skeptical. When the children used it, they became allergic with exposure to the fumes. Dejectedly, they concluded mother was correct.

- _____ 23. Main idea The main idea of this story is (A) the dangers of using pesticides (B) the unconditional guarantee (C) allergies
- _____ 24. Details: How many months was the pesticide guaranteed for? (A) two months (B) four months (C) six months
- _____ 25. Vocabulary: dejectedly means (A) happily (B) dissentingly (C) unhappily
- _____ 26. . Probably, mother (A) had studied about pesticides (B) had experimented with pesticides (C) ate only organic food.

H _____ seconds

The mythology of classical Greece was an obsessive topic of interest for Tom. He loved the symbolism of the Medusa, whose snaky tentacles grew on her head. He speculated that the squid or octopus was the tangible origin of this myth. The concept of the flying horse was not so mystifying, with an organism created arbitrarily from horse and bird. He speculated on the adverse strategy of an inadvertent connection of horse head to bird body, or, impulsively, a mystifying union of octopus head to a horse body. A naturalist would renounce such a superfluous monster as providing an exotic body with unpredictable characteristics.

- _____ 27. The Best Title for this story would be (A) Monsters for Tom (B) The Medusa (C) the Galloping squid
- _____ 28. Details The medusa grew what on her head instead of hair (A) snakes (B) feathers (C) fur
- _____ 29.. Vocabulary Mystifying means (A) confusing (B) magic (C) mediocre
- _____ 30. Inference When reading this story, one can conclude (A) all the monsters shared traits of natural animals (B) all the monsters could fly (C) all the monsters had tentacles.
- _____ 31. Conclusion: Some mythological animals (A) probably exist in the deep ocean (B) cannot exist as real animals (C) could be created using DNA from both species.