

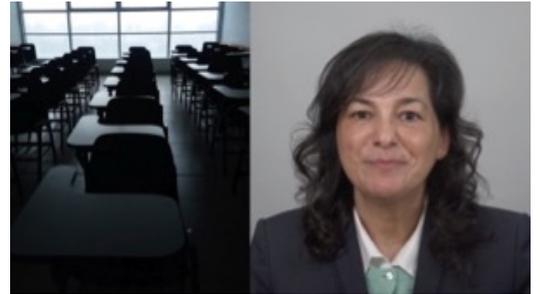
Sequence of steps for a Kindergarten child's placement in the Learn to Read Program

The purpose of this document is to provide parents or family members with a basic reading skill assessment for a child who is 5 to 6 years old. There are other assessment reviews for older students, While this assessment contains only two pages, it will provide sufficient information on where a child should begin the Learn to Read Online program.

This assessment is designed to

- 1) assess a child's recognition and recall of the consonant sounds,
- 2) determine their readiness to engage with a structured reading program

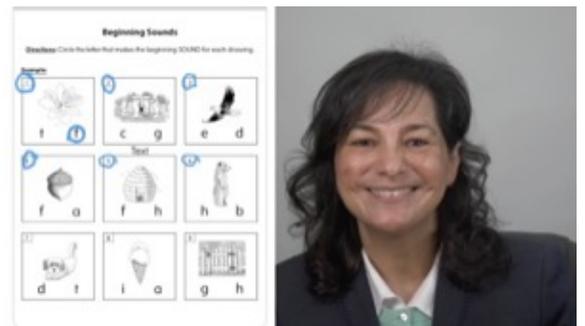
You can watch the [parent video](#) on how to administer this assessment.



Step 1

The purpose of the two assessment pages is to provide a game activity that is effective in measuring a child's understanding of consonant sounds. As a starting point, please print or open on a tablet the image on the next page.

Your role is to explain this activity to the child. You will say the word for each picture, and ask the child to circle the letter that makes the beginning sound for the word. As an option, we have included a video with the [Student instructions-A](#) (page 4) and Student instructions-B (page 13) which will provide directions to your child on how to complete each page.



[Student instructions-A](#)

The Sounds of the Letters

Beginning Sounds

Directions: Circle the letter that makes the beginning SOUND for each drawing.

Example:

1



t f

2



c g

3



e d

4



f a

5



f h

6



h b

7



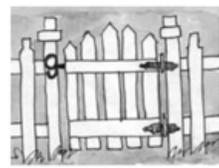
d t

8



i a

9



g h

Step 2:

This part of the assessment helps to determine a child's skills in identifying the consonant sounds represented in a spoken word.

Please open or print the "Say, Listen, and Circle Long Vowels" on the next page for the content in this lesson.

You will say the word for each picture. The child would demonstrate their skill in recognizing a spoken word with a picture by identifying the correct word. The child would then circle the word matches the picture.

Your pace in speaking the words and giving the child sufficient time to analyze the choices and circle their answer is important. Please go to a quiet place with no distractions, and create a comfortable, relaxed environment for your child.

Some areas to observe are: is your child guessing or are analyzing the two choices. Do they demonstrate confidence in their selection or are they not sure and making an educated guess.

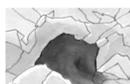
Lesson 1 Student Version

D. Say, Listen, and Circle

Directions:

- 1) Say the name for each picture out loud.
- 2) Listen carefully for the letter sound that determines the correct word.
- 3) Circle the word that names the picture.

Example:

1  cake coat	2  rope rože
3  game gate	4  bite bike
5  cane cone	6  cave cane

page 13

D. Say, Listen, and Circle**Directions:**

- 1) Say the name for each picture out loud.
- 2) Listen carefully for the letter sound that determines the correct word.
- 3) Circle the word that names the picture.

Example:

1



cake coat

2



rope ro^zse

3



game gate

4



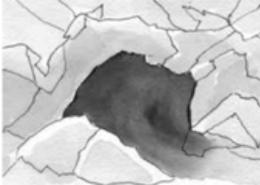
bite bike

5



cane cone

6



cave cane

Analysis

The Learn to Read Workbooks are designed as a skill-based literacy program. Post the assessment, a Kindergarten child will be assigned two workbooks:

Your child has completed two assessment pages as a method to determine an appropriate starting point. You may email or fax (866-757-6102) the completed pages to use and we can schedule a call to review. Alternatively, based the results, at this early age, you can use the information on the pages and your observations to select one of the the following options:

- A)** Children in the age group of 5-6 years old who are not familiar with the consonant sounds and the recognition of consonant sounds in a word is the most common outcome. Schools have been disrupted and progress in reading skills has been affected by a wide range of factors. The standard starting point is to fully engage in Book 1, Letter Names and Sounds. After completing the foundation in Book 1, the student should continue with Book 2, Long Vowels and Book 3, Short Vowels, learning how apply the Reading Code to reading words, phrases and sentences.
- B)** If your child demonstrates an understanding of the sounds of consonants and can identify consonant sounds from spoken words, then our recommendation is to use Book 1: The Letter Names and Sounds Workbook as a review and to introduce the Imaginary Picture Story. The Imaginary Picture Story is embedded as a key reference point to the consonant sounds throughout the Learn to Read Program. After completing the foundational Imaginary Picture Stories in Book 1, the student should continue with Book 2, Long Vowels and Book 3, Short Vowels, learning how apply the Reading Code to reading words, phrases and sentences.

There is a video lesson for each page and you or a family member can act as the Reading Coach to measure progress and engagement. We have a team of Reading Coaches who can conduct a periodic check-in reviews with your child and more extensive Progress Reviews to provide feedback on reading skill progress and activities that further support the adoption of reading skills.

We can be reached to discuss the results at info@LearnToReadOnline.org, we can also setup an online meeting using Zoom or Google Meeting.