

**Indiana Department of Education  
IREAD-K Item Sampler**

The purpose of this Item Sampler is to provide teachers and students with examples of the types of questions that may appear on the *Indiana Reading Evaluation And Determination-K* (IREAD-K) Assessment. The IREAD-K Assessment is based on the *Indiana Academic Standards English/Language Arts 2014 (IAS 2014)*. It consists of tasks that measure foundational reading skills taught through kindergarten. It includes measures of phonological awareness, letter name and letter-sound knowledge, word reading, and comprehension. Each set of phonological awareness items is preceded by two sample items. All tasks are orally administered one-on-one. The student replies orally and the teacher records the student's response in the Student Test Booklet.



**Note:** The teacher reads aloud the **boldface** text.

Correct answers appear in ( ).

The following examples illustrate the types of phonological awareness items that assess the students' understanding of the sound structure in words. The student is required to blend, segment, and manipulate syllables, onsets and rimes, and phonemes (sounds) in words. The student is also required to isolate phonemes in the initial, medial, and final positions in words.

Isolating phonemes requires recognizing the individual sounds in words and producing the phoneme in the initial, medial, or final position of the word. The following examples illustrate the types of phonological awareness tasks that assess students' understanding of the position of sounds in words.

- IAS 2014: Reading: Foundations: Phonological Awareness

- Isolate Initial Phoneme

**Listen carefully. If I say the word *bike*, I know that the first sound is /b/, *bike*, /b/.  
What is the first sound in \_\_\_\_\_?**

1. **seed** (/s/)
2. **pat** (/p/)

- Isolate Final Phoneme

**Listen carefully. If I say the word *green*, I know that the last sound is /n/, *green*, /n/.  
What is the last sound in \_\_\_\_\_?**

1. **bench** (/ch/)
2. **leaf** (/f/)

- Isolate Medial Phoneme

**Listen carefully. If I say the word *mop*, I know that the middle sound is /o/, *mop*, /o/.  
What is the middle sound in \_\_\_\_\_?**

1. **team** (/ē/)
2. **lap** (/a/)

Blending requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word. The following items illustrate the type of phonological awareness tasks that assess students' understanding of how the sounds in language are combined to form words.

➤ Blend Syllables

**Listen as I say some words in parts, then put the parts together to say the whole word. If I say *ro-bot*, and then put the parts together, the word is *robot*. Let's try some more words. What is the word?**

1. **drum-mer** (drummer)
2. **hap-pi-ness** (happiness)

➤ Blend Onsets and Rimes

**Listen as I say some words in parts, then put the parts together to say the whole word. If I say */t/-oy* and then put the parts together, the word is *toy*. Let's try some more words. What is the word?**

1. **/k/-ite** (kite)
2. **/tr/-ap** (trap)

➤ Blend Phonemes

**Listen as I say the sounds in a word, then put the sounds together to say the whole word. If I say, */f/-/u/-/n/*, and then put the sounds together, the word is *fun*. Now I will say some more sounds. Put the sounds together to make the word. What is the word?**

1. **/m/-/ī/** (my)
2. **/k/-/u/-/p/** (cup)

Segmenting requires breaking a word into its sounds and producing the separate sounds. The following items illustrate the types of segmenting task that assesses students' understanding of how the sounds in words can be separated.

➤ Segmenting Syllables

**We are going to play a game with some words. I am going to say a word and then I will break the word into syllables. Listen, *birthday*, *birth-day*. Now I have some more words. Tell me the syllables in \_\_\_\_\_.**

1. **summer** (sum-mer)
2. **beautiful** (beau-ti-ful)

➤ Segmenting Onsets and Rimes

**Let's play a different game with some words. This time I am going to say the first sounds of the word and then the last part. Listen, *time*, */t/-ime*. Now I have some more words. Tell me the word parts in \_\_\_\_\_.**

1. **sail** (/s/-ail)
2. **block** (/bl/-ock)

➤ Segmenting Phoneme

**We are going to play a game with some words. I am going to say a word and then I will separate all the sounds in the word. Listen, *sand*, */s/-/a/-/n/-/d/*. Now I have some more words. Tell me the sounds in \_\_\_\_\_.**

1. **she** (/sh/-/ē/)
2. **crow** (/k/-/r/-/o/)

Manipulating word parts requires producing a new word after a sound or sounds have been added, deleted, or substituted. The following items illustrate the types of phonological awareness tasks that assess students' understanding of the sound structure of language.

➤ Delete Initial Word Part

Let's play a word game. If I say **cardboard**, then say **cardboard** without saying **card**, the word would be **board**. Now let's try some more words.

1. Say **homework**. Say **homework** without saying **home**. (work)
2. Say **bookshelf**. Say **bookshelf** without saying **book**. (shelf)

➤ Delete Final Word Part

Let's play a word game. If I say **cupcake** and then say **cupcake** without saying **cake**, the word would be **cup**. Now let's try some more words.

1. Say **baseball**. Say **baseball** without saying **ball**. (base)
2. Say **lunchroom**. Say **lunchroom** without saying **room**. (lunch)

➤ Delete Initial Phoneme

Let's play a word game. If I say **rat** without saying **/r/**, the word would be **at**. Now let's try some more words.

1. Say **sit**. Say **sit** without saying **/s/**. (it)
2. Say **drain**. Say **drain** without saying **/d/**. (rain)

➤ Delete Final Phoneme

Let's play a word game. If I say **neat** without saying **/t/**, the word would be **knee**. Now let's try some more words.

1. Say **rhyme**. Now say **rhyme** without saying **/m/**. (rye)
2. Say **lamp**. Now say **lamp** without saying **/p/**. (lamb)

## Script for Fluency

### ➤ Fluency, Listening Comprehension, and Reading Comprehension

The following story excerpt and two sample questions illustrate the types of items that assess students' comprehension of literary and nonfiction text. The student reads the story aloud and orally answers questions asked by the teacher. For students who are unable to read the story with at least 90% accuracy, the teacher reads a story and then asks the corresponding questions.

Number of words read correctly _____	Time in seconds _____
<b>Formula:</b> $\frac{\text{\# of words read correctly}}{\text{Time in seconds}}$	X 60 seconds = WCPM

- IAS 2014: Reading: Foundations: Fluency
- IAS 2014: Reading: Literature
- IAS 2014: Reading: Nonfiction

*Say to the student: I want you to read a story out loud. If you do not know a word, I will read the word for you. Keep reading until I say “stop”. When you are finished reading, I will ask you some questions about what you have read. The title is “Out to Play”. Put your finger on the first word. Ready? Begin. Point to the first word of the passage and start the stopwatch after the student reads the first word.*

### Out to Play

Word Count: 82

Ben and Kim want to play.

They run to Mom.

“Can we go out to play?”

Mom said, “Did you make your bed?”

Ben said, “No.”

Kim said, “Yes.”

Mom said, “Kim can play now. But Ben has a job to do.”

Kim saw Ben look sad.

She said, “I will help! Then you can play, too.”

Ben had a big hug for her.

He is glad.

Ben and Kim go to do the job.

Soon they will go out to play.

## Script for Reading Comprehension Questions

Say to the student: **Now I am going to ask you some questions about what you have just read. You may look back over the story to answer the questions. Do the best that you can.** Ask and score comprehension questions.

Questions	Acceptable Answers	Student Response	Score
1. Why couldn't Ben go out to play?	<ul style="list-style-type: none"> <li>Ben did not make his bed.</li> <li>Ben had a job to do.</li> </ul>		1
2. What did Kim do that made Ben glad?	<ul style="list-style-type: none"> <li>Kim said she would help Ben, so he could go out to play, too.</li> <li>Kim helped Ben make his bed.</li> </ul>		1

### Script for Listening Comprehension

➤ Listening Comprehension

This is an example listening comprehension passage and two sample questions that illustrate how comprehension is assessed for those students who are unable to read the reading comprehension story with at least 90% accuracy. The teacher reads the listening comprehension story aloud and then asks the corresponding questions.

Say to the student: **I am going to read “Can you Guess?” to you. When I am finished reading, I will ask you some questions about what we have read. Listen carefully.** *Read the passage to the student.*

#### Can You Guess?

I am thinking of something that has stood still for over two hundred years! It is tall and lives outside. It also changes costumes four times a year. Do you know what it is? If you said “tree,” you guessed it! I am thinking of a tree -- an oak tree.

The oak tree is strong. Its heavy trunk stretches high toward the sky. Its leaves do not stay the same all year long. Spring turns to summer. Then fall turns to winter. Each season, the tree wears its leaves in a way that is special.

In spring, the tree's branches grow tiny new sprouts. Little green leaves sprinkle the tree tops. By summer, the leaves are bigger. Dark green covers the tree like a blanket. In the fall, the big oak wears bright colors. Its leaves turn to orange, gold, and red. Soon the oak tree gets ready for winter. One by one, its leaves drop to the ground. Finally, the tree's branches are bare. Winter wraps the tree in a coat of ice. It sparkles in the sun.

The oak tree changes costumes four times a year:

- light green in spring,
- dark green in summer,
- bright colors in the fall,
- a coat of ice in winter.

Which of these costumes do you like the best?

NOTE: *The sample story on page 5 addresses Indiana's Academic Standards for Science: Standard 3, Life Science*

### Script for Listening Comprehension Questions

After reading the passage say: Now I am going to ask you some questions about what I just read.

Questions	Acceptable Answers	Student Response	Score
1. During which season is the oak tree the most colorful?	<ul style="list-style-type: none"><li>• in the fall</li></ul>		1
2. How does the oak tree change from fall to winter?	In the fall: <ul style="list-style-type: none"><li>• it has bright leaves</li><li>• the leaves turn colors</li><li>• the leaves drop one by one</li></ul> In the winter <ul style="list-style-type: none"><li>• its branches are bare</li><li>• it wears a coat of ice (is covered in)</li></ul>		1