

**Indiana Department of Education
IREAD-1 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-1* (IREAD-1) Assessment. The IREAD-1 Assessment is based on *Indiana Academic Standards English/Language Arts 2014* (IAS 2014). It consists of tasks that measure foundational reading skills taught through first grade. It includes measures of phonological awareness, phonics, word reading, spelling, and reading comprehension. Sample items are provided for phonological awareness and phonics items. All tasks are orally administered one-on-one, with the exception of spelling and letter substitution which can be administered one-on-one or in a small group setting. The students are required to write their responses for these two tasks. For all other tasks, 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' ability to isolate, blend and segment phonemes 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. **thin** (/th/)
2. **group** (/g/)

- 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. **tease** (/z/)
2. **rush** (/sh/)

- 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. **room** (/oo/)
2. **cart** (/ar/)

Blending requires listening to a sequence of separately spoken sounds and combining them to form a recognizable word. The following item illustrates the type of phonological awareness task that assesses students' understanding of how the sounds in language can be combined to form words.

➤ Blend Phonemes

Listen as I say some sounds in a word, then put the sounds together to make a word. If I say, /k/-/l/-/ou/-/d/, I know the word is cloud. Now I will say some more sounds. Put the sounds together to make a word. Listen. _____ What is the word?

1. /m/-/i/-/t/ (might)
2. /s/-/t/-/o/-/p/ (stop)

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

➤ 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. **sheep** (/sh/-/ē/-/p/)
2. **crop** (/k/-/r/-/o/-/p/)

Substitute letters requires replacing a letter(s) in a word to make a new word. Substituting letters provides information about students' word analysis skills.

➤ Substitute Initial Consonants

Let's make some words. Uncover the row.

1. **This word is tall. Point to the first word. How tall are you?**
2. **In box #1, make the word ball. The boy threw the ball. Wait for the student to respond.**
3. **In box #2, make the word hall. Please be quiet in the hall. Wait for the student to respond.**
4. **In box #3, make the word small. The puppy is very small. Wait for the student to respond.**

tall	1. (b) all	2. (h) all	3. (sm) all
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➤ Substitute Final Consonants

Let's make some words. Uncover the row.

1. **This word is bib. Point to the first word. The bib kept the baby's dress clean?**
2. **In box #1, make the word bit. The girl bit into an apple. Wait for the student to respond.**
3. **In box #2, make the word big. Mary had a big book. Wait for the student to respond.**
4. **In box #3, make the word bill. The duck's bill is yellow. Wait for the student to respond.**

bib	1. bi (t)	2. bi (g)	3. bi (ll)
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➤ Substitute Medial Consonants

Let's make some words. *Uncover the row.*

1. **This word is set.** *Point to the first word. Mom got a new set of dishes.*
2. **In box #1, make the word sit.** *Don't sit on the wet paint. Wait for the student to respond.*
3. **In box #2, make the word sat.** *The cat sat on the rug. Wait for the student to respond.*
4. **In box #3, make the word suit.** *Dad looked good in his new suit. Wait for the student to respond.*

set	1. s (i) t	2. s (a) t	3. s (ui) t
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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 _____
Formula: $\frac{\# \text{ of words read correctly}}{\text{Time in seconds}}$	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 "Helping". 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.*

Helping

Word Count: 224

It was sunny fall day. Alan was raking leaves in the front yard. He was helping his father. Alan had a hard time raking. He said, "This rake does not work for me. I need the rake with a shorter handle." He started walking toward the house but he quickly stopped. He saw something move in the bushes. "What was that?" he asked.

Alan crept slowly toward the bushes. He got down on his hands and knees. He peeked behind the bush. There, he saw a dog lying on the ground.

He quickly ran to father. Alan shouted, "There is a dog in the bushes!" Father raced over.

Alan pointed toward the dog. "See! He looks hungry." Father pulled the dog from behind the bushes. He said, "He has a dog collar. The collar has a tag with a name on it."

Alan asked, "What is his name?"

Father said, "Sandy."

Alan asked, "Can we keep him?"

"No," Father stated. "This dog has an owner. He is the one who put the collar on the dog and gave him a name. We need to return the dog to his owner."

Alan asked, "How can we do that?"

Father said, "We put an ad in the newspaper. The ad lets the owner know that we have found his dog. He will call us and pick up his dog. You can help me write the ad."

NOTE: *The sample story above addresses Indiana's Academic Standards for Social Studies: Standard 2, Civics & Government*

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. Who are the characters in this story?	Name 2 items: <ul style="list-style-type: none">• Alan (a boy)• His father• Sandy (a dog)		1
2. What happens in the story that shows Father and Alan are honest?	<ul style="list-style-type: none">• They write/put an ad in the newspaper (to return the dog to his owner).• They try to find the dog's owner.		1

Script for Listening Comprehension Story

➤ 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 “Dancing Snowflakes” 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.

Dancing Snowflakes

The twins woke up full of excitement. Jada and Jasmine bounced out of bed. For days they had waited for the Winter Festival, and, finally, it was here!

Both girls raced to the window. They peeked through the curtains. Outside, they saw that it had rained. They were hoping to see snow. Jada said, “It must not be cold enough to snow. I guess there will be no sledding at the Winter Festival.”

Suddenly, Jasmine gasped, “Look! The little red wagon!”

Jada shrugged her shoulders, “It’s just full of water.” The girls had left their wagon outside the night before Jasmine stated, “But look closer.” She knew a secret that Jada had not noticed.

Jada was ready to argue but something made her stop. At that moment, she saw a little red bird fly down to the wagon. It landed on the water. She asked, “How is that possible? Birds can’t stand on water!”

Jada had to find out for herself! So she quickly changed into warm clothes. Jasmine decided to go outside with her. They buttoned up their winter coats.

Cold air tingled their noses as they raced out the door toward the wagon. Jada found just what Jasmine had suspected all along. The rainwater had frozen into a solid block of ice.

Jada gasped, “This means that it’s cold enough to snow!”

Jasmine shouted excitedly, “Snow for the Winter Festival!” Both girls hopped up and down for joy. They did not notice small white specks starting to fall from the sky.

Suddenly, Jada gripped Jasmine’s arm. She saw flakes landing on her sister’s shoulder. Jada shouted, “Look! Snow!”

Both girls squealed with laughter. They opened their mouths to catch snowflakes on their tongues. Twirling and leaping, they danced around, trying to catch more snowflakes.

NOTE: *The sample story above addresses Indiana’s Academic Standards for Science: Standard 1, Physical 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. What is this story mostly about?	Two girls (twins, sisters) who: <ul style="list-style-type: none">• were outside in the snow (playing, dancing)• wanted (waited, getting ready for) the Winter Festival		1
2. In the story, Jada said, "Birds can't stand on water." What did Jada discover was the reason why that was possible?	<ul style="list-style-type: none">• The water (rain) had frozen into a solid block of ice.• It (the air) was cold enough to freeze the water (rain).		1