The Parent-Child Reading System, a way of organizing instructional materials for reading so that parents can become continuously involved in helping to improve their children's reading abilities, may be used in connection with family learning center workshops, in schools, or in institutions maintaining contact with schools. This document contains the first set of posttests which determine whether children have mastered the skills on which they and their parents have been working. The format of the posttests is varied and is determined by the level of difficulty and the nature of the objective being tested. (JM)
The Des Moines Family Learning Project
is a joint effort of the Des Moines Public Schools
and the Des Moines Area Community College

Operated by
The Department of Community and Adult Education
Des Moines Schools
1800 Grand
Des Moines, Iowa 50307

Dr. Gareld Jackson, Director

Materials Created and Adapted by
Anita Aymer, Beverly Horwitz, Marsha Laurenzo
Cynthia Sears, Molly Tedesco

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DIRECTIONS: Ask the child to sing the patterns you tell him. For example:

1. high high low

2. low high low

3. low low high

4. high low low

5. low high high

6. high low high

7. high high high

8. high low high

9. low low low

10. low low high

11. high high low

12. low high high

Score
DIRECTIONS: Ask the child to sing the patterns you tell him. For example:

1. high high low
2. low high low
3. low low high
4. high low low
5. low high high
6. high low high
7. high high high
8. high low high
9. low low low
10. low low high
11. high high low
12. low high high

Score

DIRECTIONS: Ask the child to "hum" the pattern you give him. Use words in place of sounds. Examples: run rabbit run

1. long short short = __ __ __
2. short long long = __ __ __
3. long long long = __ __ __
4. short short short = __ __ __
5. short long short = __ __ __
6. long short long = __ __ __
7. short short long = __ __ __
8. long short long = __ __ __
9. long long short = __ __ __
10. short short short = __ __ __
11. long short short = __ __ __
12. short long short = __ __ __

Score __________
THE PCRS

NAME ________________________  DATE ____________________

Self Checking

POST-TEST

• 010

Page 2

DIRECTIONS: Ask the child to "hum" the pattern you give him. Use words in place of sounds. Examples: run rabbit run

1. long short short = __ __ __
2. short long long = ___ ___ ___
3. long long long = ___ ___ ___
4. short short short = ___ ___ ___
5. short long short = ___ ___ ___
6. long short long = ___ ___ ___
7. short short long = ___ ___ ___
8. long short long = ___ ___ ___
9. long long short = ___ ___ ___
10. short short short = ___ ___ ___
11. long short short = ___ ___ ___
12. short long short = ___ ___ ___

Score

DIRECTIONS: Read the child the following directions and ask him to produce the loud -- soft patterns. Vary the pattern for each child being tested.

1. loud loud loud
2. soft soft soft
3. loud soft loud
4. soft soft loud
5. soft loud loud
6. soft loud soft
7. loud soft soft
8. loud soft loud
9. soft soft loud
10. soft loud soft
11. loud loud soft
12. soft loud loud

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 5
DIRECTIONS: Read the child the following directions and ask him to produce the loud -- soft patterns. Vary the pattern for each child being tested.

1. loud loud loud
2. soft soft soft
3. loud soft loud
4. soft soft loud
5. soft loud loud
6. soft loud soft
7. loud soft soft
8. loud soft loud
9. soft soft loud
10. soft loud soft
11. loud loud soft
12. soft loud loud

Score

DIRECTIONS: The rhythm of each pattern must be established and maintained very accurately. Clap for each child as he has a turn in the testing. Select three of the rhythms for each child being tested. Establish the tapping pattern (clap, or tap each pattern as shown three times) and instruct the child to tap the same pattern he hears (in his turn). Do not count off for a tag-end beat (X X X O / X X X O). Give credit for the rhythm (X O X X / X O X X).

Key: X = one beat (tap or clap)  O = one rest
Patterns are given in 4/4 time.

1. X O X X / X O X X
2. X O X O / X O X O
3. X O O X / X O O X
4. X X O X / X X O X
5. X X X X / X X X X
6. X X X O / X X X O
7. X X X O / X X X O
8. X X O O / X X O O
9. X O X O / X O X O
10. X O X X / X O X X
11. X X O X / X X O X
12. X O O X / X O O X

Score
Directions: The rhythm of each pattern must be established and maintained very accurately. Clap for each child as he has a turn in the testing. Select three of the rhythms for each child being tested. Establish the tapping pattern (clap, or tap each pattern as shown three times) and instruct the child to tap the same pattern he hears (in his turn). Do not count off for a tag-end beat (X X O O / X X O O ). Give credit for the rhythm (X O X X / X O X X ).

Key: X = one beat (tap or clap)  O = one rest
Patterns are given in 4/4 time.

1. X O X X / X O X X
2. X O X O / X O X O
3. X O O X / X O O X
4. X X O X / X X O X
5. X X X X / X X X X
6. X X X O / X X X O
7. X X X X / X X X O
8. X X O O / X X O O
9. X O X O / X O X O
10. X O X X / X O X X
11. X X O X / X X O X
12. X O O X / X O O X

Score

DIRECTIONS: Read the word pairs to the child. Ask if they are the same word or two different words.

1. stare -- stare
2. head -- head
3. rack -- wreath
4. tune -- tune
5. vest -- vest
6. vain -- main
7. pale -- pain
8. cube -- cub
9. sock -- soak
10. hail -- meal
DIRECTIONS: Read the word pairs to the child. Ask if they are the same word or two different words.

1. stare -- stare  SAME
2. head -- head  SAME
3. rack -- wreath  Different
4. tune -- tune  Different
5. vest -- vest  SAME
6. vain -- main  Different
7. pale -- pain  Different
8. cube -- cub  Different
9. sock -- soak  Different
10. hail -- meal  Different
DIRECTIONS: Circle S if the beginning sounds are the same. Circle D if the beginning sounds are different.

1. S  D
2. S  D
3. S  D
4. S  D
5. S  D
6. S  D
7. S  D
8. S  D
9. S  D
10. S  D
11. S  D
12. S  D

Score
DIRECTIONS: Circle S if the beginning sounds are the same. Circle D if the beginning sounds are different.

1. S  D
2. S  D
3. S  D
4. S  D
5. S  D
6. S  D
7. S  D
8. S  D
9. S  D
10. S  D
11. S  D
12. S  D

Score
THE PCRS

NAME ____________________________________________

DATE __________________________

DIRECTIONS: In each row, circle the pictures that rhyme.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>Row 2</th>
<th>Row 3</th>
<th>Row 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Bucket]</td>
<td>![Chair]</td>
<td>![Ice cream]</td>
<td>![Bell]</td>
</tr>
<tr>
<td>![Ball]</td>
<td>![Ear]</td>
<td>![Spoon]</td>
<td>![Rose]</td>
</tr>
<tr>
<td>![Knife]</td>
<td>![ Deer]</td>
<td>![Bone]</td>
<td>![Nose]</td>
</tr>
</tbody>
</table>

Score

POST-TEST 013

Page 1
DIRECTIONS: In each row, circle the pictures that rhyme.
DIRECTIONS: In each row, circle the pictures that rhyme.

Row 5
- Pancake
- Rake
- Drum

Row 6
- Stars
- Moon
- Fork

Row 7
- Sock
- Padlock
- Shovel

Row 8
- Sun
- Gun
- Bat
DIRECTIONS: In each row, circle the pictures that rhyme.
THE PCRS

DIRECTIONS: Circle the pictures that rhyme with the first picture.

Row 1
- Mouse
- Log
- Dog
- House

Row 2
- Chain
- Mouse
- Train
- Alarm Clock

Row 3
- Spoon
- Skunk
- Moon
- Knife

Row 4
- Frog
- Mouse
- Log
- Dog

Score

20

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 17
### DIRECTIONS:
Circle the pictures that rhyme with the first picture.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score**
THE PCRS

DIRECTIONS: Circle the pictures that rhyme with the first picture.

Score
# System 1 Read

**Directions:** Circle the pictures that rhyme with the first picture.

<table>
<thead>
<tr>
<th>Row 5</th>
<th>Row 6</th>
<th>Row 7</th>
<th>Row 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>key</td>
<td>car</td>
<td>sail</td>
<td>clock</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score:** [ ]
DIRECTIONS: Ask your teacher to read the words on the bottom of the page. Say whether the letter is beginning, middle or ending.

1. Tolling  S  Selfish
2. Bargain  G  Returning
3. About    N  Nineteen
4. Age      I  Relinquish
5. Sailboat A  Estimate
6. Cigarette E  Equal

Score
DIRECTIONS: Get test tape 018. Use the post-test side. Follow the directions.

<table>
<thead>
<tr>
<th>Beginning</th>
<th>Middle</th>
<th>Ending</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: Give the isolated sounds; the child is to blend them and tell you what the word is.

<table>
<thead>
<tr>
<th>Tester Isolated Sounds</th>
<th>Child Blended</th>
<th>Child Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fat</td>
<td>fat</td>
<td>fat</td>
</tr>
<tr>
<td>2. go</td>
<td>go</td>
<td>go</td>
</tr>
<tr>
<td>3. fight</td>
<td>fight</td>
<td>fight</td>
</tr>
<tr>
<td>4. cry</td>
<td>cry</td>
<td>cry</td>
</tr>
<tr>
<td>5. train</td>
<td>train</td>
<td>train</td>
</tr>
<tr>
<td>6. kite</td>
<td>kite</td>
<td>kite</td>
</tr>
<tr>
<td>7. ride</td>
<td>ride</td>
<td>ride</td>
</tr>
<tr>
<td>8. fast</td>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td>9. slide</td>
<td>slide</td>
<td>slide</td>
</tr>
<tr>
<td>10. home</td>
<td>home</td>
<td>home</td>
</tr>
<tr>
<td>11. bat</td>
<td>bat</td>
<td>bat</td>
</tr>
<tr>
<td>12. fall</td>
<td>fall</td>
<td>fall</td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Give the isolated sounds; the child is to blend them and tell you what the word is.

<table>
<thead>
<tr>
<th>Tester Isolated Sounds</th>
<th>Child Blended</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fat</td>
<td>fat</td>
<td>fat</td>
</tr>
<tr>
<td>2. go</td>
<td>go</td>
<td>go</td>
</tr>
<tr>
<td>3. fight</td>
<td>fight</td>
<td>fight</td>
</tr>
<tr>
<td>4. cry</td>
<td>cry</td>
<td>cry</td>
</tr>
<tr>
<td>5. train</td>
<td>train</td>
<td>train</td>
</tr>
<tr>
<td>6. kite e</td>
<td>kite</td>
<td>kite</td>
</tr>
<tr>
<td>7. ride</td>
<td>ride</td>
<td>ride</td>
</tr>
<tr>
<td>8. fast</td>
<td>fast</td>
<td>fast</td>
</tr>
<tr>
<td>9. slide</td>
<td>slide</td>
<td>slide</td>
</tr>
<tr>
<td>10. home</td>
<td>home</td>
<td>home</td>
</tr>
<tr>
<td>11. bat</td>
<td>bat</td>
<td>bat</td>
</tr>
<tr>
<td>12. fall</td>
<td>fall</td>
<td>fall</td>
</tr>
</tbody>
</table>
DIRECTIONS: Ask the child to correct the changes as you read the passages.

Jack and Jane went up the hill.
To steal a pail of water.
Jack jumped down and broke his crown.
And Jane came stumbling after.

Hey diddle, diddle, the fish and the fiddle.
The cat jumped over the broom.
The little dog laughed to see such fun,
And the plate ran away with the spoon.

Mary had a great big cow,
Its hair was white as snow.
And everywhere that Linda went,
The cow was sure to go.

Little girl blue
Come play your horn,
The goats are in the fields,
And the cows look so forelorn.

This little hog went to market.
This big pig stayed home.
This little pig had cooked beef.
This little pig had porridge.
This little pig went hippity hop all the way home.

Score

28
DIRECTIONS: Ask the child to correct the changes as you read the passages.

Jack and Jane went up the hill.
To steal a pail of water.
Jack jumped down and broke his crown.
And Jane came stumbling after.

Hey diddle, diddle, the fish and the fiddle.
The cat jumped over the broom.
The little dog laughed to see such fun,
And the plate ran away with the spoon.

Mary had a great big cow,
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Little girl blue
Come play your horn,
The goats are in the fields,
And the cows look so forelorn.

This little hog went to market.
This big pig stayed home.
This little pig had cooked beef.
This little pig had porridge.
This little pig went hippity hop all the way home.

Score

THE PCRS

NAME ____________________________

DATE ____________________________

POST-TEST 022

DIRECTIONS: Flash color card and have the child name a color in turn. Be sure each child identifies red, blue, yellow, orange, green, purple.

Score ____________________________

30

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 27
THE PCRS

DIRECTIONS: Flash color card and have the child name a color in turn. Be sure each child identifies red, blue, yellow, orange, green, purple.

Score

DIRECTIONS: Have the child name and point to all the pictures as we do in our reading books in the rows below. He should "read" from left to right. (Give each child a chance to read 3 pictures.) or Give each child a set of 2 sequence cards and ask him to arrange them. See if he arranges them in the right order.
DIRECTIONS: Have the child name and point to all the pictures as we do in our reading books in the rows below. He should "read" from left to right. (Give each child a chance to read 3 pictures.) or Give each child a set of 2 sequence cards and ask him to arrange them. See if he arranges them in the right order.
THE PCRS

DIRECTIONS: Look at each row of objects. Circle all of the objects that look like the first one in each row.

1 2 3 4 5

Score

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS

PT: 31
**THE PCRS**

Directions: Look at each row of objects. Circle all of the objects that look like the first one in each row.

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>△</td>
<td>△</td>
<td>△</td>
<td>△</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
</tr>
<tr>
<td>3</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
</tr>
<tr>
<td>4</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
</tr>
<tr>
<td>5</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
<td>◊</td>
</tr>
</tbody>
</table>

Score: [ ]
DIRECTIONS: Look at each row of letters. Circle all of the letters that look like the first one in each row.

<table>
<thead>
<tr>
<th>a</th>
<th>c</th>
<th>a</th>
<th>a</th>
<th>a</th>
<th>b</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>b</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>d</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>P</td>
<td>B</td>
<td>D</td>
<td>B</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>G</td>
<td>C</td>
<td>G</td>
<td>D</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>R</td>
<td>P</td>
<td>R</td>
<td>D</td>
<td>R</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>W</td>
<td>M</td>
<td>W</td>
<td>m</td>
<td>W</td>
<td>V</td>
<td>V</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Y</td>
<td>X</td>
<td>Y</td>
<td>Y</td>
</tr>
</tbody>
</table>

Score:

36
DIRECTIONS: Look at each row of letters. Circle all of the letters that look like the first one in each row.

<table>
<thead>
<tr>
<th>a</th>
<th>c</th>
<th>a</th>
<th>a</th>
<th>b</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>d</td>
<td>b</td>
<td>d</td>
<td>d</td>
<td>d</td>
<td>b</td>
</tr>
<tr>
<td>B</td>
<td>B</td>
<td>P</td>
<td>B</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>C</td>
<td>G</td>
<td>C</td>
<td>G</td>
<td>D</td>
<td>C</td>
</tr>
<tr>
<td>R</td>
<td>P</td>
<td>R</td>
<td>D</td>
<td>R</td>
<td>R</td>
</tr>
<tr>
<td>W</td>
<td>M</td>
<td>W</td>
<td>m</td>
<td>W</td>
<td>V</td>
</tr>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>Y</td>
<td>Y</td>
<td>X</td>
</tr>
</tbody>
</table>

Score
THE PCRS

NAME
DATE

DIRECTIONS: Look at each picture. Draw in the missing part.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 

Score

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS
DIRECTIONS: Look at each picture. Draw in the missing part.
DIRECTIONS: Look at the key word. Circle the word that is the SAME as the key word.

1. then       ten       thin       the       then       me
2. when       with      when      may       what       wan
3. said       tell       said      they      sail       sated
4. funny      found      funny     but       finny      have
5. think      pretty     white     think     take       thank
6. around     better     around    pretty     arose      from
7. want       white      who       want     went       were
8. his        him        his       hot       at        hip
9. no         go         no        not       so        she
10. this       draw      this      that      they       tell

Score
DIRECTIONS: Look at the key word. Circle the word that is the SAME as the key word.

1. then 
   ten  thin  the  then  me
2. when 
   with  when  may  what  wan
3. said 
   tell  said  they  sail  sated
4. funny 
   found  funny  but  finny  have
5. think 
   pretty  white  think  take  thank
6. around 
   better  around  pretty  arose  from
7. want 
   white  who  want  went  were
8. his 
   him  his  hot  at  hip
9. no 
   go  no  not  so  she
10. this 
    draw  this  that  they  tell

Score
### DIRECTIONS:
Look at each set of words below. One of the words has a letter or letters missing. Add a letter to make the words look the same.

<table>
<thead>
<tr>
<th>Box</th>
<th>Hum</th>
<th>Mom</th>
</tr>
</thead>
<tbody>
<tr>
<td>_ox</td>
<td>_um</td>
<td>_om</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bat</th>
<th>Rob</th>
<th>Fit</th>
</tr>
</thead>
<tbody>
<tr>
<td>_t</td>
<td><em>o</em></td>
<td><em>i</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Rug</th>
<th>Sam</th>
<th>Paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>_g</td>
<td>S_m</td>
<td>p_d</td>
</tr>
</tbody>
</table>

**Score** 

**ADAPTED FROM SYSTEM I READ**

OMAHA PUBLIC SCHOOLS

PT: 39
**DIRECTIONS:** Look at each set of words below. One of the words has a
letter or letters missing. Add a letter to make the words look the same.

<table>
<thead>
<tr>
<th>box</th>
<th>hum</th>
<th>Mom</th>
</tr>
</thead>
<tbody>
<tr>
<td>box</td>
<td>hum</td>
<td>Mom</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>bat</th>
<th>rob</th>
<th>fit</th>
</tr>
</thead>
<tbody>
<tr>
<td>bat</td>
<td>rob</td>
<td>fit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>rug</th>
<th>Sam</th>
<th>paid</th>
</tr>
</thead>
<tbody>
<tr>
<td>rug</td>
<td>Sam</td>
<td>paid</td>
</tr>
</tbody>
</table>
DIRECTIONS: Look at the underlined word in each row. Circle all the words that have the same ending as the underlined word.

Example: hand  hane  sand  ban

1. track  sack  shut  back
2. shell  fell  trap  look
3. book  hook  look  took
4. ham  dog  hog  ram
5. spoon  balloon  home  cat
6. cat  frog  rat  hat
7. rose  caught  hose  clock
8. clock  rock  sock  block

Score

44
DIRECTIONS: Look at the underlined word in each row. Circle all the words that have the same ending as the underlined word.

Example: hand hane sand ban

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. track</td>
<td>sack</td>
<td>shut</td>
<td>back</td>
<td></td>
</tr>
<tr>
<td>2. shell</td>
<td>fell</td>
<td>trap</td>
<td>look</td>
<td></td>
</tr>
<tr>
<td>3. book</td>
<td>hook</td>
<td>look</td>
<td>took</td>
<td></td>
</tr>
<tr>
<td>4. ham</td>
<td>dog</td>
<td>hog</td>
<td>ram</td>
<td></td>
</tr>
<tr>
<td>5. spoon</td>
<td>balloon</td>
<td>home</td>
<td>cat</td>
<td></td>
</tr>
<tr>
<td>6. cat</td>
<td>frog</td>
<td>rat</td>
<td>hat</td>
<td></td>
</tr>
<tr>
<td>7. rose</td>
<td>caught</td>
<td>nose</td>
<td>clock</td>
<td></td>
</tr>
<tr>
<td>8. clock</td>
<td>rock</td>
<td>sock</td>
<td>block</td>
<td></td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Show the child three name cards and ask him to choose the name card that has _______ _________ (his name) on it.
DIRECTIONS: Show the child three name cards and ask him to choose the name card that has (his name) on it.
DIRECTIONS: Ask the child to make a line from left to right (from X) across the paper.
DIRECTIONS: Ask the child to make a line from left to right (from X) across the paper.

X

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THE PCRS

NAME_______________________

DATE________________________

DIRECTIONS: Have the child draw three vertical (up and down, top to bottom) lines across the page, left to right.

Score [ ]

50
DIRECTIONS: Have the child draw three vertical (up and down, top to bottom) lines across the page, left to right.

DIRECTIONS: Have the child make a row of four marks on a page (top to bottom). Then give him another sheet of paper and have him reproduce his first row of marks after looking at that page.
THE PCRS

NAME: ________________________________ Self Checking
DATE: ________________________________ POST-TEST 033

DIRECTIONS: Have the child make a row of four marks on a page (top to bottom). Then give him another sheet of paper and have him reproduce his first row of marks after looking at that page.

Score: ________________________________

53

**DIRECTIONS:** Tell the child "Make a mark for the words that I read to you." Give him paper and pencil.

**Story:** (read slowly)
I saw a little bunny go hop, hop, hop.
I said to him, "Stop, stop, stop."
DIRECTIONS: Tell the child "Make a mark for the words that I read to you." Give him paper and pencil.

Story: (read slowly)
I saw a little bunny go hop, hop, hop.
I said to him, "Stop, stop, stop."

Score
THE PCRS

DIRECTIONS: Look at the letter at the beginning of each row. Mark all the letters that look like or belong to the beginning letter in each row.

Ex. M m w M x N

1. B b d B b d
2. i i m w i n m
3. j k J j g J
4. u v u w u U
5. x Y x X Y X
6. t T h T h
7. n u N n u n
8. c c e C e E
9. S c s e S s
10. p p g q p p

Score

56

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 53
DIRECTIONS: Look at the letter at the beginning of each row. Mark all the letters that look like or belong to the beginning letter in each row.

Ex. M m w M x N

1. B
   b d B b d

2. i
   m w l n m

3. j
   k J i g J

4. u
   v u w u U

5. x
   y X X Y X

6. t
   t I h T h

7. n
   u : n u n

8. c
   c e C e E

9. S
   c s e S s

10. p
    p g q p p
DIRECTIONS: Look at the letters below. Add the missing narts to each letter.

1. P I
2. d o
3. y \ r
4. R I
5. Q O
6. p l
7. r l
8. F l

Score =
DIRECTIONS: Look at the letters below. Add the missing parts to each letter.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>P</td>
<td>Q</td>
<td>Q</td>
</tr>
<tr>
<td>d</td>
<td>d</td>
<td>p</td>
<td>p</td>
</tr>
<tr>
<td>y</td>
<td>y</td>
<td>r</td>
<td>r</td>
</tr>
<tr>
<td>R</td>
<td>R</td>
<td>F</td>
<td>F</td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Read the words at the top of the page. Then read the sentences below. Fill in the blanks with a word that makes sense in the sentence. Now write the word in the puzzle numbered the same as the sentence. The word must have the same number of spaces as the puzzle.

just
live 1.
know 2.
first 3.
say 4.
went 5.
came 6.
once 7.
every 8.
have

1. Tom is always _______ in line.
2. Father _______ came home.
3. We like to _______ in the city.
4. Do you _______ all the story?
5. Can you _______ all the letters?
6. Try to be in school _______ day.
7. They all _______ on a picnic in the park.
8. Try to do it _______ more.

Score
DIRECTIONS: Read the words at the top of the page. Then read the sentences below. Fill in the blanks with a word that makes sense in the sentence. Now write the word in the puzzle numbered the same as the sentence. The word must have the same number of spaces as the puzzle.

just
live
know
first
say
went
came
once
every

1. Tom is always **FIRST** in line.
2. Father **JUST** came home.
3. We like to **LIVE** in the city.
4. Do you **KNOW** all the story?
5. Can you **SAY** all the letters?
6. Try to be in school **EVERY** day.
7. They all **WENT** on a picnic in the park.
8. Try to do it **ONCE** more.

Score
DIRECTIONS: Show the child four different addresses. Ask the child to tell you what his home address is, both number and street name.
DIRECTIONS: Show the child four different addresses. Ask the child to tell you what his home address is, both number and street name.
DIRECTIONS 1: The child says a word to rhyme with three of the following words. Select three words for each child being tested.

- man
- cook
- hat
- hug
- sat
- bed
- back
- top
- fig
- go
- bit
- bun

Score

DIRECTIONS 2: Show the child five name tags of his friends and ask him to read them.

Score

DIRECTIONS 3: Have the child read these words from the word cards.

- red
- yellow
- blue

Score
DIRECTIONS 1: The child says a word to rhyme with three of the following words. Select three words for each child being tested.

- man
- back
- cook
- top
- hat
- fig
- hug
- go
- sat
- bit
- bed
- bun

Score

DIRECTIONS 2: Show the child five name tags of his friends and ask him to read them.

Score

DIRECTIONS 3: Have the child read these words from the word cards.

- red
- yellow
- blue

Score

DIRECTIONS 4: Have the child read these words.

square  triangle  circle

Score

DIRECTIONS 5: Ask the child to read the following words.

boy  girl

Score
DIRECTIONS 4: Have the child read these words.

square   triangle   circle

Score

DIRECTIONS 5: Ask the child to read the following words.

boy   girl

Score

DIRECTIONS 6: Point out the word card for "yes" and the word card for "no." Ask the following questions and have the child indicate his response by choosing the appropriate word, "yes" or "no."

1. Is snow red?
2. Do boys and girls like to play?
3. Does a cat say bow-wow?
4. Is most grass black?
5. Is ice cream cold?
6. Is rain wet?
7. Do ducks quack?
8. Do cows eat grass?
9. Do boys and girls like to play?
10. Is the sun cold?
11. Is your Mother a boy?
12. Is winter hot?
DIRECTIONS 6: Point out the word card for "yes" and the word card for "no." Ask the following questions and have the child indicate his response by choosing the appropriate word, "yes" or "no."

1. Is snow red?
2. Do boys and girls like to play?
3. Does a cat say bow-wow?
4. Is most grass black?
5. Is ice cream cold?
6. Is rain wet?
7. Do ducks quack?
8. Do cows eat grass?
9. Do boys and girls like to play?
10. Is the sun cold?
11. Is your Mother a boy?
12. Is winter hot?
DIRECTIONS 7: Present the child with the following vocabulary cards alone. Ask the child to read each one.

- run
- walk
- jump
- hop
- talk
- sing
- clap
- swing
- sit
- climb
- hit
- slide

Score

DIRECTIONS 8: Have labels on the objects in the room and leave the labels up during testing. Show the child five printed words of objects in the room and ask him to read the words.

Score

DIRECTIONS 9: Have the child tell an experience story which is written down. Help the child expand the story if necessary. Ask the child to read the experience story he has helped to create. Keep the story for a progress record for the child.

Score
THE PCRS

DIRECTIONS 7: Present the child with the following vocabulary cards alone. Ask the child to read each one.

- run
- walk
- jump
- hop
- talk
- sing
- clap
- swing
- sit
- climb
- hit
- slide

Score

DIRECTIONS 8: Have labels on the objects in the room and leave the labels up during testing. Show the child five printed words of objects in the room and ask him to read the words.

Score

DIRECTIONS 9: Have the child tell an experience story which is written down. Help the child expand the story if necessary. Ask the child to read the experience story he has helped to create. Keep the story for a progress record for the child.

Score

DIRECTIONS: Look at the pictures on this page. Draw a line to the pictures that begin with the same sound.
DIRECTIONS: Look at the pictures on this page. Draw a line to the pictures that begin with the same sound.
**THE PCRS**

**DIRECTIONS:** Write the letter that has the same beginning sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1" alt="Fire" /></td>
<td>2.</td>
</tr>
<tr>
<td>4.</td>
<td><img src="image4" alt="Television" /></td>
<td>5.</td>
</tr>
<tr>
<td>7.</td>
<td><img src="image7" alt="Table" /></td>
<td>8.</td>
</tr>
<tr>
<td>10.</td>
<td><img src="image10" alt="Telephone" /></td>
<td>11.</td>
</tr>
</tbody>
</table>

**Score**

---

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS

PT: 71
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1. F
2. B
3. F
4. T
5. B
6. F
7. T
8. B
9. B
10. T
11. F
12. I

Score
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 

Score
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>L</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>H</td>
<td>L</td>
<td>B</td>
</tr>
<tr>
<td>S</td>
<td>H</td>
<td>S</td>
</tr>
<tr>
<td>H</td>
<td>L</td>
<td>L</td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>watch</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>brush</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>grass</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>goat</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>worm</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>moon</td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>needle</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>wagon</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>mouse</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>fence</td>
<td></td>
</tr>
<tr>
<td>11.</td>
<td>nail</td>
<td></td>
</tr>
<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: [___]
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>![Watch]</td>
<td>![Match]</td>
<td>![Crown]</td>
</tr>
<tr>
<td>W</td>
<td>M</td>
<td>N</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>![Goat]</td>
<td>![Worm]</td>
<td>![Moon]</td>
</tr>
</tbody>
</table>
| G | W | M *
| 7. | 8. | 9. |
| ![Needle] | ![Wagon] | ![Mouse] |
| N | W | M |
| 10. | 11. | 12. |
| ![Gate] | ![Nail] | ![9] |
| G | N | N |
DIRECTIONS: Write the letter that has the same beginning sound as the picture.
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
</table>

Score: [ ]
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
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<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
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<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
</tbody>
</table>

Score: ______

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 79
DIRECTIONS: Write the letter that has the same beginning sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td><img src="image" alt="vest" /></td>
<td><img src="image" alt="zebra" /></td>
<td><img src="image" alt="bell" /></td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td><strong>Z</strong></td>
<td><strong>Y</strong></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td><img src="image" alt="king" /></td>
<td><img src="image" alt="volcano" /></td>
<td><img src="image" alt="vase" /></td>
</tr>
<tr>
<td><strong>K</strong></td>
<td><strong>V</strong></td>
<td><strong>V</strong></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td><img src="image" alt="yarn" /></td>
<td><img src="image" alt="kite" /></td>
<td><img src="image" alt="shirt" /></td>
</tr>
<tr>
<td><strong>Y</strong></td>
<td><strong>K</strong></td>
<td><strong>Z</strong></td>
</tr>
</tbody>
</table>

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td><img src="image" alt="key" /></td>
<td><img src="image" alt="violin" /></td>
<td><img src="image" alt="quill" /></td>
</tr>
<tr>
<td><strong>K</strong></td>
<td><strong>V</strong></td>
<td><strong>V</strong></td>
</tr>
</tbody>
</table>

Score: [Blank]

PT: 80
DIRECTIONS: Write the letter that stands for the sound heard at the beginning of the name of the picture in the box.

1. (picture of a bell) 
2. (picture of a baseball bat) 
3. (picture of a hand) 
4. (picture of a goat) 
5. (picture of a ball of yarn) 
6. (picture of a feather) 
7. (picture of a kite) 
8. (picture of a worm) 
9. (picture of a frying pan) 
10. (picture of a ring) 
11. (picture of a shirt) 
12. (picture of a bell)
DIRECTIONS: Write the letter that stands for the sound heard at the beginning of the name of the picture in the box.
DIRECTIONS: In each row, circle each word that begins like the picture.

<table>
<thead>
<tr>
<th></th>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>came</td>
<td>kept</td>
<td>net</td>
<td>keep</td>
<td>set</td>
<td>net</td>
</tr>
<tr>
<td></td>
<td>candy</td>
<td>best</td>
<td>peas</td>
<td>bed</td>
<td>see</td>
<td>pen</td>
</tr>
<tr>
<td></td>
<td>seal</td>
<td>feet</td>
<td>ten</td>
<td>bet</td>
<td>nest</td>
<td>door</td>
</tr>
<tr>
<td></td>
<td>beat</td>
<td>fed</td>
<td>just</td>
<td>need</td>
<td>fell</td>
<td>dive</td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: In each row, circle each word that begins like the picture.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>came</td>
<td>seal</td>
<td></td>
</tr>
<tr>
<td></td>
<td>candy</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>beat</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>kept</td>
<td>feet</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>best</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
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Score: [Blank]
THE PCRS

NAME ________________________________

DATE ________________________________

DIRECTIONS: In each row, circle each word that begins like the picture.

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</table>

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 85
**THE PCRS**

**NAME**

**DATE**

**POST-TEST**

Page 2

**DIRECTIONS:** In each row, circle each word that begins like the picture.

<p>| | | |</p>
<table>
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<td>rainbow</td>
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<td></td>
<td>raisin</td>
<td>with</td>
</tr>
</tbody>
</table>
DIRECTIONS: Look at the pictures. In the incomplete sentences below, write the number of the picture that completes the sentence.

1. The f____ came in an open door.
2. If you want a ride in my w____, hurry.
3. He used a n____ to hold the wagon together.
4. The l____ helped get to the ton.
5. Sometimes a v____ might blow up and hurt people.
6. The d____ belonged to Mary and she took good care of it.
7. A p____ can be used to write your address.
8. My grandmother made a very good p____ for me.
9. The rabbit hopped over a l____ and was gone.

Score

90
DIRECTIONS: Look at the pictures. In the incomplete sentences below, write the number of the picture that completes the sentence.

1. The f came in an open door.
2. If you want a ride in my w, hurry.
3. He used a n to hold the wagon together.
4. The l pulled got to the top.
5. Sometimes a v might blow up and hurt people.
6. The d belonged to Mary and she took good care of it.
7. A c can be used to write your address.
8. My grandmother made a very good p for me.
9. The rabbit hopped over a l and was gone.

Score
THE PCRS

NAME ______________________
DATE ______________________

POST-TEST

· 058

DIRECTIONS: Circle the word that completes the sentence.

1. He is not the ____________ boy I knew.
   tame   game   same

2. I will be on your ____________ in the game.
   tide   side   pride

3. She is as ____________ as her mother.
   call   mall   tall

4. There was a ____________ in the basement.
   night   light   might

5. Jim and Ron had ____________ playing in the sand.
   pun   fun   sun

6. Would you tell us ____________ to get to your house?
   now   mow   how

7. It was cold so he put on his ____________
   boat   coat   goat

8. Dad will ____________ all the children to the zoo.
   take   bake   lake

9. We took a ride in his ____________
   par   bar   car

10. If you don't hurry, you will be ____________
    Kate   late   mate

Score ____________

92

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 89
DIRECTIONS: Circle the word that completes the sentence.

1. He is not the ________ boy I knew.  
   tame  game  same

2. I will be on your ________ in the game.  
   tide  side  pride

3. She is as ________ as her mother.  
   call  mall  tall

4. There was a ________ in the basement.  
   night  light  might

5. Jim and Ron had ________ playing in the sand.  
   pun  fun  sun

6. Would you tell us ________ to get to your house?  
   now  mow  how

7. It was cold so he put on his ________ .  
   boat  coat  goat

8. Dad will ________ all the children to the zoo.  
   take  bake  lake

9. We took a ride in his ________ .  
   par  bar  car

10. If you don't hurry, you will be ________.  
    Kate  late  mate

Score
DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the BEGINNING sound in the picture.
THE PCRS

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the BEGINNING sound in the picture.

1. [p] 2. [d] 3. [m]

4. [k] 5. [b] 6. [m]

7. [k] 8. [s] 9. [s]

10. [f] 11. [g] 12. [t]

Score ______
THE PCRS

DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the ENDING sound in the picture.
DIRECTIONS: Look at the picture and at the two consonants in the box. Circle the consonant that stands for the ENDING sound in the picture.

   - d m
   - s t

   - f k
   - d g
   - g s

   - x t
   - m f
   - b j

   - r w
   - t d
   - l l

PT: 94
DIRECTIONS: Make a new word by using the pictures in each box.
THE PCRS

NAME __________________________
DATE __________________________

DIRECTIONS: Make a new word by using the pictures in each box.

Row 1
- chair
- Hair
- hat

Row 2
- rug
- Bug
- sock
- Lock

Row 3
- house
- Mouse
- log
- Dog

Row 4
- saw
- claw
- tie
- Pie

Score [ ]
DIRECTIONS: Look at the pairs of words. Both of the words need the same beginning consonants. Write in one beginning consonant to make two real words.

1. ___ish  ___ag  n, l, r, w, g
2. ___ub  ___ent  t, f, j, w, h
3. ___in  ___ank  c, h, f, g, w
4. ___obe  ___an  r, s, t, v, y
5. ___en  ___and  t, j, h, k, l
6. ___ar  ___at  d, c, n, a, y
7. ___ight  ___un  z, w, d, k, s
8. ___ap  ___at  b, d, c, h, j
9. ___am  ___og  f, k, r, h, v
10. ___atch  ___outh  n, m, f, t, w

Score: 100
DIRECTIONS: Look at the pairs of words. Both of the words need the same beginning consonants. Write in one beginning consonant to make two real words.

1. Wish Wag n, l, r, v, g
2. Tub Tent t, f, j, w, h
3. Bin Bank c, h, f, g, w
4. Robe Ran r, s, t, v, y
5. Hen Hand t, j, h, k, l
6. Car Cat d, c, n, o, y
7. Sight Sun z, w, d, k, s
8. Cap Cat b, d, c, h, j
9. Ham Hog f, k, r, h, v
10. Match Mouth n, m, f, t, w

Score
DIRECTIONS: Look at the picture. Circle the word that has the same sound at the beginning or end as the picture.

1. sew  cat  key  nut  lion  pie
2. house  tack  tap  cap  bat  bag
3. miss  fly  nail  barn  tip  lion
4. jam  park  gum  pail  log  yes

Score:___
**DIRECTIONS:** Look at the picture. Circle the word that has the same sound at the beginning or end as the picture.

<p>| | | |</p>
<table>
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<td>1.</td>
<td>sew</td>
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<td>pie</td>
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<tr>
<td>4.</td>
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<td>tack</td>
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<td>5.</td>
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<td>cap</td>
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<td>6.</td>
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<td>bag</td>
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<tr>
<td>8.</td>
<td>nail</td>
<td>barn</td>
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<td>tip</td>
<td>lion</td>
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<td>10.</td>
<td>jam</td>
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<tr>
<td>11.</td>
<td>gum</td>
<td>pail</td>
</tr>
<tr>
<td>12.</td>
<td>log</td>
<td>yes</td>
</tr>
</tbody>
</table>

**Score**
DIRECTIONS: Look at the list of words. After each word write another word that has the same beginning sound as the word.

1. ball _______ boy
2. candy _______
3. dish _______
4. fan _______
5. gum _______
6. harp _______
7. jump _______
8. kiss _______
9. little _______
10. many _______
11. nut _______
12. park _______
13. queen _______
14. red _______
15. seven _______
16. tank _______
17. vest _______
18. water _______
19. yo-yo _______
20. zip _______

Score

104
DIRECTIONS: Look at the list of words. After each word write another word that has the same beginning sound as the word.

1. ball  ______  11. nut  ______
2. candy  ______  12. park  ______
3. dish  ______  13. queen  ______
4. fan  ______  14. red  ______
5. gum  ______  15. seven  ______
6. harp  ______  16. tank  ______
7. jump  ______  17. vest  ______
8. kiss  ______  18. water  ______
9. little  ______  19. yo-yo  ______
10. many  ______  20. zip  ______
THE PCRS

NAME _____________________________

DATE _____________________________

POST TEST

•065

DIRECTIONS: Circle two pictures in each row that begin with the same sound.

Row 1
- Gate
- Giraffe
- Boo
- Car

Row 2
- Camel
- Cake
- Chair
- Clock

Row 3
- Jeep
- Key
- Giraffe
- Dice

Row 4
- Comb
- Jeep
- Carrot
- Blocks

Score _____________________________

106

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 103
DIRECTIONS: Circle two pictures in each row that begin with the same sound.
DIRECTIONS: The word for each picture is written under the picture. If the c or g in the word has a hard sound circle the letter. If c or g has a soft sound, cross the letter out.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>face</td>
<td>2.</td>
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<td>4.</td>
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</tr>
<tr>
<td>7.</td>
<td>goat</td>
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</tr>
<tr>
<td>10.</td>
<td>bridge</td>
<td>11.</td>
</tr>
</tbody>
</table>

Score: [Blank]
DIRECTIONS: The word for each picture is written under the picture. If the c or g in the word has a hard sound circle the letter. If c or g has a soft sound, cross the letter out.

1. face
2. cub
3. tex
4. went
5. gun
6. stake
7. goat
8. corn
9. hym
10. bridge
11. castle
12. cake

Score
DIRECTIONS: Select a word to complete each sentence.

Words to Use: corn   cob    gate
ice     cube    cub
center  judge
bridge  gum

corn

gate

cube

cob

cub

center

1. Another word for middle is ________________.

2. Cora put salt, pepper, and butter on the ___________ on the ___________.

3. The ___________ in court said the boy was innocent.

4. Many cars and trucks drove over the ___________.

5. The little boy had a toy ________________.

6. The ___________ cost ten cents.

7. The ___________ wore many rings and bracelets.

8. The ___________ made the drink cold.

9. A little bear is called a ___________.

10. A pig walked by the open ___________.
**THE PCRS**

**DIRECTIONS:** Select a word to complete each sentence.

**Words to Use:**

<table>
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<tr>
<th>corn</th>
<th>cob</th>
<th>gate</th>
</tr>
</thead>
<tbody>
<tr>
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<td>cube</td>
<td>cub</td>
</tr>
<tr>
<td>center</td>
<td>judge</td>
<td></td>
</tr>
<tr>
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<td>gum</td>
<td></td>
</tr>
<tr>
<td>gun</td>
<td></td>
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</tr>
</tbody>
</table>

1. Another word for middle is **CENTER**.
2. Cora put salt, pepper, and butter on the **CORN** on the **Cob**.
3. The **JUDGE** in court said the boy was innocent.
4. Many cars and trucks drove over the **BRIDGE**.
5. The little boy had a toy **GUN**.
6. The **GUM** cost ten cents.
7. The **GYPSY** wore many rings and bracelets.
8. The **ICE** made the drink cold.
9. A little bear is called a **CUB**.
10. A pig walked by the open **GATE**.

**Score**

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**POST-TEST**

- **067**
DIRECTIONS: Draw a circle around the consonant blend in the word.

<p>| | | |</p>
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<td>4.</td>
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<td>5.</td>
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<td>7.</td>
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<td>8.</td>
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<td>10.</td>
<td>clock</td>
<td>11.</td>
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</table>

Score: [ ]
DIRECTIONS: Draw a circle around the consonant blend in the word.

<p>| | | |</p>
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<td>8</td>
</tr>
<tr>
<td>10</td>
<td>clock</td>
<td>11</td>
</tr>
</tbody>
</table>

Score [ ]
DIRECTIONS: Answer each riddle with a word which contains either a two or three letter blend. The number of blank spaces indicates how many letters the word has. The first one is done for you.

1. A bee can do this to a person.  _ _ _ _  s t i n g

2. Always obey this kind of sign.  _ _ _ _

3. This rises from a chimney.  _ _ _ _ _

4. Use this to dig the earth.  _ _ _ _ _

5. A baby sleeps in this.  _ _ _ _

6. You can find the location of countries on this object.  _ _ _ _ _

7. You do this when you wash the floor.  _ _ _ _ _

8. You do this with a baseball.  _ _ _ _ _

9. This is used to hold paper together.  _ _ _ _

10. We usually eat off one of these.  _ _ _ _ _

Score  114
DIRECTIONS: Answer each riddle with a word which contains either a two or three letter blend. The number of blank spaces indicates how many letters the word has. The first one is done for you.

1. A bee can do this to a person.  
   **s t i n g**

2. Always obey this kind of sign.  
   **S T O P**

3. This rises from a chimney.  
   **S M O K E**

4. Use this to dig the earth.  
   **S P A D E**

5. A baby sleeps in this.  
   **C R I B**

6. You can find the location of countries on this object.  
   **G L O B E**

7. You do this when you wash the floor.  
   **S C R U B**

8. You do this with a baseball.  
   **T H R O W**  
   **P I T C H**

9. This is used to hold paper together.  
   **G L U E**  
   **C L I E N T**

10. We usually eat off one of these.  
    **P L A T E**

Score
DIRECTIONS: Write the consonant blends below with the word parts under the pictures to make a word that names the picture.

<table>
<thead>
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Score

116

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
THE PCRS

NAME __________________________
DATE __________________________

POST-TEST .077

DIRECTIONS: Write the consonant blends below with the word parts under the pictures to make a word that names the picture.

<p>| | | | | | |</p>
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</tbody>
</table>

1. Star
2. Skunk
3. Broom
4. Spoon
5. Plant
6. Truck
7. Stick
8. Flower

Score
DIRECTIONS: Circle the blends in the words below. Use a word from the list to complete each sentence.

- program, umbrella, sweater, trailer
- instead, between, storm, dream
- blaze, frost, teaspoon, spend
- plug, blocked, crown, basket

1. Save your money; don't _________ it.
2. Ride your bike _________ of walking so far.
3. The sixth grade practiced in the gym for their spring _________.
4. The wrecked truck on the highway _________ traffic for hours.
5. The wind blew and the sky grew dark before the _________ started.
6. Get your wool _________ on to keep warm.
7. The driver was pulling a small _________ loaded with trash behind his car.
8. While he was sleeping, Sue had a _________ about riding on the clouds.
9. He needed an _________ to keep dry in the rain.
10. Mother put a _________ of salt in the soup.
DIRECTIONS: Circle the blends in the words below. Use a word from the list to complete each sentence.

program umbrella sweater trailer
instead between storm dream
blaze frost teaspoon spend
plug blocked crown basket

1. Save your money; don't _Spend_ it.
2. Ride your bike _Instead_ of walking so far.
3. The sixth grade practiced in the gym for their spring _Program_.
4. The wrecked truck on the highway _Blocked_ traffic for hours.
5. The wind blew and the sky grew dark before the _Storm_ started.
6. Get your wool _Sweater_ on to keep warm.
7. The driver was pulling a small _Trailer_ loaded with trash behind his car.
8. While he was sleeping, Sue had a _Dream_ about riding on the clouds.
9. He needed an _Umbrella_ to keep dry in the rain.
10. Mother put a _Teaspoon_ of salt in the soup.
DIRECTIONS: Choose a consonant blend and make a real word to complete each sentence.

1. The ___ ark from the burning woods started the grass on fire.
2. I found a baby ___ ake in the yard yesterday.
3. We had a sur ___ ise party for Judy today.
4. Cathy was ___ ad to go home after a long day at work.
5. The old man got an ___ y when my ball went in his yard.
6. My brother can lift one hun ___ ed pounds.
7. We heard a loud ___ ash when Mom drove the car over the bikes.
8. Did you know that Pete has a ___ in sister?
9. Mom told Mary to get the broom to ___ eep the floor.
10. The man ___ oses the door every night when he goes home.

Score

120
ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 117
DIRECTIONS: Choose a consonant blend and make a real word to complete each sentence.

1. The ark from the burning woods started the grass on fire.
2. I found a baby ake in the yard yesterday.
3. We had a sur ise party for Judy today.
4. Cathy was ad to go home after a long day at work.
5. The old man got an y when my ball went in his yard.
6. My brother can lift one hun ed pounds.
7. We heard a loud ash when Mom drove the car over the bikes.
8. Did you know that Pete has a in sister?
9. Mom told Mary to get the broom to eep the floor.
10. The man oses the door every night when he goes home.
DIRECTIONS: Look at the consonant blends and the list of words below. Change the first letter in each word by adding a consonant blend to make a new word.

<table>
<thead>
<tr>
<th></th>
<th>pl</th>
<th>sl</th>
<th>fl</th>
<th>cl</th>
<th>st</th>
<th>br</th>
<th>dr</th>
<th>tr</th>
<th>bl</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>night</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>rain</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>hope</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>pump</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>down</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>back</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>day</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>boat</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>red</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>ream</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score

122
DIRECTIONS: Look at the consonant blends and the list of words below. Change the first letter in each word by adding a consonant blend to make a new word.

<table>
<thead>
<tr>
<th>pl</th>
<th>sl</th>
<th>fl</th>
<th>cl</th>
<th>st</th>
<th>br</th>
<th>dr</th>
<th>tr</th>
<th>bl</th>
</tr>
</thead>
</table>

1. night  | flight, sight, flight, bright, blight |
2. rain    | plain, slain, stain, drain, train |
3. hope    | slope |
4. pump    | plump, slump, clump, trump |
5. down    | clown, brown, drown |
6. back    | slack, flack, crack, track, black |
7. day     | play, slay, fly, clay, stay, tray |
8. boat    | float, bloat |
9. red     | sled, fled, fred, bred |
10. ream   | steam, dream |

Score [ ]
DIRECTIONS: Circle the consonant digraphs. Look at where they come in the words. Put the words in the right columns.

<table>
<thead>
<tr>
<th>black</th>
<th>search</th>
<th>thank</th>
<th>faithful</th>
</tr>
</thead>
<tbody>
<tr>
<td>mash</td>
<td>cheese</td>
<td>short</td>
<td>this</td>
</tr>
<tr>
<td>shirt</td>
<td>shout</td>
<td>luck</td>
<td>tracked</td>
</tr>
<tr>
<td>washing</td>
<td>mother</td>
<td>chair</td>
<td>achieve</td>
</tr>
<tr>
<td>somewhere</td>
<td>bunch</td>
<td>white</td>
<td>bathtub</td>
</tr>
<tr>
<td>path</td>
<td>wish</td>
<td>reaches</td>
<td>tooth</td>
</tr>
</tbody>
</table>

BEGINNING          MIDDLE         END

---

Score

124

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
THE PCRS

B2

DIRECTIONS: Circle the consonant digraphs. Look at where they come in the words. Put the words in the right columns.

BEGINNING | MIDDLE | END
---|---|---
SHIRT | WASHING | BLACK
SHOUT | MOTHER | PATH
THANK | REACHES | SEARCH
SHORT | ACHIEVE | BUNCH
CHAIR | FAITHFUL | WHITE
WHITE | TRACKED | TOOTH
CHEESE | BATHTUB | MASH
THIS |
DIRECTIONS: In each row, circle all the words that have the same ending sound as the key picture.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>cramp</td>
<td>hump</td>
<td>broom</td>
<td>brought</td>
</tr>
<tr>
<td>2.</td>
<td>cost</td>
<td>crisp</td>
<td>brick</td>
<td>lisp</td>
</tr>
<tr>
<td>3.</td>
<td>dunk</td>
<td>crisp</td>
<td>toast</td>
<td>punk</td>
</tr>
<tr>
<td>4.</td>
<td>rent</td>
<td>crunch</td>
<td>chair</td>
<td>tent</td>
</tr>
<tr>
<td>5.</td>
<td>blast</td>
<td>punk</td>
<td>skunk</td>
<td>hunk</td>
</tr>
<tr>
<td>6.</td>
<td>test</td>
<td>best</td>
<td>lamp</td>
<td>track</td>
</tr>
</tbody>
</table>

Score  

126
**THE PCRS**

**DIRECTIONS:** In each row, circle all the words that have the same ending sound as the key picture.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td>crab</td>
<td>hump</td>
<td>broom</td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td>cost</td>
<td>crisp</td>
<td>brick</td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td>dunk</td>
<td>crisp</td>
<td>toast</td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td>rent</td>
<td>crunch</td>
<td>chair</td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td>blast</td>
<td>punk</td>
<td>skunk</td>
</tr>
<tr>
<td>6.</td>
<td></td>
<td>test</td>
<td>best</td>
<td>lamp</td>
</tr>
</tbody>
</table>

**Score**

**PT: 124**
**THE PCRS**

**NAME** ____________________________  **DATE** ____________________________  **POST-TEST**  **085**

**DIRECTIONS:** Circle the letters that have the same beginning or ending sound as the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="thimble.png" alt="Image" /></td>
<td><img src="tree.png" alt="Image" /></td>
</tr>
<tr>
<td>ch</td>
<td>th</td>
<td>wh</td>
</tr>
<tr>
<td>ch</td>
<td>th</td>
<td>sh</td>
</tr>
<tr>
<td></td>
<td>ch</td>
<td>sh</td>
</tr>
<tr>
<td>2.</td>
<td><img src="shirt.png" alt="Image" /></td>
<td><img src="apple.png" alt="Image" /></td>
</tr>
<tr>
<td>th</td>
<td>sh</td>
<td>th</td>
</tr>
<tr>
<td>th</td>
<td>ch</td>
<td>th</td>
</tr>
<tr>
<td>th</td>
<td>wh</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td><img src="church.png" alt="Image" /></td>
<td><img src="whistle.png" alt="Image" /></td>
</tr>
<tr>
<td>ch</td>
<td>th</td>
<td>ch</td>
</tr>
<tr>
<td>ch</td>
<td>wh</td>
<td></td>
</tr>
<tr>
<td>sh</td>
<td>sh</td>
<td>ch</td>
</tr>
</tbody>
</table>

**Score**  

---

ADAPTED FROM SYSTEM I READ  
OMAHA PUBLIC SCHOOLS  
PT: 125
DIRECTIONS: Circle the letters that have the same beginning or ending sound as the picture.

1. ch
   th
2. wh
   sh
3. ch
   sh
4. th
   sh
5. th
   ch
6. th
   sh
7. ch
   th
8. ch
   wh
9. ch
   sh

Score
**DIRECTIONS:** In each row circle all the words that have the same beginning sound as the key picture.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>broom</th>
<th>spoon</th>
<th>spook</th>
<th>duke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2</td>
<td>sting</td>
<td>broom</td>
<td>groom</td>
<td>bride</td>
</tr>
<tr>
<td>Row 3</td>
<td>snake</td>
<td>snow</td>
<td>snipe</td>
<td>snail</td>
</tr>
<tr>
<td>Row 4</td>
<td>flag</td>
<td>fresh</td>
<td>flip</td>
<td>friend</td>
</tr>
</tbody>
</table>

**Score**

130
DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>broom</th>
<th>spoon</th>
<th>spook</th>
<th>duke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2</td>
<td>sting</td>
<td>broom</td>
<td>groom</td>
<td>bride</td>
</tr>
<tr>
<td>Row 3</td>
<td>snake</td>
<td>snow</td>
<td>snipe</td>
<td>snail</td>
</tr>
<tr>
<td>Row 4</td>
<td>flag</td>
<td>fresh</td>
<td>flip</td>
<td>friend</td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

<table>
<thead>
<tr>
<th>Row 5</th>
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<tbody>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>gloom</td>
<td>brick</td>
<td>stick</td>
<td>glass</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 6</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>trail</td>
<td>snail</td>
<td>trip</td>
<td>back</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 7</th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>sky</td>
<td>scooter</td>
<td>trail</td>
<td>plate</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 8</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>swing</td>
<td>switch</td>
<td>glue</td>
<td>broken</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: In each row circle all the words that have the same beginning sound as the key picture.

<table>
<thead>
<tr>
<th>Row</th>
<th>Key Picture</th>
<th>Words to Circle</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Glass</td>
<td>gloom, brick, stick, glass</td>
</tr>
<tr>
<td>6</td>
<td>Ladder</td>
<td>trail, snail, trip, back</td>
</tr>
<tr>
<td>7</td>
<td>Skunk</td>
<td>sky, scooter, trail, plate</td>
</tr>
<tr>
<td>8</td>
<td>Sweater</td>
<td>swing, switch, glue, broken</td>
</tr>
</tbody>
</table>
DIRECTIONS: Look at the list of words below. If the ch in the word has a HARD sound put an H after the word. If the ch has a SOFT sound, put an S after the word.

1. chicken
2. echo
3. chili
4. school
5. stomach
6. choir
7. choke
8. chip
9. church
10. charge

Score
DIRECTIONS: Look at the list of words below. If the ch in the word has a HARD sound put an H after the word. If the ch has a SOFT sound, put an S after the word.

1. chicken  S
2. echo  H
3. chili  S
4. school  H
5. stomach  H
6. choir  H
7. choke  S
8. chip  S
9. church  S
10. charge  S

Score
DIRECTIONS: Complete the sentence by adding one of the word parts to the incomplete word.

1. One should never wh____ to get his way.
   om     ine     en

2. The red sh____ was used for a playhouse.
   ook     ad      ed

3. A bicycle can be ridden on a pa____.
   th      sh      ch

   ip      ell     ine

5. Ranchers sh____ wool from sheep at least once a year.
   ap      ear     op

6. A farmer used his hoe to ch____ weeds.
   ep      ap      op

7. The diver was caught in a giant sh____.
   ale     ell     ed

8. Eagles ch____ mice and snakes for food.
   oose    alk     ap

Score
DIRECTIONS: Complete the sentence by adding one of the word parts to the incomplete word.

1. One should never wh... ine to get his way.
   om  ine  en

2. The red sh... ed was used for a playhouse.
   ook  ad  ed

3. A bicycle can be ridden on a pa... th.
   th  sh  ch

4. "Sh... ine your shoes," said John.
   ip  ell  ine

5. Ranchers she... ear wool from sheep at least once a year.
   ap  ear  op

6. A farmer used his hoe to chop... weeds.
   ep  ap  op

7. The diver was caught in a giant she... ell.
   ale  ell  ed

8. Eagles cho... ose mice and snakes for food.
   oose  alk  ap

Score
THE PCRS

DIRECTIONS: Each sentence below contains one word with a consonant blend at the beginning. Copy the word on the blank after the sentence.

1. Don't smack little John.  
2. Why did Jim kick the stool.  
3. Mmmm, I smell good food cooking.  
4. I like my crib.  
5. Jim did trip over his big feet.  
6. I will plant a new seed.  
7. Jim is not stupid, just lazy.  
8. Did you see the ugly flower?

Score  

138
DIRECTIONS: Each sentence below contains one word with a consonant blend at the beginning. Copy the word on the blank after the sentence.

1. Don't smack little John. \( \text{Smack} \)
2. Why did Jim kick the stool. \( \text{Stool} \)
3. Mmmm, I smell good food cooking. \( \text{Smell} \)
4. I like my crib. \( \text{Crib} \)
5. Jim did trip over his big feet. \( \text{Trip} \)
6. I will plant a new seed. \( \text{Plant} \)
7. Jim is not stupid, just lazy. \( \text{Stupid} \)
8. Did you see the ugly flower? \( \text{Flower} \)

Score
DIRECTIONS: Choose a word that completes the rhyme and write the word in the blank.

<table>
<thead>
<tr>
<th>Jim is so tall.</th>
<th>darts</th>
</tr>
</thead>
<tbody>
<tr>
<td>It makes it easy for him to play __________.</td>
<td>ball</td>
</tr>
<tr>
<td></td>
<td>swing</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For this animal you will have to dig. It is called a __________.</th>
<th>prune</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>apple</td>
</tr>
<tr>
<td></td>
<td>pig</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The cat hit the rat with a __________.</th>
<th>log</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dog</td>
</tr>
<tr>
<td></td>
<td>bat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Watch out for the log. It will roll on the __________.</th>
<th>cat</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>dog</td>
</tr>
<tr>
<td></td>
<td>rat</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Jake hit the snake with a __________.</th>
<th>hake</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>rake</td>
</tr>
<tr>
<td></td>
<td>bake</td>
</tr>
</tbody>
</table>

Score __________
DIRECTIONS: Choose a word that completes the rhyme and write the word in the blank.

<table>
<thead>
<tr>
<th>Jim is so tall.</th>
<th>darts</th>
<th>ball</th>
<th>swing</th>
</tr>
</thead>
<tbody>
<tr>
<td>It makes it easy for him to play</td>
<td>prune</td>
<td>apple</td>
<td>pig</td>
</tr>
<tr>
<td>play</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>For this animal you will have to dig. It is called</td>
<td>log</td>
<td>dog</td>
<td>bat</td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>pig</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The cat hit the rat with</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watch out for the log.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>It will roll on the</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>dog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jake hit the snake with a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rake</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>bake</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score
**DIRECTIONS:** Circle the word that names the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>man</td>
<td>can</td>
</tr>
<tr>
<td>2.</td>
<td>felt</td>
<td>belt</td>
</tr>
<tr>
<td>3.</td>
<td>gate</td>
<td>late</td>
</tr>
</tbody>
</table>

**Score**

142
DIRECTIONS: Circle the word that names the picture.

1. man, can, tack
2. dish, fish, wash
3. stuck, lock, truck
4. felt, belt, meat
5. rock, mate, sock
6. beef, feet, neat
7. gate, late, game
8. nose, poem, rose
9. fine, wire, tire

Score
DIRECTIONS: Write the letter or letters to complete the word that names the picture.

1. The word is a cake.
   -ake

2. The word is a book.
   -ook

3. The word is a plane.
   -ane

4. The word is a whale.
   -ale

5. The word is an alarm clock.
   -ock

6. The word is a box.
   -ox

7. The word is a shell.
   -ell

8. The word is a train.
   -ain

9. The word is a kite.
   -ite

Score

144
DIRECTIONS: Write the letter or letters to complete the word that names the picture.

<table>
<thead>
<tr>
<th>Row 1</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Cake" /></td>
<td><img src="image2" alt="Book" /></td>
<td><img src="image3" alt="Plane" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![C]</td>
<td>![o]</td>
<td>![k]</td>
<td>![e]</td>
<td></td>
</tr>
<tr>
<td>Cake</td>
<td>Book</td>
<td>Plane</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 2</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image4" alt="Whale" /></td>
<td><img src="image5" alt="Clock" /></td>
<td><img src="image6" alt="Box" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![w]</td>
<td>![h]</td>
<td>![a]</td>
<td>![l]</td>
<td></td>
</tr>
<tr>
<td>Whale</td>
<td>Clock</td>
<td>Box</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 3</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image7" alt="Shell" /></td>
<td><img src="image8" alt="Train" /></td>
<td><img src="image9" alt="Kite" /></td>
<td></td>
<td></td>
</tr>
<tr>
<td>![s]</td>
<td>![h]</td>
<td>![cl]</td>
<td>![v]</td>
<td></td>
</tr>
<tr>
<td>Shell</td>
<td>Train</td>
<td>Kite</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score: [ ]
DIRECTIONS: Look at the letter at the top of each column. Circle the words that have the short vowel sound as that same vowel letter.

<table>
<thead>
<tr>
<th>A</th>
<th>E</th>
<th>I</th>
<th>O</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>sail</td>
<td>set</td>
<td>Jill</td>
<td>not</td>
<td>trust</td>
</tr>
<tr>
<td>can</td>
<td>seed</td>
<td>mile</td>
<td>hope</td>
<td>fuss</td>
</tr>
<tr>
<td>Dan</td>
<td>mend</td>
<td>trick</td>
<td>drop</td>
<td>fuse</td>
</tr>
<tr>
<td>cane</td>
<td>steal</td>
<td>tip</td>
<td>droop</td>
<td>but</td>
</tr>
<tr>
<td>pain</td>
<td>seat</td>
<td>time</td>
<td>no</td>
<td>gum</td>
</tr>
<tr>
<td>lake</td>
<td>bell</td>
<td>kit</td>
<td>hop</td>
<td>suit</td>
</tr>
<tr>
<td>pan</td>
<td>rest</td>
<td>rink</td>
<td>float</td>
<td>number</td>
</tr>
<tr>
<td>pane</td>
<td>team</td>
<td>Jim</td>
<td>coat</td>
<td>ruin</td>
</tr>
</tbody>
</table>

Score

146

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS

PT: 143
DIRECTIONS: Look at the letter at the top of each column. Circle the words that have the short vowel sound as that same vowel letter.

<table>
<thead>
<tr>
<th>A</th>
<th>E</th>
<th>I</th>
<th>O</th>
<th>U</th>
</tr>
</thead>
<tbody>
<tr>
<td>sail</td>
<td>set</td>
<td>Jill</td>
<td>not</td>
<td>trust</td>
</tr>
<tr>
<td>can</td>
<td>seed</td>
<td>mile</td>
<td>hope</td>
<td>fuss</td>
</tr>
<tr>
<td>Dan</td>
<td>mend</td>
<td>trick</td>
<td>drop</td>
<td>fuse</td>
</tr>
<tr>
<td>cane</td>
<td>steal</td>
<td>tip</td>
<td>droop</td>
<td>but</td>
</tr>
<tr>
<td>pain</td>
<td>seat</td>
<td>time</td>
<td>no</td>
<td>gum</td>
</tr>
<tr>
<td>lake</td>
<td>bell</td>
<td>kit</td>
<td>hop</td>
<td>suit</td>
</tr>
<tr>
<td>pan</td>
<td>rest</td>
<td>rink</td>
<td>float</td>
<td>number</td>
</tr>
<tr>
<td>pane</td>
<td>team</td>
<td>Jim</td>
<td>coat</td>
<td>ruin</td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: In each box circle the word that names the picture.

Row 1
fan, can, pan, plan, fender, pencil
plant, sand, Jan, tan, better, fresh

Row 2
belt, felt, dish, mesh, desk, dish
melt, bell, swish, fish, fresh, damp

Row 3
socks, dog, pot, not, bug, gun
box, fox, got, jot, jog, jug

Row 4
tug, dug, clog, log, block, lock
rug, run, flog, frog, sock, clock

Score
THE PCRS

DIRECTIONS: In each box circle the word that names the picture.

Row 1
fan  can  pan  plan  fender  pencil
plant  sand  Jan  tan  better  fresh

Row 2
belt  felt  dish  mesh  desk  dish
melt  bell  swish  fish  fresh  damp

Row 3
socks  dog  pot  not  bug  gun
box  fox  got  jot  jog  jug

Row 4
tug  dug  clog  log  block  lock
rug  run  flog  frog  sock  clock

Score

PT: 146

107
**DIRECTIONS:** Look at the vowel at the beginning of each row. Circle the pictures that have the same short vowel sounds.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 2</th>
<th>e</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 3</th>
<th>i</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 4</th>
<th>o</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Row 5</th>
<th>u</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Score**
DIRECTIONS: Look at the vowel at the beginning of each row. Circle the pictures that have the same short vowel sounds.
DIRECTIONS: Look at the list of words. Make two new real words by changing the vowel.

1. cut
2. jig
3. bad
4. top
5. sick
6. cap
7. Dick
8. bug
9. hat
10. ball
11. pen
12. bid
13. rang
14. not
15. lock
16. ton
17. mess
18. pet
19. him
20. son

Score
THE PCRS

DIRECTIONS: Look at the list of words. Make two new real words by changing the vowel.

1. cut CAT COT
2. jig JIG Jug
3. bad BED Bid Bud
4. top TAP Tip
5. sick SACK Sock Suck
6. cap COP CUP
7. Dick DECK Dock Duck
8. bug BAG Beg Big Bog
9. hat HIT Hot Hut
10. ball BELL Bill Bull
11. pen PAN Pin Pun
12. bid BAD Bed Bud
13. rang RING Run Run
14. not NET Nut Nit
15. lock LACK Lick Luck
16. ton TAN Ten Tin
17. mess MASS Miss Moss Muss
18. pet PAF Pit Pot Muss
19. him HAM Hem Hum
20. son SIN Sun

Score
DIRECTIONS: Circle the word that answers the riddle. "What is it?"

1. You do it with your eyes.
   seem  see  sweep

2. It is made by a spider.
   web  sweep  window

3. You wear it on cold days.
   boat  clock  coat

4. It makes everyone wet.
   train  frame  rain

5. There is a bird in it.
   rest  nest  next

6. You put it on a letter to mail.
   stamp  tramp  steam

7. It is not new.
   cold  told  old

8. It comes after five.
   six  mix  sticks
DIRECTIONS: Circle the word that answers the riddle. "What is it?"

1. You do it with your eyes.  
   seem  see  sweep  
2. It is made by a spider.  
   web  sweep  window  
3. You wear it on cold days.  
   boat  clock  coat  
4. It makes everyone wet.  
   train  frame  rain  
5. There is a bird in it.  
   rest  nest  next  
6. You put it on a letter to mail.  
   stamp  tramp  steam  
7. It is not new.  
   cold  told  old  
8. It comes after five.  
   six  mix  sticks  

Score: [Box]
DIRECTIONS: In each box, circle the word that names the picture.

1. cake, rake, came
2. bike, kite, fire, coat, soap, rope
3.
4. blue, fruit, cube
5. steep, meat, jeep
6. cane, case, far
7. time, fire, tire
8. float, goat, load, meat, green, real
9.
10. cone, pone, stone
11. mile, mule, meal
12. tape, slate, skate

Score  

156
DIRECTIONS: In each box, circle the word that names the picture.

1. cake rake came bike kite fire coat soap rope
2. blue fruit cube steep meat jeep cane case face
3. time fire tire float goat load meat green real
4. cone pone stone mile mule meal tape slate skate

Score
DIRECTIONS: Read each word. Underline the long vowel sounds you hear in each word.

1. fable
2. graze
3. frail
4. nation
5. weight
6. cease
7. grief
8. beneath
9. breed
10. recent
11. apply
12. finer
13. ice
14. categorize
15. brighten
16. vocal
17. rover
18. boast
19. shoulder
20. slope
21. brute
22. tumor
23. tow
24. rescue
25. rule

Score ________

158
DIRECTIONS: Read each word. Underline the long vowel sounds you hear in each word.

1. fable
2. graze
3. frail
4. nation
5. weight
6. cease
7. grief
8. beneath
9. bread
10. recent
11. apply
12. finer
13. ice
14. categorize
15. brighten
16. vocal
17. rover
18. boast
19. shoulder
20. slope
21. brute
22. tumor
23. tow
24. rescue
25. rule

Score
THE PCRS

NAME
DATE

PCST-TEST

.115

DIRECTIONS: Look at each word. Underline each word that has a long vowel sound in it.

<table>
<thead>
<tr>
<th>Row</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
<th>Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>take</td>
<td>tie</td>
<td>mill</td>
<td>sue</td>
<td>lobe</td>
</tr>
<tr>
<td>2</td>
<td>beet</td>
<td>poke</td>
<td>like</td>
<td>cone</td>
<td>child</td>
</tr>
<tr>
<td>3</td>
<td>bite</td>
<td>cut</td>
<td>soak</td>
<td>ball</td>
<td>boast</td>
</tr>
<tr>
<td>4</td>
<td>rate</td>
<td>tin</td>
<td>Jan</td>
<td>neat</td>
<td>ran</td>
</tr>
<tr>
<td>5</td>
<td>teach</td>
<td>rocks</td>
<td>mute</td>
<td>peck</td>
<td>rod</td>
</tr>
<tr>
<td>6</td>
<td>might</td>
<td>lane</td>
<td>reel</td>
<td>mob</td>
<td>street</td>
</tr>
<tr>
<td>7</td>
<td>so</td>
<td>net</td>
<td>sew</td>
<td>ride</td>
<td>pack</td>
</tr>
<tr>
<td>8</td>
<td>rub</td>
<td>meat</td>
<td>nail</td>
<td>dune</td>
<td>mitt</td>
</tr>
</tbody>
</table>

Score

160

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS
PT: 157
DIRECTIONS: Look at each word. Underline each word that has a long vowel sound in it.

<table>
<thead>
<tr>
<th>Row 1</th>
<th>take</th>
<th>tie</th>
<th>mill</th>
<th>sue</th>
<th>lobe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Row 2</td>
<td>beet</td>
<td>poke</td>
<td>like</td>
<td>cone</td>
<td>child</td>
</tr>
<tr>
<td>Row 3</td>
<td>bite</td>
<td>cut</td>
<td>soak</td>
<td>ball</td>
<td>boast</td>
</tr>
<tr>
<td>Row 4</td>
<td>rate</td>
<td>tin</td>
<td>Jan</td>
<td>neat</td>
<td>ran</td>
</tr>
<tr>
<td>Row 5</td>
<td>teach</td>
<td>rocks</td>
<td>mute</td>
<td>peck</td>
<td>rod</td>
</tr>
<tr>
<td>Row 6</td>
<td>might</td>
<td>lane</td>
<td>reel</td>
<td>mob</td>
<td>street</td>
</tr>
<tr>
<td>Row 7</td>
<td>so</td>
<td>net</td>
<td>sew</td>
<td>ride</td>
<td>pack</td>
</tr>
<tr>
<td>Row 8</td>
<td>rub</td>
<td>meat</td>
<td>nail</td>
<td>dune</td>
<td>mitt</td>
</tr>
</tbody>
</table>
DIRECTIONS: Look at the sentence with the incomplete word. Circle the vowel that will complete the word.

1. Dan thinks a horse is a m_le.
   long u       short u
2. Our car needs some g__s.
   long a       short a
3. Do you like to take a tr__p in your car?
   long i       short i
4. She did not wait to open the b__x.
   long o       short o
5. The small boy was able to count to t__n.
   long e       short e
6. The last l__af fell from the tree.
   long e       short e
7. Cora wants to skip r__pe all day.
   long o       short o
8. It is past time to take a n__p.
   long a       short a
DIRECTIONS: Look at the sentence with the incomplete word. Circle the vowel that will complete the word.

1. Dan thinks a horse is a m_ le.
   long u short u

2. Our car needs some g_es.
   long a short a

3. Do you like to take a tr_p in your car?
   long i short i

4. She did not wait to open the b_x.
   long o short o

5. The small boy was able to count to t_n.
   long e short e

6. The last l_af fell from the tree.
   long e short e

7. Cora wants to skip r_pe all day.
   long o short o

8. It is past time to take a n_p.
   long a short a
DIRECTIONS: Look at the picture. Say the name of the picture. Listen for the sound of the vowel. Write the vowel on the line below each picture.
DIRECTIONS: Look at the picture. Say the name of the picture. Listen for the sound of the vowel. Write the vowel on the line below each picture.

1. U
2. A
3. E
4. I
5. O
6. A
7. U
8. O
9. I
10. A
11. O
12. E

Score
DIRECTIONS: Circle the word that completes each sentence.

1. Dad will ______________ us to the circus.
   (a) bake    (b) train    (c) take

2. The ______________ did not move.
   (a) rule    (b) mule    (c) tool

3. Jim ______________ Dean in the race.
   (a) beat    (b) beet    (c) seat

4. Rose gave the dog a ______________.
   (a) tone    (b) bone    (c) boat

5. Ron wore a big wide ______________.
   (a) lie     (b) time    (c) tie

6. Ruth looked out her window and saw a ______________.
   (a) gate    (b) lame    (c) late

7. Fat Elbert will get up almost any time to go ______________.
   (a) right    (b) eat    (c) reach

Score

166
DIRECTIONS: Circle the word that completes each sentence.

1. Dad will __________ us to the circus.
   (a) bake    (b) train    (c) take
   (c) take

2. The __________ did not move.
   (a) rule    (b) mule    (c) tool
   (b) mule

3. Jim __________ Dean in the race.
   (a) beat    (b) beet    (c) seat
   (a) beat

4. Rose gave the dog a __________.
   (a) tone    (b) bone    (c) boat
   (b) bone

5. Ron wore a big wide __________.
   (a) lie     (b) time    (c) tie
   (c) tie

6. Ruth looked out her window and saw a __________.
   (a) gate    (b) lame    (c) late
   (a) gate

7. Fat Elbert will get up almost any time to go __________.
   (a) right   (b) eat     (c) reach
   (c) reach

Score

PT: 164
167
DIRECTIONS: Read the vowel name before each sentence. Then read the sentence. Underline each word that has the same vowel sound as is written before each sentence.

(long u) 1. The cute little girl blushed when I saw her use the lipstick.

(short o) 2. Monk shoved the rocks in his pockets.

(long i) 3. Lila likes to wipe the dishes but not the frying pan.

(short e) 4. Jed let his pet hen peck at all the feed.

(long a) 5. Nate and Jane will take the baby to Grandma's.

(short u) 6. He said he felt snug as a bug in a rug.

(long o) 7. He wanted to load the goat on the boat but the old goat wouldn't go.

(short i) 8. Jim's sister will sit by Tiny Tim.

(long e) 9. We eat red beets and yellow beans.

(short a) 10. The rat ran past the trap right to the cat.

Score
DIRECTIONS: Read the vowel name before each sentence. Then read the sentence. Underline each word that has the same vowel sound as is written before each sentence.

(long u) 1. The cute little girl blushed when I saw her use the lipstick.

(short o) 2. Monk shoved the rocks in his pockets.

(long i) 3. Lila likes to wipe the dishes but not the frying pan.

(short e) 4. Jed let his pet hen peck at all the feed.

(long a) 5. Nate and Jane will take the baby to Grandma's.

(short u) 6. He said he felt snug as a bug in a rug.

(long o) 7. He wanted to load the goat on the boat but the old goat wouldn't go.

(short i) 8. Jim's sister will sit by Tiny Tim.

(long e) 9. We eat red beets and yellow beans.

(short a) 10. The rat ran past the trap right to the cat.
DIRECTIONS: Circle the word that completes each sentence.

1. The horse was gentle and ____________________.
   same    tame    late

2. Ron went to ____________________ the letter.
   pail    chain    mail

3. He took a big ____________________ from the ice-cream cone.
   bite    bike    kite

4. The balloon had a large ____________________ in it.
   mole    hole    hope

5. Mother sliced the ____________________ for lunch.
   seat    heat    meat

6. The hot brown ____________________ was good to eat.
   toad    toast    coast

7. Tom was ____________________ for school.
   bake    rate    late

Score

170
DIRECTIONS: Circle the word that completes each sentence.

1. The horse was gentle and __________.
   same    tame    late

2. Ron went to __________ the letter.
   pail    chain    mail

3. He took a big __________ from the ice-cream cone.
   bite    bike    kite

4. The balloon had a large __________ in it.
   moie    hole    hope

5. Mother sliced the __________ for lunch.
   seat    heat    meat

6. The hot brown __________ was good to eat.
   toad    toast    coast

7. Tom was __________ for school.
   bake    rate    late

Score
DIRECTIONS: Draw a circle around the word that names each picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>broom</td>
<td>2.</td>
</tr>
<tr>
<td>4.</td>
<td>leaf</td>
<td>5.</td>
</tr>
<tr>
<td>7.</td>
<td>pea</td>
<td>8.</td>
</tr>
<tr>
<td>10.</td>
<td>stack</td>
<td>11.</td>
</tr>
</tbody>
</table>
DIRECTIONS: Draw a circle around the word that names each picture.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>broom</td>
<td>brown</td>
<td>cried</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th>5.</th>
<th>6.</th>
</tr>
</thead>
<tbody>
<tr>
<td>leaf</td>
<td>loaf</td>
<td>sew</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>7.</th>
<th>8.</th>
<th>9.</th>
</tr>
</thead>
<tbody>
<tr>
<td>pea</td>
<td>pie</td>
<td>pail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10.</th>
<th>11.</th>
<th>12.</th>
</tr>
</thead>
<tbody>
<tr>
<td>stack</td>
<td>stick</td>
<td>glass</td>
</tr>
</tbody>
</table>

Score
**THE PCRS**

**DIRECTIONS:**
Read the words in Column B. Then check to see if a Column A word has the same vowel sound. Place the Column B word number beside its match in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. voice</td>
<td>1. said</td>
</tr>
<tr>
<td>2. train</td>
<td>2. brake</td>
</tr>
<tr>
<td>3. three</td>
<td>3. toy</td>
</tr>
<tr>
<td>4. law</td>
<td>4. moon</td>
</tr>
<tr>
<td>5. broom</td>
<td>5. dream</td>
</tr>
<tr>
<td>6. owl</td>
<td>6. bowl</td>
</tr>
<tr>
<td>7. coat</td>
<td>7. bought</td>
</tr>
<tr>
<td>8. head</td>
<td>8. ouch</td>
</tr>
<tr>
<td>9. bed</td>
<td></td>
</tr>
</tbody>
</table>

**Score**

**174**

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 171
DIRECTIONS:
Read the words in Column B. Then check to see if a Column A word has the same vowel sound. Place the Column B word number beside its match in Column A.

<table>
<thead>
<tr>
<th>Column A</th>
<th></th>
<th>Column B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. voice</td>
<td>3</td>
<td>1. said</td>
</tr>
<tr>
<td>2. train</td>
<td>2</td>
<td>2. brake</td>
</tr>
<tr>
<td>3. three</td>
<td>5</td>
<td>3. toy</td>
</tr>
<tr>
<td>4. law</td>
<td>7</td>
<td>4. moon</td>
</tr>
<tr>
<td>5. broom</td>
<td>4</td>
<td>5. dream</td>
</tr>
<tr>
<td>6. owl</td>
<td>8</td>
<td>6. bowl</td>
</tr>
<tr>
<td>7. coat</td>
<td>6</td>
<td>7. bought</td>
</tr>
<tr>
<td>8. head</td>
<td>1</td>
<td>8. ouch</td>
</tr>
<tr>
<td>9. bed</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Complete the unfinished word at the end of each sentence to make sense with the sentence. You may choose from the following vowel combinations: -oo, -ea, -aw, -ai, -ow, -ou, -oo, -ew, -ee

1. The small puppy was barking in the _________. h__se
2. We fed some ________ to the horse. gr__n
3. The football rolled into the _________. str__t
4. The ________ of the singer was very high. v__ce
5. The little girl did not know how to ________ a ball. thr__
6. We went fishing in the _________. str__m
7. Dad told us to ________ our food well. ch__
8. Mom was using a ________ to sew the dress. n__dle
9. Mother made ________ for dinner. st__
10. We used a ________ to lift the car. h__st

Score

176

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS
PT: 173
DIRECTIONS: Complete the unfinished word at the end of each sentence to make sense with the sentence. You may choose from the following vowel combinations: -00, -ea, -aw, -ai, -ow, -ou, -oo, -ew, -ee

1. The small puppy was barking in the ____________.
2. We fed some ____________ to the horse.
3. The football rolled into the ____________.
4. The ____________ of the singer was very high.
5. The little girl did not know how to ____________ a ball.
6. We went fishing in the ____________.
7. Dad told us to ____________ our food well.
8. Mom was using a ____________ to sew the dress.
9. Mother made ____________ for dinner.
10. We used a ____________ to lift the car.
DIRECTIONS: Read the following sentences. Circle or underline all the words that contain vowel combinations.

Example: Dad did not want us to shout when we talked.

1. We were told not to run in the house.
2. The old boat had a hole in it.
3. The truck made a strange noise.
4. Do not swim in deep water.
5. It took us a long time to walk home.
6. The farmer used to plow on his land.
7. The church was very clean inside.
8. He was not ready when it was time to leave so he had to stay behind.
DIRECTIONS: Read the following sentences. Circle all the words that contain vowel combinations.

Example: Dad did not want us to shout when we talked.

1. We were told not to run in the house.

2. The old boat had a hole in it.

3. The truck made a strange noise.

4. Do not swim in deep water.

5. It took us a long time to walk home.

6. The farmer used to plow on his land.

7. The church was very clean inside.

8. He was not ready when it was time to leave so he had to stay behind.
THE PCRS

NAME_________________________
DATE_________________________

DIRECTIONS: Read the sentences. Fill in the blanks with the right word.

<table>
<thead>
<tr>
<th>green</th>
<th>team</th>
<th>noise</th>
<th>proud</th>
</tr>
</thead>
<tbody>
<tr>
<td>loud</td>
<td>toy</td>
<td>blow</td>
<td>neat</td>
</tr>
<tr>
<td>paw</td>
<td>drain</td>
<td>news</td>
<td>toast</td>
</tr>
</tbody>
</table>

1. John was happy to make the baseball ________________.
2. We usually eat ________________ in the morning.
3. He felt ________________ when he hit the home run.
4. The dirty water went down the ________________.
5. The cat sat there licking his ________________.
6. The chair made a loud ________________ when it fell over.
7. Mary always hung up her clothes and put things in their proper place so her room was always ________________.
8. We could feel the wind ________________ through the house.
9. Spring in Nebraska is always welcome when the trees suddenly turn ________________.
10. We listen to the local and national ________________ at 6:00 p.m.

Score ____________

180

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 177
DIRECTIONS: Read the sentences. Fill in the blanks with the right word.

green  team  noise  proud
loud  toy  blow  neat
paw  drain  news  toast

1. John was happy to make the baseball **Team**
2. We usually eat **Toast** in the morning.
3. He felt **Proud** when he hit the home run.
4. The dirty water went down the **Drain**.
5. The cat sat there licking his **Paws**.
6. The chair made a loud **Noise** when it fell over.
7. Mary always hung up her clothes and put things in their proper place so her room was always **Neat**.
8. We could feel the wind **Blow** through the house.
9. Spring in Nebraska is always welcome when the trees suddenly turn **Green**.
10. We listen to the local and national **News** at 6:00 p.m.

Score
DIRECTIONS: Choose a word from the list below to complete each sentence.

annoyed  choice  employ
auction  thief  taught
moist  neighbor  height
fierce  doily  royal

1. Her __________________ is a friendly person.

2. How many persons does the factory __________________?

3. The student teacher __________________ a lesson.

4. What is the __________________ of the room?

5. The lion gave a __________________ growl.

6. There was a __________________ on the bureau.

7. Who is your __________________ for mayor?

8. Emily found several bargains at the __________________.

9. Dad was __________________ by the dented fender.

10. His __________________ highness entered the palace.

Score
DIRECTIONS: Choose a word from the list below to complete each sentence.

annoyed  choice  employ
auction  thief  taught
moist  neighbor  height
fierce  doily  royal

1. Her __**NEIGHBOR**__ is a friendly person.
2. How many persons does the factory __**EMPLOY**__?
3. The student teacher __**TAUGHT**__ a lesson.
4. What is the __**HEIGHT**__ of the room?
5. The lion gave a __**FIERCE**__ growl.
6. There was a __**DOILY**__ on the bureau.
7. Who is your __**CHOICE**__ for mayor?
8. Emily found several bargains at the __**AUCTION**__.
9. Dad was __**ANNoyed**__ by the dented fender.
10. His __**ROYAL**__ highness entered the palace.
DIRECTIONS: Say each of the words on the list below out loud to your teacher.

1. owl - glow
2. train - refrain
3. boil - toil
4. cried - fried
5. law - slaw
6. tray - flay
7. crew - shrew
8. green - sleeve
9. blue - true
10. neither - either
11. ploy - Troy
12. beat - neat
13. louse - grouse
14. moat - gloat
15. food - good
16. guy - buy
17. fruit - gruit
18. they - key

Score [__]
THE PCRS

NAME
DATE

Self Checking

DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some are not real words.

1. owl - glow
2. train - refrain
3. boil - toil
4. cried - fried
5. law - slaw
6. tray - flay
7. crew - shrew
8. green - sleeve
9. blue - true
10. neither - either
11. ploy - Troy
12. beat - neat
13. louse - grouse
14. moat - gloat
15. food - good
16. guy - buy
17. fruit - gruit
18. they - key

Score: [ ]

PT: 182  135
DIRECTIONS: Draw a line through all of the silent consonants in each of the words listed below.

1. wrench
2. rhythm
3. numb
4. gnat
5. clutch
6. fight
7. badge
8. knot
DIRECTIONS: Draw a line through all of the silent consonants in each of the words listed below.

1. wrench
2. rhythm
3. num
4. nat
5. cluck
6. fig
7. bad
8. not

Score
THE PCRS

DIRECTIONS: Draw a line through the vowels that you do not hear in these words.

1. meet
2. train
3. throat
4. tried
5. cheaper
6. grow
7. hoe
8. blue
9. either
10. play

Score

188
DIRECTIONS: Draw a line through the vowels that you do not hear in these words.

1. melt
2. train
3. throw
4. tried
5. che[@er
6. grow
7. how
8. blue
9. ether
10. play
DIRECTIONS: Choose a word from the list of words below that makes sense with each incomplete sentence. Write it in the blank space.

night  bug  latch  rhythm  top  crumb  bird  gnat
badge  lock  knot  shoe  wren  line  limb  bone
sign  branch

1. We did not see the stop _______________.
2. Can you hear the _______________ singing?
3. The _______________ on the barn door was broken.
4. The policeman has a _______________ on his hat.
5. The _______________ on the tree was broken by the wind.
6. Do you know how to tie a _______________?
7. Can you dance to the _______________ of the drum?
8. We did not leave one _______________ on our plates.

Score [___]
DIRECTIONS: Choose a word from the list of words below that makes sense with each incomplete sentence. Write it in the blank space.

**List of words:**
- night
- bug
- latch
- rhythm
- top
- crumb
- bird
- gnat
- badge
- lock
- knot
- shoe
- wren
- line
- limb
- sign
- branch

1. We did not see the stop __________.
2. Can you hear the __________ singing?
3. The __________ on the barn door was broken.
4. The policeman has a __________ on his hat.
5. The __________ on the tree was broken by the wind.
6. Do you know how to tie a __________?
7. Can you dance to the __________ of the drum?
8. We did not leave one __________ on our plates.
**DIRECTIONS:** Look at the key word in each row. Circle all the words in each row that have the same vowel sound you hear in the key word.

| Row | Key Word | thorn | thirst | fort | mark | work | walk | stall | star | shirt | mark | short | stall | her | hurt | here | short | form | from | horn | true | corn | hall | bell | walk | paw | malt | fur | true | her | ourr | shirt | jerk | sell | ball | curve | perch |
|-----|----------|-------|--------|------|------|------|------|-------|------|-------|------|-------|------|-----|------|------|-------|------|-------|------|------|------|-----|------|-----|------|-------|------|-------|------|-------|------|------|-------|------|
| 1   | thorn    |       | thirst | fort | mark | work | walk | stall | star | shirt | mark | short | stall | her | hurt | here | short | form | from | horn | true | corn | hall | bell | walk | paw | malt | fur | true | her | ourr | shirt | jerk | sell | ball | curve | perch |
DIRECTIONS: Look at the key word in each row. Circle all the words in each row that have the same vowel sound you hear in the key word.

<table>
<thead>
<tr>
<th>1. thorn</th>
<th>thirst</th>
<th>fort</th>
<th>mark</th>
<th>pork</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. stalk</td>
<td>work</td>
<td>walk</td>
<td>stall</td>
<td>star</td>
</tr>
<tr>
<td>3. start</td>
<td>mark</td>
<td>shirt</td>
<td>short</td>
<td>stall</td>
</tr>
<tr>
<td>4. shirt</td>
<td>her</td>
<td>hurt</td>
<td>here</td>
<td>short</td>
</tr>
<tr>
<td>5. form</td>
<td>from</td>
<td>horn</td>
<td>true</td>
<td>corn</td>
</tr>
<tr>
<td>6. hall</td>
<td>bell</td>
<td>walk</td>
<td>paw</td>
<td>malt</td>
</tr>
<tr>
<td>7. fur</td>
<td>true</td>
<td>her</td>
<td>curr</td>
<td>shirt</td>
</tr>
<tr>
<td>8. jerk</td>
<td>sell</td>
<td>ball</td>
<td>curve</td>
<td>perch</td>
</tr>
</tbody>
</table>

PT: 190

Score

193

PT: 190
DIRECTIONS: Draw a circle around each controlled vowel in the words below. The first one is done for you.

- start
- chirped
- story
- perform
- carpet
- barber
- purple
- terror
- skirt
- horror
- stirring
- furniture
DIRECTIONS: Draw a circle around each controlled vowel in the words below. The first one is done for you.

start  carpet  skirt
chirped  barber  horror
story  purple  stirring
perform  terror  furniture
THE PCRS

NAME
DATE

DIRECTION: Add the letter r, l, or w to the incomplete word so that it makes sense in the sentence. Write the complete word in the blank space.

1. I can use a knife and ______ when I eat.  
   ______

2. Mom told Mary to wear her new ______.  
   ______

3. The ______ on the cat's feet were sharp.  
   ______

4. The ______ on the tree was falling off.  
   ______

5. Our teacher told us not to run in the ______.  
   ______

6. There were many ______ in the road.  
   ______

7. Sally was wearing a red ______.  
   ______

8. The birds flew swiftly over the ______.  
   ______

9. The windows were covered by old ______.  
   ______

10. The men stood around in a ______.  
    ______

Score

196

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS
PT: 193
DIRECTION: Add the letter r, l, or w to the incomplete word so that it makes sense in the sentence. Write the complete word in the blank space.

1. I can use a knife and **fork** when I eat
   - fork
2. Mom told Mary to wear her new **skirt**.
   - skirt
3. The **claws** on the cat's feet were sharp.
   - claws
4. The **bark** on the tree was falling off.
   - bark
5. Our teacher told us not to run in the **hall**.
   - hall
6. There were many **curves** in the road.
   - curves
7. Sally was wearing a red **shawl**.
   - shawl
8. The birds flew swiftly over the **shore**.
   - shore
9. The windows were covered by old **curtains**.
   - curtains
10. The men stood around in a **circle**.
    - circle
THE PCRS

DIRECTIONS: Choose one of the words listed below to make sense with each incomplete sentence. Write it in the blank space.

<table>
<thead>
<tr>
<th>fork</th>
<th>hurt</th>
<th>sell</th>
<th>corn</th>
</tr>
</thead>
<tbody>
<tr>
<td>halt</td>
<td>jar</td>
<td>dirt</td>
<td>start</td>
</tr>
<tr>
<td>horse</td>
<td>card</td>
<td>stalk</td>
<td>malt</td>
</tr>
</tbody>
</table>

1. Don _______ his knee when he fell down.
2. I could not open the lid on the ________.
3. I had a spoon but not a ________.
4. The ________ was eating some hay.
5. I think that I am going to ________ my bike.
6. The old car can not ________ any more.
7. All the little kids were playing in the ________.
8. Every year we go to the farm to buy some ________.

Score [ ]

198

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 195
THE PCRS

NAME ____________________________
DATE ____________________________

DIRECTIONS: Choose one of the words listed below to make sense with each incomplete sentence. Write it in the blank space.

<table>
<thead>
<tr>
<th>fork</th>
<th>hurt</th>
<th>sell</th>
<th>corn</th>
</tr>
</thead>
<tbody>
<tr>
<td>halt</td>
<td>jar</td>
<td>dirt</td>
<td>start</td>
</tr>
<tr>
<td>horse</td>
<td>card</td>
<td>stalk</td>
<td>malt</td>
</tr>
</tbody>
</table>

1. Don ____HURT____ his knee when he fell down.
2. I could not open the lid on the ____JAR____.
3. I had a spoon but not a ____FORK____.
4. The ____HORSE____ was eating some hay.
5. I think that I am going to ____SELL____ my bike.
6. The old car can not ____START____ any more.
7. All the little kids were playing in the ____DIRT____.
8. Every year we go to the farm to buy some ____CORN____.
DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some of the words are not real words.

1. storm
2. darb
3. turl
4. salt
5. hort
6. dalt
7. nall
8. lert
9. skirt
10. faw
DIRECTIONS: Say each of the words on the list below out loud to your teacher. Some of the words are not real words.

1. storm
2. darb
3. turl
4. salt
5. hort
6. dalt
7. nall
8. lert
9. skirt
10. faw
DIRECTIONS: Look at the pictures below. Write the controlled vowel that you hear in each box.

el  al  ir  ur  er  or  ar

1. 2. 3.

4. 5. 6.

7. 8. 9.

10. 11. 12.

Score
**DIRECTIONS:** Look at the pictures below. Write the controlled vowel that you hear in each box.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>2.</td>
<td>3.</td>
</tr>
<tr>
<td>OR</td>
<td>UR</td>
<td>AR</td>
</tr>
<tr>
<td>4.</td>
<td>5.</td>
<td>6.</td>
</tr>
<tr>
<td>AR</td>
<td>IR</td>
<td>UR</td>
</tr>
<tr>
<td>7.</td>
<td>8.</td>
<td>9.</td>
</tr>
<tr>
<td>EL</td>
<td>OR</td>
<td>OR</td>
</tr>
<tr>
<td>10.</td>
<td>11.</td>
<td>12.</td>
</tr>
<tr>
<td>EL</td>
<td>OR</td>
<td>EL</td>
</tr>
</tbody>
</table>

Score: ___
DIRECTIONS: Say the name of each picture to yourself. How many syllables do you hear? Write the number in the box.

1. Candle
2. Watermelon
3. Button
4. Kangaroo
5. Calendar
6. Flag
7. Turkey
8. Brush
9. Elephant
10. Banana
11. Violin
12. Turtle

Score [Blank]
**THE PCRS**

<table>
<thead>
<tr>
<th><strong>Pn, T</strong></th>
<th><strong>es</strong></th>
<th><strong>DIRECT ONS:</strong> Say the name of each picture to yourself. How many syllables do you hear? Write the number in the box.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td><img src="image1" alt="Candle" /></td>
<td><strong>1.</strong> Candle 1</td>
</tr>
<tr>
<td>2.</td>
<td><img src="image2" alt="Watermelon" /></td>
<td><strong>2.</strong> Watermelon 2</td>
</tr>
<tr>
<td>3.</td>
<td><img src="image3" alt="Button" /></td>
<td><strong>3.</strong> Button 3</td>
</tr>
<tr>
<td>4.</td>
<td><img src="image4" alt="Kangaroo" /></td>
<td><strong>4.</strong> Kangaroo 3</td>
</tr>
<tr>
<td>5.</td>
<td><img src="image5" alt="Calendar" /></td>
<td><strong>5.</strong> Calendar 1</td>
</tr>
<tr>
<td>6.</td>
<td><img src="image6" alt="Flag" /></td>
<td><strong>6.</strong> Flag 1</td>
</tr>
<tr>
<td>7.</td>
<td><img src="image7" alt="Turkey" /></td>
<td><strong>7.</strong> Turkey 2</td>
</tr>
<tr>
<td>8.</td>
<td><img src="image8" alt="Brush" /></td>
<td><strong>8.</strong> Brush 1</td>
</tr>
<tr>
<td>9.</td>
<td><img src="image9" alt="Elephant" /></td>
<td><strong>9.</strong> Elephant 3</td>
</tr>
<tr>
<td>10.</td>
<td><img src="image10" alt="Banana" /></td>
<td><strong>10.</strong> Banana 3</td>
</tr>
<tr>
<td>11.</td>
<td><img src="image11" alt="Violin" /></td>
<td><strong>11.</strong> Violin 3</td>
</tr>
<tr>
<td>12.</td>
<td><img src="image12" alt="Turtle" /></td>
<td><strong>12.</strong> Turtle 2</td>
</tr>
</tbody>
</table>

**Score**

---

**PT: 202**
**DIRECTIONS:** Add a syllable from Column B to a syllable in Column A to form a real word.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pud</td>
<td>ger</td>
</tr>
<tr>
<td>2. mo</td>
<td>et</td>
</tr>
<tr>
<td>3. num</td>
<td>fore</td>
</tr>
<tr>
<td>4. fin</td>
<td>ble</td>
</tr>
<tr>
<td>5. tar</td>
<td>per</td>
</tr>
<tr>
<td>6. sup</td>
<td>ment</td>
</tr>
<tr>
<td>7. ta</td>
<td>dle</td>
</tr>
<tr>
<td>8. be</td>
<td>get</td>
</tr>
<tr>
<td>9. ma</td>
<td>jor</td>
</tr>
<tr>
<td>10. bl</td>
<td>ber</td>
</tr>
</tbody>
</table>

**Score**
DIRECTIONS: Add a syllable from Column B to a syllable in Column A to form a real word.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. pud <strong>dle</strong></td>
<td>ger</td>
</tr>
<tr>
<td>2. mo <strong>ment</strong></td>
<td>et</td>
</tr>
<tr>
<td>3. num <strong>BER</strong></td>
<td>fore</td>
</tr>
<tr>
<td>4. fin <strong>ger</strong></td>
<td>ble</td>
</tr>
<tr>
<td>5. tar <strong>GET</strong></td>
<td>per</td>
</tr>
<tr>
<td>6. sup <strong>PER</strong></td>
<td>ment</td>
</tr>
<tr>
<td>7. ta <strong>BLE</strong></td>
<td>dle</td>
</tr>
<tr>
<td>8. be <strong>FORE</strong></td>
<td>get</td>
</tr>
<tr>
<td>9. ma <strong>JOR</strong></td>
<td>jor</td>
</tr>
<tr>
<td>10. blank <strong>ET</strong></td>
<td>ber</td>
</tr>
</tbody>
</table>

Score [ ]

PT: 204
DIRECTIONS: Say each of the words listed below to yourself. Write the number of syllables you hear in each word on the line after each word.

1. broken
2. place
3. statement
4. vacation
5. first
6. smokes
7. together
8. shook

Score
DIRECTIONS: Say each of the words listed below to yourself. Write the number of syllables you hear in each word on the line after each word.

1. broken  2
2. place   1
3. statement  2
4. vacation  3
5. first    1
6. smokes   1
7. together  3
8. shook    1

Score
DIRECTIONS: Divide the following words into syllables. Draw a line between the parts you see and hear in each word.

- dissect
- bugle
- agreement
- milk
- favor
- wagon
- blanket
- bacon
- pidden
- tamble
- unselfish
- comic
- thimble
- cycle
- moment
- stroke
- ribbon
- human
- gnute
- luggate

Score

210

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 207
THE PCRS

NAME ____________________________________________

DATE ____________________________________________

POST-TEST .168

DIRECTIONS: Divide the following words into syllables. Draw a line between the parts you see and hear in each word.

dissect
bugle
agreement
milk
favor
wagon
blanket
bacon
bidden
symbol

unselfish
comic
thimble
cycle
moment
stroke
ribbon
human
gnute
lugbate

Score _________

PT: 208

211
DIRECTIONS: Look at the list of words and the incomplete sentences below.
1) Choose a word that makes sense in the sentence. Write it in the blank space.
2) Draw a line to show the syllables in the word. 3) Mark the vowel sound heard in each syllable.

<table>
<thead>
<tr>
<th>seven</th>
<th>trumpet</th>
<th>wagon</th>
<th>student</th>
</tr>
</thead>
<tbody>
<tr>
<td>locate</td>
<td>napkin</td>
<td>vacant</td>
<td>ribbon</td>
</tr>
<tr>
<td>bacon</td>
<td>recess</td>
<td>protect</td>
<td>unless</td>
</tr>
</tbody>
</table>

1. Do you know how to play the ____________________?
2. I had some ________________ for breakfast today.
3. There is a ________________ lot across the street.
4. Sally was the best ________________ in class today.
5. We are going to play games during ________________ today.
6. Sue has a red ________________ in her hair today.
7. John put a ________________ on his lap before he ate.
8. Tom is going to be ________________ years old tomorrow.
9. Joey got a red ________________ for his birthday.
10. ________________ you are very good, you won't get any candy.

Score [ ]
DIRECTIONS: Look at the list of words and the incomplete sentences below.
1) Choose a word that makes sense in the sentence. Write it in the blank space.
2) Draw a line to show the syllables in the word. 3) Mark the vowel sound heard in each syllable.

<table>
<thead>
<tr>
<th>seven</th>
<th>trumpet</th>
<th>wagon</th>
<th>student</th>
</tr>
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<tr>
<td>locate</td>
<td>napkin</td>
<td>vacant</td>
<td>ribbon</td>
</tr>
<tr>
<td>bacon</td>
<td>recess</td>
<td>protect</td>
<td>unless</td>
</tr>
</tbody>
</table>

1. Do you know how to play the ****Trumpet****?
2. I had some **Bacon** for breakfast today.
3. There is a **Vacant** lot across the street.
4. Sally was the best **Student** in class today.
5. We are going to play games during **Recess** today.
6. Sue has a red **Ribbon** in her hair today.
7. John put a **Napkin** on his lap before he ate.
8. Tom is going to be **Seven** years old tomorrow.
9. Joey got a red **Wagon** for his birthday.
10. **Unless** you are very good, you won't get any candy.

Score
DIRECTIONS: Read each of the sentences below. If the gh in the underlined word is silent, put an S on the line. If the gh or ph has the sound of F put an F on the line.

1. The clown made us all laugh.  
2. Tom threw the ball and I caught it.  
3. This road is sure rough.  
4. Did you sleep well last night?  
5. Mary showed us a photograph of her dog.  
6. Mom bought us new coats for school.  
7. My dad caught ten fish today.  
8. The meat was too tough to chew.
DIRECTIONS: Read each of the sentences below. If the gh in the underlined word is silent, put an S on the line. If the gh or ph has the sound of F, put an F on the line.

1. The clown made us all laugh.   F
2. Tom threw the ball and I caught it.   S
3. This road is sure rough.   F
4. Did you sleep well last night?   S
5. Mary showed us a photograph of her dog.   F
6. Mom bought us new coats for school.   F
7. My dad caught ten fish today.   F
8. The meat was too tough to chew.   F

Score
DIRECTIONS: Look at the underlined letters in each of the words below. Write the sound the underlined letters make by using these letters: S = silent; k, ch, f, sh.

1. Christmas
2. tough
3. telegraph
4. anchor
5. starch
6. precious
7. schedule
8. slight

Score
DIRECTIONS: Look at the underlined letters in each of the words below. Write the sound the underlined letters make by using these letters: $S$ = silent; $k$, $ch$, $f$, $sh$.

1. Christmas  
2. tough  
3. telegraph  
4. anchor  
5. starch  
6. precious  
7. schedule  
8. slight

Score
DIRECTIONS: Read the words below. Use one of the words to complete each sentence.

- square
- quick
- vacation
- official
- question
- squash
- gracious
- mission
- facial
- division
- quarter

1. Is your family going on a _____________ this summer?
2. John was very _____________ to answer the question.
3. Why does your chair _____________ when you move it?
4. We planted some _____________ in the garden.
5. John is the _____________ leader of our group.
6. The men were assigned a very important _____________.
7. We walked four _____________ blocks today.
8. Jack preferred saying he was a _____________ of a century old instead of acknowledging his twenty-five years.
9. In order to pantomime, a person must be adept in changing his _____________ expressions.
10. The senior girls served as _____________ hostesses at the all-school party.

Score

---

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 215
DIRECTIONS: Read the words below. Use one of the words to complete each sentence.

square  official  mission  gracious  
quick  question  squash  facial  
vacation  squeak  quarter  division  

1. Is your family going on a [VACATION] this summer?
2. John was very [QUICK] to answer the question.
3. Why does your chair [SQUEAK] when you move it?
4. We planted some [SQUASH] in the garden.
5. John is the [OFFICIAL] leader of our group.
6. The men were assigned a very important [MISSION].
7. We walked four [SQUARE] blocks today.
8. Jack preferred saying he was a [QUARTER] of a century old instead of acknowledging his twenty-five years.
9. In order to pantomime, a person must be adept in changing his [FACIAL] expressions.
10. The senior girls served as [GRACIOUS] hostesses at the all-school party.
DIRECTIONS: Write two real words that rhyme with each word below.

1. hook
   ______
   ______

2. town
   ______
   ______

3. rail
   ______
   ______

4. each
   ______
   ______

5. stay
   ______
   ______

6. boil
   ______
   ______

7. snow
   ______
   ______

8. knew
   ______
   ______

Score

220

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 217
DIRECTIONS: Write two real words that rhyme with each word below.

1. hook
   Took
   Book

2. town
   Brown
   Down

3. rail
   Nail

4. each
   Peach
   Peach

5. stay
   Play
   Day

6. boil
   Toil
   Coil

7. snow
   Blow
   Know

8. knew
   Flew
   Blew

Answers will vary
DIRECTIONS: Write one of these vowel groups under each picture to show how it is spelled.

ou  ai  ee  ow  aw  oo  oa  ie  ea

1.  
2.  
3.  

4.  
5.  
6.  

7.  
8.  
9.  

Score
DIRECTIONS: Write one of these vowel groups under each picture to show how it is spelled.

ou  ai  ee  ow  aw  oo  oa  ie  ea

1. 2. 3.

4. 5. 6.

7. 8. 9.

Score

PT: 220
DIRECTIONS: Combine the base word and its ending to form a new word spelled correctly.

1. skate + ing =
2. race + es =
3. pin + ing =
4. kick + ed =
5. skid + ed =
6. watch + es =
7. save + ed =
8. want + ed =
9. bite + ing =
10. like + ed =

Score

224

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 221
DIRECTIONS: Combine the base word and its ending to form a new word spelled correctly.

1. skate + ing = **skating**
2. race + es = **races**
3. pin + ing = **pinning**
4. kick + ed = **kicked**
5. skid + ed = **skidded**
6. watch + es = **watches**
7. save + ed = **saved**
8. want + ed = **wanted**
9. bite + ing = **biting**
10. like + ed = **liked**

Score
DIRECTIONS: Study each compound word. Make two words out of each compound word. Write the two words that make the compound word.

1. mailman
2. policeman
3. oatmeal
4. beanpole
5. rainbow
6. sunrise
7. seesaw
8. hillside
9. peanuts
10. tablecloth
11. everybody
12. pancake
13. airport
14. downstairs
15. flashlight

Score □ □
DIRECTIONS: Study each compound word. Make two words out of each compound word. Write the two words that make the compound word.

1. mailman
   - Mail
   - Man

2. policeman
   - Police
   - Man

3. oatmeal
   - Oat
   - Meal

4. beanpole
   - Bean
   - Pole

5. rainbow
   - Rain
   - Bow

6. sunrise
   - Sun
   - Rise

7. seesaw
   - See
   - Saw

8. hillside
   - Hill
   - Side

9. peanuts
   - Pea
   - Nuts

10. tablecloth
    - Table
    - Cloth

11. everybody
    - Every
    - Body

12. pancake
    - Pan
    - Cake

13. airport
    - Air
    - Port

14. downstairs
    - Down
    - Stairs

15. flashlight
    - Flash
    - Light

Score
**THE PCRS**

NAME ____________________________

DATE ____________________________

**DIRECTIONS:** Take a word from the first column and put it together with a word from the second column to make a compound word.

| 1. grand | ________________ | boy |
| 2. moon | ________________ | bird |
| 3. any | ________________ | shop |
| 4. with | ________________ | mother |
| 5. paper | ________________ | noon |
| 6. mail | ________________ | light |
| 7. blue | ________________ | out |
| 8. foot | ________________ | body |
| 9. after | ________________ | step |
| 10. work | ________________ | man |

Score ____________________________

228

ADAPTED FROM SYSTEM | READ
OMAHA PUBLIC SCHOOLS  PT: 225
DIRECTIONS: Take a word from the first column and put it together with a word from the second column to make a compound word.

1. grand  GRANDMOTHER  boy
2. moon  MOONLIGHT  bird
3. any  ANYBODY  shop
4. with  WITHOUT  mother
5. paper  PAPERBOY  noon
6. mail  MAILMAN  light
7. blue  BLUEBIRD  out
8. foot  FOOTSTEP  body
9. after  AFTERNOON  step
10. work  WORKMAN  man
DIRECTIONS: Circle the compound word that will complete each sentence.

1. I gave my letter to the ________________.
   teacher   postman   neighbor

2. The ________________ rode a big horse.
   cowboy   hunter   rider

3. We went ________________ after the rain stopped.
   out   home   outside

4. Did you ever ride in an ________________.
   airplane   truck   boat

5. The fat lady did not fit through the ________________.
   window   doorway   door

6. Can you come over to my house ________________?
   sometime   now   tomorrow

7. We saw a ________________ in the ocean.
   shell   ship   starfish

8. He picked up shells on the ________________.
   sand   seashore   rocks

9. How do you like my new ________________?
   shoes   necktie   skirt

10. The ________________ fixed the old shoes.
    shoemaker   neighbor   doctor
DIRECTIONS: Circle the compound word that will complete each sentence.

1. I gave my letter to the _________.
   teacher  postman  neighbor

2. The ________ rode a big horse.
   cowboy  hunter  rider

3. We went ________ after the rain stopped.
   out home outside

4. Did you ever ride in an ________ ?
   airplane  truck  boat

5. The fat lady did not fit through the ________.
   window  doorway  door

6. Can you come over to my house ________?
   sometime  now  tomorrow

7. We saw a ________ in the ocean.
   shell  ship starfish

8. He picked up shells on the ________.
   sand  seashore rocks

9. How do you like my new ________?
   shoes  necktie skirt

10. The ________ fixed the old shoes.
    shoemaker  neighbor  doctor
DIRECTIONS: Write the two words that stand for each of the contractions in the column below.

1. didn't
2. can't
3. that's
4. they'll
5. I've
6. we're
7. couldn't
8. let's
9. they've
10. she'll
DIRECTIONS: Write the two words that stand for each of the contractions in the column below.

<table>
<thead>
<tr>
<th>Contraction</th>
<th>Expansion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. didn't</td>
<td>DID NOT</td>
</tr>
<tr>
<td>2. can't</td>
<td>CAN NOT</td>
</tr>
<tr>
<td>3. that's</td>
<td>THAT IS</td>
</tr>
<tr>
<td>4. they'll</td>
<td>THEY WILL</td>
</tr>
<tr>
<td>5. I've</td>
<td>I HAVE</td>
</tr>
<tr>
<td>6. we're</td>
<td>WE ARE</td>
</tr>
<tr>
<td>7. couldn't</td>
<td>COULD NOT</td>
</tr>
<tr>
<td>8. let's</td>
<td>LET US</td>
</tr>
<tr>
<td>9. they've</td>
<td>THEY HAVE</td>
</tr>
<tr>
<td>10. she'll</td>
<td>SHE WILL</td>
</tr>
</tbody>
</table>
DIRECTIONS: Write a contraction that stands for each of the two words in the column below.

1. We are
2. You will
3. He will
4. I would
5. Does not
6. It is
7. Will not
8. Let us
9. He would
10. I have
DIRECTIONS: Write a contraction that stands for each of the two words in the column below.

1. We are \textbf{We're} \\
2. You will \textbf{You'll} \\
3. He will \textbf{He'll} \\
4. I would \textbf{I'd} \\
5. Does not \textbf{Doesn't} \\
6. It is \textbf{It's} \\
7. Will not \textbf{Won't} \\
8. Let us \textbf{Let's} \\
9. He would \textbf{He'd} \\
10. I have \textbf{I've}
DIRECTIONS: Read the root word and prefixes on each line. In the blanks, write a real word by combining the root and a prefix.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>PREFIXES</th>
<th>WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>lock</td>
<td>un, ex, dis, em</td>
<td></td>
</tr>
<tr>
<td>claim</td>
<td>con, com, ex, im</td>
<td></td>
</tr>
<tr>
<td>order</td>
<td>dis, ex, in, de</td>
<td></td>
</tr>
<tr>
<td>ject</td>
<td>re, com, dis, un</td>
<td></td>
</tr>
<tr>
<td>form</td>
<td>ex, de, im, com</td>
<td></td>
</tr>
<tr>
<td>place</td>
<td>con, dis, ex, em</td>
<td></td>
</tr>
<tr>
<td>take</td>
<td>com, ex, re, con</td>
<td></td>
</tr>
<tr>
<td>start</td>
<td>re, ex, con, dis</td>
<td></td>
</tr>
<tr>
<td>band</td>
<td>im, in, dis, de</td>
<td></td>
</tr>
<tr>
<td>sale</td>
<td>ex, re, dis, con</td>
<td></td>
</tr>
</tbody>
</table>

Score
**THE PCRS**

**NAME**

**DATE**

**DIRECTIONS:** Read the root word and prefixes on each line. In the blanks, write a real word by combining the root and a prefix.

<table>
<thead>
<tr>
<th>ROOT</th>
<th>PREFIXES</th>
<th>WORD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. lock</td>
<td>un, ex, dis, em</td>
<td>Unlock</td>
</tr>
<tr>
<td>2. claim</td>
<td>con, com, ex, im</td>
<td>Exclaim</td>
</tr>
<tr>
<td>3. order</td>
<td>dis, ex, in, de</td>
<td>Disorder</td>
</tr>
<tr>
<td>4. ject</td>
<td>re, com, dis, un</td>
<td>Reject</td>
</tr>
<tr>
<td>5. form</td>
<td>ex, de, im, com</td>
<td>Deform</td>
</tr>
<tr>
<td>6. place</td>
<td>con, dis, ex, em</td>
<td>Displace</td>
</tr>
<tr>
<td>7. take</td>
<td>com, ex, re, con</td>
<td>Retake</td>
</tr>
<tr>
<td>8. start</td>
<td>re, ex, con, dis</td>
<td>Restart</td>
</tr>
<tr>
<td>9. band</td>
<td>im, in, dis, de</td>
<td>Disband</td>
</tr>
<tr>
<td>10. sale</td>
<td>ex, re, dis, con</td>
<td>Resale</td>
</tr>
</tbody>
</table>

**Score**

237
DIRECTIONS: Choose a word from the list to complete each sentence.

wrap  inflate  uncurled  unopened
improper  important  dislocate  rewrap
recheck  reward  dissatisfied  locate

1. Tell only the most __________ facts about the accident.
2. Jerry kept erasing his charcoal sketch because he was __________ with the picture.
3. The guests wondered what was in the __________ package.
4. To mail a package one must __________ it securely the first time.
5. Jim was given a ticket for making an __________ left-hand turn.
6. The sleeping kitten __________ itself from the cozy chair when Father came to sit down.
7. The fall from the horse caused the cowboy to __________ his elbow.
8. The __________ for returning the lost ring was a silver dollar.
9. He stopped at the gas station to __________ the low tires on the car.
10. Expect to __________ your paper for spelling mistakes.

Score

238
DIRECTIONS: Choose a word from the list to complete each sentence.

wrap  inflate  uncurled  unopened
improper  important  dislocate  rewrap
recheck  reward  dissatisfied  locate

1. Tell only the most **important** facts about the accident.
2. Jerry kept erasing his charcoal sketch because he was **dissatisfied** with the picture.
3. The guests wondered what was in the **unopened** package.
4. To mail a package one must **wrap** it securely the first time.
5. Jim was given a ticket for making an **improper** left-hand turn.
6. The sleeping kitten **uncurled** itself from the cozy chair when Father came to sit down.
7. The fall from the horse caused the cowboy to **dislocate** his elbow.
8. The **reward** for returning the lost ring was a silver dollar.
9. He stopped at the gas station to **inflate** the low tires on the car.
10. Expect to **recheck** your paper for spelling mistakes.

Score
DIRECTIONS: Study the two meanings of each prefix. Read each sentence. Draw a line between the prefix and root word of the underlined word. Write the number of the meaning of the prefix on the blank.

1. in = not
2. in = into, within
3. un = not
4. un = do the opposite

1. The teacher marked six incorrect answers on my test paper.
2. The huge drill moved inward with each grinding turn.
3. Jane took an indirect route to work today and arrived earlier than usual.
4. All the kids ran indoors when it started to rain.
5. Mom was unaware that she drove over Danny's tricycle when she backed the car out of the garage.
6. A most unpleasant odor was coming from the pile of burning rubber tires.
7. The artist was getting ready to unveil his latest masterpiece before two hundred eager buyers.
8. All the details of the accident were still untold.
9. The coach was so unkind to his players that some of them quit the team.
10. Jack was so inactive during the winter that he gained ten pounds.

Score [ ]
DIRECTIONS: Study the two meanings of each prefix. Read each sentence. Draw a line between the prefix and root word of the underlined word. Write the number of the meaning of the prefix on the blank.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>in</td>
<td>not</td>
<td>into, within</td>
</tr>
<tr>
<td>un</td>
<td>not</td>
<td>do the opposite</td>
</tr>
</tbody>
</table>

1. The teacher marked six incorrect answers on my test paper.  
2. The huge drill moved inward with each grinding turn.  
3. Jane took an indirect route to work today and arrived earlier than usual.  
4. All the kids ran indoors when it started to rain.  
5. Mom was unaware that she drove over Danny's tricycle when she backed the car out of the garage.  
6. A most unpleasant odor was coming from the pile of burning rubber tires.  
7. The artist was getting ready to unveil his latest masterpiece before two hundred eager buyers.  
8. All the details of the accident were still untold.  
9. The coach was so unkind to his players that some of them quite the team.  
10. Jack was so inactive during the winter that he gained ten pounds.

Score
DIRECTIONS: Read each completed sentence. Fill in the incomplete sentence with a word which has a prefix that means the same as the underlined words. You may choose from the following: im, dis, un, re, in, ex, pre

1. Jack is not happy about his grades.
   Jack is _______ about his grades.

2. The door is open. It is not locked.
   The door is open. It is ________.

3. Sally borrowed fifty cents. She will pay it back.
   Sally borrowed fifty cents. She will ______ it.

4. Kathy will write her story for English class again.
   Kathy will ______ her story for English class.

5. Spot did not obey her new little master.
   Spot _______ her new little master.

   Boys _______ fancy parties.

7. One thing Mother and Dad do not agree on is politics.
   One thing Mother and Dad _______ on is politics.

8. The food at the drive-in was not expensive.
   The food at the drive-in was ________.

9. It is not possible for me to go with you.
   It is _______ for me to go with you.

10. I will fill your glass again.
    I will _______ your glass.
DIRECTIONS: Read each completed sentence. Fill in the incomplete sentence with a word which has a prefix that means the same as the underlined words. You may choose from the following: im, dis, un, re, in, ex, pre

1. Jack is not happy about his grades.
   
   Jack is **UNHAPPY** about his grades.

2. The door is open. It is not locked.
   
   The door is open. It is **UNLOCKED**

3. Sally borrowed fifty cents. She will pay it back.
   
   Sally borrowed fifty cents. She will **REPAY** it.

4. Kathy will write her story for English class again.
   
   Kathy will **REWRITE** her story for English class.

5. Spot did not obey her new little master.
   
   Spot **DISOBEDIENT** her new little master.

   
   Boys **DISLIKE** fancy parties.

7. One thing Mother and Dad do not agree on is politics.
   
   One thing Mother and Dad **DISAGREE** on is politics.

8. The food at the drive-in was not expensive.
   
   The food at the drive-in was **INEXPENSIVE**

9. It is not possible for me to go with you.
   
   It is **IMPOSSIBLE** for me to go with you.

10. I will fill your glass again.
    
    I will **REFILL** your glass.
DIRECTIONS: Study the list of suffixes. Study the list of root words. Match the appropriate suffix to the root word to make a word. Use each suffix only once.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Root words</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ment</td>
<td>1. lovely</td>
<td>1. _____</td>
</tr>
<tr>
<td>ly</td>
<td>2. short</td>
<td>2. _____</td>
</tr>
<tr>
<td>ness</td>
<td>3. create</td>
<td>3. _____</td>
</tr>
<tr>
<td>en</td>
<td>4. danger</td>
<td>4. _____</td>
</tr>
<tr>
<td>ful</td>
<td>5. investigate</td>
<td>5. _____</td>
</tr>
<tr>
<td>less</td>
<td>6. argue</td>
<td>6. _____</td>
</tr>
<tr>
<td>able</td>
<td>7. quick</td>
<td>7. _____</td>
</tr>
<tr>
<td>ive</td>
<td>8. help</td>
<td>8. _____</td>
</tr>
<tr>
<td>ous</td>
<td>9. control</td>
<td>9. _____</td>
</tr>
<tr>
<td>ors</td>
<td>10. arm</td>
<td>10. _____</td>
</tr>
</tbody>
</table>

Score: [Blank]

244
DIRECTIONS: Study the list of suffixes. Study the list of root words. Match the appropriate suffix to the root word to make a word. Use each suffix only once.

<table>
<thead>
<tr>
<th>Suffixes</th>
<th>Root words</th>
<th>New Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>ment</td>
<td>1. lovely</td>
<td>1. LOVELINESS</td>
</tr>
<tr>
<td>ly</td>
<td>2. short</td>
<td>2. SHORTEN</td>
</tr>
<tr>
<td>ness</td>
<td>3. create</td>
<td>3. CREATIVE</td>
</tr>
<tr>
<td>en</td>
<td>4. danger</td>
<td>4. DANGEROUS</td>
</tr>
<tr>
<td>ful</td>
<td>5. investigate</td>
<td>5. INVESTIGATORS</td>
</tr>
<tr>
<td>less</td>
<td>6. argue</td>
<td>6. ARGUMENT</td>
</tr>
<tr>
<td>able</td>
<td>7. quick</td>
<td>7. QUICKLY</td>
</tr>
<tr>
<td>ive</td>
<td>8. help</td>
<td>8. HELPFUL</td>
</tr>
<tr>
<td>ous</td>
<td>9. control</td>
<td>9. CONTROLLABLE</td>
</tr>
<tr>
<td>ors</td>
<td>10. arm</td>
<td>10. ARMLESS</td>
</tr>
</tbody>
</table>

Score [ ]
DIRECTIONS: Look at the list of words with suffixes. Underline each suffix.

1. successful
2. quickly
3. conductor
4. adaptable
5. meaningless
6. wonderful
7. contentment
8. workable
9. renewal
10. ticklish
11. national
12. contestant
13. readable
14. enjoyment
15. hopeless
16. goodness
17. poisonous
18. performance
19. stillness
20. slowly

Underline each suffix in the following sentences.

1. The guitarist presented a musical program that was delightful and successful even though it was different.

2. The contestant wore an expensive fashionable gown that added to her performance.

Score
DIRECTIONS: Look at the list of words with suffixes. **Underline** each suffix.

1. successful
2. quickly
3. conductor
4. adaptable
5. meaningless
6. wonderful
7. contentment
8. workable
9. renewal
10. ticklish
11. national
12. contestant
13. readable
14. enjoyment
15. hopeless
16. goodness
17. poisonous
18. performance
19. stillness
20. slowly

**Underline** each suffix in the following sentences.

1. The guitarist presented a musical program that was delightful and successful even though it was different.
2. The contestant wore an expensive fashionable gown that added to her performance.
DIRECTIONS: Read each sentence. Circle the word that completes the sentence.

1. Everyone is ____________ for the welcome rain.  
   - thankless  
   - thankful

2. Jim always wanted to be an _____________.  
   - actress  
   - actor

3. Although it was warm, Jane was ____________ in her light coat.  
   - comfortable  
   - comfort

4. Bobo the clown was ____________ in his act.  
   - sensation  
   - sensational

5. The movie star is _____________.  
   - attraction  
   - attractive

6. The art work done in the fifth grade was most _____________.  
   - creation  
   - creative

7. Jack made the ____________ we take sleeping bags on the overnight hike.  
   - suggestion  
   - suggestive

8. Because the music was so good, it was ____________ the concert lasted only an hour.  
   - regret  
   - regrettable

9. When it rained for three hours and didn't stop, the children had a ____________ feeling about the proposed picnic that day.  
   - hopeful  
   - hopeless

10. The spaghetti had a ____________ flavor of garlic and tomato sauce.  
    - distinct  
    - distinction

Score [ ]
DIRECTIONS: Read each sentence. Circle the word that completes the sentence.

1. Everyone is _____________ for the welcome rain.

2. Jim always wanted to be an _____________.

3. Although it was warm, Jane was _____________ in her light coat.

4. Bobo the clown was _____________ in his act.

5. The movie star is _____________.

6. The art work done in the fifth grade was most _____________.

7. Jack made the _____________ we take sleeping bags on the overnight hike.

8. Because the music was so good, it was _____________ the concert lasted only an hour.

9. When it rained for three hours and didn't stop, the children had a _____________ feeling about the proposed picnic that day.

10. The spaghetti had a _____________ flavor of garlic and tomato sauce.

Score ___
DIRECTIONS: Add the endings below to the words in the list to correctly form new words. The first one is done for you.

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>er</strong></td>
<td><strong>ly</strong></td>
<td><strong>est</strong></td>
<td><strong>ness</strong></td>
<td></td>
</tr>
</tbody>
</table>

1. near   nearer   nearly   nearest   nearness
2. slow   
3. greedy  
4. lucky   
5. speedy  
6. plain   
7. messy   
8. natty   
9. obscure 
10. easy   

Score

250
DIRECTIONS: Add the endings below to the words in the list to correctly form new words. The first one is done for you.

<table>
<thead>
<tr>
<th>Word</th>
<th>end</th>
<th>end</th>
<th>end</th>
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<td>slower</td>
<td>slowly</td>
<td>slowest</td>
<td>slowness</td>
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<td>greedy</td>
<td>greedier</td>
<td>greedily</td>
<td>greediest</td>
<td>greediness</td>
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<td>luckier</td>
<td>Luckily</td>
<td>luckiest</td>
<td>luckiness</td>
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<tr>
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<td>speedily</td>
<td>speediest</td>
<td>speediness</td>
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<td>plainer</td>
<td>plainly</td>
<td>plainest</td>
<td>plainness</td>
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<tr>
<td>messy</td>
<td>messier</td>
<td>messily</td>
<td>messiest</td>
<td>messiness</td>
</tr>
<tr>
<td>natty</td>
<td>nattier</td>
<td>nattily</td>
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<td>nattiness</td>
</tr>
<tr>
<td>obscure</td>
<td>obscurer</td>
<td>obscurely</td>
<td>obscurest</td>
<td>obscureness</td>
</tr>
<tr>
<td>easy</td>
<td>easier</td>
<td>easily</td>
<td>easiest</td>
<td>easiness</td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Look at the word. Write the root word, the prefix, and the suffix.

<table>
<thead>
<tr>
<th></th>
<th>Root word</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>disorderly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>unpacked</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>disinterested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>incorrectly</td>
<td></td>
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<tr>
<td>5.</td>
<td>improperly</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td>untested</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>redevelopment</td>
<td></td>
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</tr>
<tr>
<td>8.</td>
<td>impoliteness</td>
<td></td>
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<tr>
<td>9.</td>
<td>reappeared</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td>unfortunately</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score

252

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS
PT: 249
DIRECTIONS: Look at the word. Write the root word, the prefix, and the suffix.

<table>
<thead>
<tr>
<th>Word</th>
<th>Root word</th>
<th>Prefix</th>
<th>Suffix</th>
</tr>
</thead>
<tbody>
<tr>
<td>disorderly</td>
<td>ORDER</td>
<td>DIS</td>
<td>LY</td>
</tr>
<tr>
<td>unpacked</td>
<td>PACK</td>
<td>UN</td>
<td>ED</td>
</tr>
<tr>
<td>disinterested</td>
<td>INTEREST</td>
<td>DIS</td>
<td>ED</td>
</tr>
<tr>
<td>incorrectly</td>
<td>CORRECT</td>
<td>IN</td>
<td>LY</td>
</tr>
<tr>
<td>improperly</td>
<td>PROPER</td>
<td>IM</td>
<td>LY</td>
</tr>
<tr>
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<td>TEST</td>
<td>UN</td>
<td>ED</td>
</tr>
<tr>
<td>redevelopment</td>
<td>DEVELOP</td>
<td>RE</td>
<td>MENT</td>
</tr>
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<td>impoliteness</td>
<td>POLITE</td>
<td>IM</td>
<td>NESS</td>
</tr>
<tr>
<td>reappeared</td>
<td>APPEAR</td>
<td>RE</td>
<td>ED</td>
</tr>
<tr>
<td>unfortunately</td>
<td>FORTUNATE</td>
<td>UN</td>
<td>LY</td>
</tr>
</tbody>
</table>

Score
THE PCRS

DIRECTIONS: After each word write its base or root word on the line.

1. kicked
2. hunts
3. branches
4. asking
5. blasted
6. classes
7. bumped
8. towns
9. tramping
10. claps

Score

254

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 251
DIRECTIONS: After each word write its base or root word on the line.

1. kicked  
   Kick

2. hunts  
   Hunt

3. branches  
   Branch

4. asking  
   Ask

5. blasted  
   Blast

6. classes  
   Class

7. bumped  
   Bump

8. towns  
   Town

9. tramping  
   Tramp

10. claps  
    Clap
DIRECTIONS: Circle the word that completes the sentence correctly.

1. He thought the movie was one of the (funnier, funniest) he had ever seen.

2. She had been (want, wanting) to go to the planetarium for a long time.

3. The five circus clowns vied to see who was the (silly, silliest).

4. Jim and Joe raced to see whose car was the (speedier, speediest).

5. The man was (puzzle, puzzled) by the many choices open to him.

6. He was (saddened, saddest) by the senseless killing of the prairie dogs.

7. He had to (jumps, jump) over the many obstacles in his way.

8. The circus company (parade, paraded) down the street.

9. The roofer (shingled, shingles) the house yesterday.

10. They didn't like to (sharing, share) their sports equipment.
THE PCRS

NAME

DATE

DIRECTIONS: Circle the word that completes the sentence correctly.

1. He thought the movie was one of the (funnier, funniest) he had ever seen.

2. She had been (want, wanting) to go to the planetarium for a long time.

3. The five circus clowns vied to see who was the (silly, silliest).

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8. The circus company (parade, paraded) down the street.

9. The roofer (shingled, shingles) the house yesterday.

10. They didn't like to (sharing, share) their sports equipment.

Score
DIRECTIONS: After each word mark \( t \) if the ed sounds like \( t \) and mark \( d \) if the ed sounds like \( d \).

1. whined
2. fished
3. nursed
4. shared
5. hopped
6. danced
7. closed
8. asked
9. tried
10. chased

Score

258
DIRECTIONS: After each word mark t if the ed sounds like t and mark d if the ed sounds like d.

1. whined  D
2. fished  T
3. nursed  T
4. shared  D
5. hopped  T
6. danced  T
7. closed  D
8. asked  T
9. tried  D
10. chased T

Score
DIRECTIONS: Circle the word in the box that correctly completes each sentence.

1. The ________ was in the hot rod.
   - drive  driver

2. The man did ________ to get his money.
   - run  runner

3. The ________ leaped over the hole.
   - jumper  jump

4. I will ________ a song.
   - singer  sing

5. Neal ________ the paint from the kitchen wall last night.
   - removes  removed

6. Jim always ________ his name as James for important papers.
   - signs  signed

7. The ride on the roller coaster was ________.
   - thrilled  thrilling

8. Cathy was a ________ typist.
   - skills  skillful

9. The soldiers ________ for three hours.
   - drills  drilled

10. The boys ________ on potato chips and popcorn.
    - snacked  snacks
DIRECTIONS: Circle the word in the box that correctly completes each sentence.

1. The ___________ was in the hot rod.
   drive driver

2. The man did ___________ to get his money.
   run runner

3. The ___________ leaped over the hole.
   jumper jump

4. I will ___________ a song.
   singer sing

5. Neal ___________ the paint from the kitchen wall last night.
   removes removed

6. Jim always ___________ his name as James for important papers.
   signs signed

7. The ride on the roller coaster was ___________.
   thrilled thrilling

8. Cathy was a ___________ typist.
   skills skillful

9. The soldiers ___________ for three hours.
   drills drilled

10. The boys ___________ on potato chips and popcorn.
    snacked snacks

Score
DIRECTIONS: Combine -er, -ing, -est, or -ed with the underlined word to correctly complete the sentence.

1. While they were unwrap____ the presents, the group was quiet.

2. I have written him several times; however, he has not reply____ to my letters.

3. The teacher appoint____ Jay the class helper for the semester.

4. He thought we should be answer____ all requests for information.

5. He billed himself as the fast____ gun in the West.

6. The tall dark man was the deal____ of the cards.

7. The bat____ stepped up to the plate and began to swing.

8. He was the brave____ man I ever saw.

9. The new house had a shingle____ roof.

10. The theatrical troupe was travel____ around the country.
DIRECTIONS: Combine er, ing, est, or ed with the underlined word to correctly complete the sentence.

1. While they were unwrapp\underline{ing} the presents, the group was quiet.

2. I have written him several times; however, he has not \underline{replied} to my letters.

3. The teacher \underline{appointed} Jay the class helper for the semester.

4. He thought we should be \underline{answering} all requests for information.

5. He billed himself as the \underline{fastest} gun in the West.

6. The tall dark man was the \underline{dealer} of the cards.

7. The \underline{batter} stepped up to the plate and began to swing.

8. He was the \underline{bravest} man I ever saw.

9. The new house had a \underline{shingled} roof.

10. The theatrical troupe was \underline{traveling} around the country.
**DIRECTIONS:** Circle the word that explains the picture.

<table>
<thead>
<tr>
<th>Dog</th>
<th>Dogs</th>
<th>Blocks</th>
<th>Block</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fox</td>
<td>Foxes</td>
<td>Hen</td>
<td>Hens</td>
</tr>
<tr>
<td>Glove</td>
<td>Gloves</td>
<td>Goose</td>
<td>Geese</td>
</tr>
<tr>
<td>Cars</td>
<td>Car</td>
<td>Man</td>
<td>Men</td>
</tr>
</tbody>
</table>

**Score**
**DIRECTIONS:** Circle the word that explains the picture.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>dogs</td>
<td>blocks</td>
</tr>
<tr>
<td>fox</td>
<td>foxes</td>
<td>hen</td>
</tr>
<tr>
<td>glove</td>
<td>gloves</td>
<td>goose</td>
</tr>
<tr>
<td>cars</td>
<td>car</td>
<td>men</td>
</tr>
</tbody>
</table>

**Score:** [ ]
DIRECTIONS: Circle the singular forms of the underlined word.

1. jellies (jelli, jelly, jelle)
2. monkeys (monkey, monkies, monkeis)
3. glasses (glass, glafe, glase)
4. walls (wall, well, walt)
5. mice (mices, mouse, micss)
6. claves (calve, calf, cow)
7. copies (copy, cope, cop)
8. shelves (shelve, shelv, shelf)
9. ladies (lade, lady, ladie)
10. geese (gees, geef, goose)
DIRECTIONS: Circle the singular forms of the underlined word.

1. jellies (jelli, jelly, jelle)
2. monkeys (monkey, monkes, monkeis)
3. glasses (glass, glafe, glase)
4. walls (wall, well, walt)
5. mice (mices, mouse, micss)
6. claves (calve, calf, cow)
7. copies (copy, cope, cop)
8. shelves (shelve, shelv, shelf)
9. ladies (lade, lady, ladie)
10. geese (gees, geef, goose)
THE PCRS

DIRECTIONS: Underline the plural words in each of the sentences below. Write the singular form of the word on the line after the sentence.

1. The dogs ran home. ________________________
2. The cars ran around the track. ________________________
3. The houses are for sale. ________________________
4. Yesterday I saw several birds. ________________________
5. Did you see the boys? ________________________
6. The geese have eaten. ________________________
7. John raked the leaves. ________________________
8. There were six calves on the farm. ________________________
9. The puppies were playful. ________________________
10. The men were painting the house. ________________________

Score
DIRECTIONS: Underline the plural words in each of the sentences below. Write the singular form of the word on the line after the sentence.

1. The dogs ran home.  
   Dog

2. The cars ran around the track.  
   Car

3. The houses are for sale.  
   House

4. Yesterday I saw several birds.  
   Bird

5. Did you see the boys?  
   Boy

6. The geese have eaten.  
   Goose

7. John raked the leaves.  
   Leaf

8. There were six calves on the farm.  
   Calf

9. The puppies were playful.  
   Puppy

10. The men were painting the house.  
    Man
DIRECTIONS: Circle the plural form of the underlined word.

1. jelly (jella, jellies, jellex)
2. glass (glass, glassis, glasses)
3. wall (walls, wall, walles)
4. whip (whipes, whips, whipis)
5. monkey (monkeys, monkies, monkeis)
6. baby (babys, babies, babyes)
7. fox (foxs, foxes, foxies)
8. wife (wifes, wives, wifees)
9. watch (watchs, watches, watchies)
10. tooth (tooths, toothes, teeth)
DIRECTIONS: Circle the plural form of the underlined word.

1. jelly (jella, jellies, jelllex)
2. glass (glass, glassis, glasses)
3. wall (walls, wall, wallis)
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5. monkey (monkeys, monkies, monkeis)
6. baby (babys, babies, babyes)
7. fox (foxs, foxes, foxies)
8. wife (wifes, wives, wifees)
9. watch (watchs, watches, watchies)
10. tooth (tooths, toothes, teeth)

Score
DIRECTIONS: Circle the word that completes the sentence.

1. The students will close their (desk, desks).
2. The hunter shot several (goose, geese) on his trip.
3. Why do mean people still hunt (fox, foxes)?
4. Did you see how many (women, woman) were there?
5. The (window, windows) all need to be cleaned.
6. I have gone to several boxing (matches, match).
7. My mother bought me two new (dress, dresses).
8. How many (pet, pets) do you have?
9. Mother put a large bowl of (cherries, cherry) on the table.
10. The (boy, boys) were going to the football game.
DIRECTIONS: Circle the word that completes the sentence.

1. The students will close their ____(desk, desks)____.
2. The hunter shot several ____(goose, geese)____ on his trip.
3. Why do mean people still hunt ____(fox, foxes)____?
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8. How many ____(pet, pets)____ do you have?
9. Mother put a large bowl of ____(cherries, cherry)____ on the table.
10. The ____(boy, boys)____ were going to the football game.
DIRECTIONS: In the space below each sentence, rewrite the underlined words to show possession.

1. The horse belonging to his sister is a high jumper.

2. The car belonging to the man has a flat tire.

3. The dog bit the finger of the boy.

4. The shoe belonging to the little boy fell off.

5. The steering wheel belonging to the car was defective.

6. The cover of the book was torn.

Score
DIRECTIONS: In the space below each sentence, rewrite the underlined words to show possession.

1. The horse belonging to his sister is a high jumper.
   
   SISTER'S HORSE

2. The car belonging to the man has a flat tire.
   
   MAN'S CAR

3. The dog bit the finger of the boy.
   
   BOY'S FINGER

4. The shoe belonging to the little boy fell off.
   
   LITTLE BOY'S SHOE

5. The steering wheel belonging to the car was defective.
   
   STEERING WHEEL OF THE CAR

6. The cover of the book was torn.
   
   COVER
DIRECTIONS: Listed below are two groups of words. Draw lines between the words that are homonyms.

1. fair   bridle
2. pear   plain
3. minor   scent
4. hall   meet
5. bridal   horse
6. hoarse   fare
7. pores   pours
8. sent   pair
9. meat   haul
10. plane   miner

Score

276
DIRECTIONS: Listed below are two groups of words. Draw lines between the words that are homonyms.

1. fair
2. pear
3. minor
4. hall
5. bridal
6. hoarse
7. pores
8. sent
9. meat
10. plane

bridle
plain
scent
meet
horse
fare
pours
pair
haul
miner

Score
DIRECTIONS: Read each sentence and underline the homonym that makes sense with the sentence.

1. John's little brother is in the (forth, fourth) grade.
2. The bear used his (paws, pause) to catch fish.
3. The cowboy put the (bridle, bridal) on his horse so he could ride it.
4. Dad put his foot on the (break, brake) so he could stop the car.
5. The king and queen were sitting on the (throne, throne).
6. Mom was busy (sewing, sowing) new dress.
7. The grass on the golf course was wet with (due, dew).
8. Have the correct (fare, fair) ready before you board the bus.
9. The dog picked up the (cent, scent) of a pheasant.
10. Grandpa was pretty good at telling tall (tales, tails).

Score
DIRECTIONS: Read each sentence and underline the homonym that makes sense with the sentence.

1. John's little brother is in the (forth, fourth) grade.
2. The bear used his (paws, pause) to catch fish.
3. The cowboy put the (bridle, bridal) on his horse so he could ride it.
4. Dad put his foot on the (break, brake) so he could stop the car.
5. The king and queen were sitting on the (thrown, throne).
6. Mom was busy (sewing, sowing) a new dress.
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10. Grandpa was pretty good at telling tall (tales, tails).

Score: [ ]
DIRECTIONS: Read each incomplete sentence. Below read two definitions for the missing word. Write the word in the blank. Write the letter of the correct definition to the right of the word.

1. Dave got a bad ______ on his report card.
   Mother put a ______ on the dress so she could shorten it. ______
   a. a small line
   b. a grade

2. Mary put a big ______ on the gift.
   Nancy took a big ______ after her dance. ______
   a. to bend over
   b. a pretty ribbon

3. The detective did not solve the ______.
   Put the ______ of cans on the floor. ______
   a. a problem
   b. a box

4. The king and queen were dancing at the ______.
   John hit the ______ over the fence. ______
   a. a round object
   b. a dance

5. Mary gave her mother a red ______ for her birthday.
   Joe ______ from the table after he was finished eating. ______
   a. to get up
   b. a flower

6. ______ your books on the shelf.
   Will you come over to my ______ after school? ______
   a. to put
   b. someone's house
DIRECTIONS: Read each incomplete sentence. Below read two definitions for the missing word. Write the word in the blank. Write the letter of the correct definition to the right of the word.

1. Dave got a bad ___ on his report card.
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   b. a flower

6. ___ your books on the shelf.
   Will you come over to my ___ after school?
   a. to put
   b. someone's house

Score
DIRECTIONS: Read the words and sentences. Write the synonym for the underlined word in each sentence on the blank.

accuse  noiseless  path  rim
still  empty  courageous  able
reason  annoy  powerful  share

1. We are playing football in a vacant lot.

2. We took a different route home from school yesterday.

3. The huge lake was very calm this morning.

4. Dennis was a very strong swimmer.

5. Did you blame Mary for the accident?

6. Joe was leaning on the edge of the barrel.

7. The motor of the car was so quiet we could barely hear it.

8. John did not want his little brother to bother him when he was playing with his friends.
DIRECTIONS: Read the words and sentences. Write the synonym for the underlined word in each sentence on the blank.

accuse  noiseless  path  rim
still  empty  courageous  able
reason  annoy  powerful  share

1. We are playing football in a **vacant** lot.
2. We took a different **route** home from school yesterday.
3. The huge lake was very **calm** this morning.
4. Dennis was a very **strong** swimmer.
5. Did you **blame** Mary for the accident?
6. Joe was leaning on the **edge** of the barrel.
7. The motor of the car was so **quiet** we could barely hear it.
8. John did not want his little brother to **bother** him when he was playing with his friends.

<table>
<thead>
<tr>
<th>Underlined Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vacant</strong></td>
<td><strong>Empty</strong></td>
</tr>
<tr>
<td><strong>Route</strong></td>
<td><strong>Path</strong></td>
</tr>
<tr>
<td><strong>Calm</strong></td>
<td><strong>Still</strong></td>
</tr>
<tr>
<td><strong>Strong</strong></td>
<td><strong>Powerful</strong></td>
</tr>
<tr>
<td><strong>Blame</strong></td>
<td><strong>Accuse</strong></td>
</tr>
<tr>
<td><strong>Edge</strong></td>
<td><strong>Rim</strong></td>
</tr>
<tr>
<td><strong>Quiet</strong></td>
<td><strong>Noiseless</strong></td>
</tr>
<tr>
<td><strong>Bother</strong></td>
<td><strong>Annoy</strong></td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Read all of the words in each row. Circle the synonyms of the first word in each row.

<table>
<thead>
<tr>
<th></th>
<th>mail</th>
<th>send</th>
<th>keep</th>
<th>lose</th>
<th>jump</th>
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</thead>
<tbody>
<tr>
<td>2.</td>
<td>alter</td>
<td>pray</td>
<td>clear</td>
<td>change</td>
<td>move</td>
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<tr>
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<td>tired</td>
<td>hangry</td>
<td>cut</td>
<td>hungry</td>
</tr>
<tr>
<td>4.</td>
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<td>treat</td>
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<td>pail</td>
<td>bowl</td>
<td>boss</td>
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<tr>
<td>6.</td>
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<td>clean</td>
<td>empty</td>
<td>close</td>
<td>sting</td>
</tr>
<tr>
<td>7.</td>
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<td>chair</td>
<td>table</td>
<td>box</td>
<td>closet</td>
</tr>
<tr>
<td>8.</td>
<td>chat</td>
<td>cry</td>
<td>sing</td>
<td>talk</td>
<td>shout</td>
</tr>
<tr>
<td>9.</td>
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<td>whisk</td>
<td>coarse</td>
<td>shower</td>
<td>freckle</td>
</tr>
<tr>
<td>10.</td>
<td>alone</td>
<td>snug</td>
<td>embrace</td>
<td>open</td>
<td>solitary</td>
</tr>
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DIRECTIONS: Read all of the words in each row. Circle the synonyms of the first word in each row.

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The day finally came when Joe had enough money saved to buy a new bike. He eagerly walked the ten long blocks to the bicycle shop. When he arrived at the shop he was amazed by the number of bikes that were available. Joe thought that he had a good idea about the kind of bike he wanted. Now he was uncertain as to which bike he really wanted. Finally, after he had a chance to try four different bikes, he bought the first bike he tried. While he was riding home, he felt especially satisfied with his purchase. The bike had been on sale and now he would have some money left for a bike radio. Joe felt very good indeed!

pleased
not sure
surprised
at last
briskly
opportunity
obtainable
very
not alike

Score

286
DIRECTIONS: Read the story. Read the words below. Find a synonym in the story for each word and write it in the blank space.

The day finally came when Joe had enough money saved to buy a new bike. He eagerly walked the long blocks to the bicycle shop. When he arrived at the shop he was amazed by the number of bikes that were available. Joe thought that he had a good idea about the kind of bike he really wanted. Now he was uncertain as to which bike he really wanted. Finally, after he had a chance to try four different bikes, he bought the first bike he tried. While he was riding home, he felt especially satisfied with his purchase. The bike had been on sale and now he would have some money left for a bike radio. Joe felt very good indeed!

pleased
not sure
surprised
at last
briskly
opportunity
obtainable
very
not alike

Satisfied
Uncertain
Amazed
Finally
Eagerly
Chance
Available
Especially
Different

Score
DIRECTIONS: Ask the child to follow these directions: (Choose three)

1. Touch your head. What is the position of your head in relation to the rest of your body? (elicit top) What is the opposite of top? Touch the opposite. (top -- bottom)

2. Hold one hand out to side. What is the position of the hand you have held out? What is the opposite of the hand you have held out? Hold up the opposite hand. (left -- right)

3. Put the pencil in the box. What is the position of the pencil to the box? (elicit inside) What is the opposite of inside? Put the crayon in the opposite position. (inside -- outside)

4. Put the pencil in front of the box. What is the position of the pencil? (elicit front) What is the opposite of in front? Put the pencil in the opposite position. (in front -- behind)

5. Direct the child to the light switch. What is the position of the light switch? (elicit on) What is the opposite of on? Put the light switch in the opposite position. (off -- on)

6. Direct the child to stand up. What position are you now that you are standing? (elicit up) What is the opposite of up? Sit down. (up -- down)

7. Point to a large chair in the room, e.g., teacher's chair. In relation to one of the children's chairs, the teacher's chair is big. What is the opposite of big? Compare the child's chair with the teacher's chair. (big -- little)

8. Have the child sit on the teacher's chair -- way back in the chair. The child is high up off the floor. (elicit high) What is the opposite of high? Have the child sit squarely on a child's chair. Now he is low. (elicit low) (high -- low)

9. Have the child hold his hand above the table. What is the position of his hand in relation to the table. (elicit over) What is the opposite of over? Put his hand below the table and elicit under. (over -- under)

10. Direct the child to touch his stomach. What is the position of your stomach in relation to the rest of your body? (elicit front) What is the opposite of front? Touch the opposite (front -- back).

11. Touch your stomach. How does it feel to your hand? (elicit soft) What is the opposite of soft? Touch something that is the opposite (hard -- soft).

12. Lift a paper clip in your hand. Think about its weight. How does it feel? (elicit light) Find something to hold in your hand that is the opposite of light. (book, paper weight, etc. light -- heavy)

Score
DIRECTIONS: Ask the child to follow these directions: (Choose three)

1. Touch your head. What is the position of your head in relation to the rest of your body? (elicit top) What is the opposite of top? Touch the opposite. (top -- bottom)
2. Hold one hand out to side. What is the position of the hand you have held out? What is the opposite of the hand you have held out? Hold up the opposite hand. (left -- right)
3. Put the pencil in the box. What is the position of the pencil to the box? (elicit inside) What is the opposite of inside? Put the crayon in the opposite position. (inside -- outside)
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5. Direct the child to the light switch. What is the position of the light switch? (elicit on) What is the opposite of on? Put the light switch in the opposite position. (off -- on)
6. Direct the child to stand up. What position are you now that you are standing? (elicit up) What is the opposite of up? Sit down. (up -- down)
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8. Have the child sit on the teacher's chair -- way back in the chair. The child is high up off the floor. (elicit high) What is the opposite of high? Have the child sit squarely on a chair. Now he is low. (elicit low) (high -- low)
9. Have the child hold his hand above the table. What is the position of his hand in relation to the table? (elicit over) What is the opposite of over? Put his hand below the table and elicit under. (over -- under)
10. Direct the child to touch his stomach. What is the position of your stomach in relation to the rest of your body? (elicit front) What is the opposite of front? Touch the opposite (front -- back).
11. Touch your stomach. How does it feel to your hand? (elicit soft) What is the opposite of soft? Touch something that is the opposite (hard -- soft).
12. Lift a paper clip in your hand. Think about its weight. How does it feel? (elicit light) Find something to hold in your hand that is the opposite of light. (book, paper weight, etc. light -- heavy)

Score [ ]

DIRECTIONS: Materials: small box with no lid; five or six objects which are big, little, short and tall in relation to each other. e.g., long block, short block, small block, big block.

Ask the child to respond to three (or five) of the following questions:

1. Put a block under the box.
2. Put a block on top of the box.
3. Hold a block over the box.
4. Put a big block on the box.
5. Put a little block on the box.
6. Give me a short block.
7. Put a block on the left of the box.
8. Give me a tall block.
9. Put a block on the right of the box.
10. Show me the bottom of the box.
11. Show me the top of the box.
12. Pick up a tall block.
13. Pick up a short block.
14. Lay down the short block.
15. Put the tall block on the right of the box.

Score
THE PCRS

NAME ____________________________ Self Checking
DATE ____________________________ POST-TEST .268

DIRECTIONS: Materials: small box with no lid; five or six objects which are big, little, short and tall in relation to each other. e.g., long block, short block, small block, big block.

Ask the child to respond to three (or five) of the following questions:

1. Put a block under the box.
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10. Show me the bottom of the box.
11. Show me the top of the box.
12. Pick up a tall block.
13. Pick up a short block.
14. Lay down the short block.
15. Put the tall block on the right of the box.

Score ____________

291

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms.

1. neat  square
2. round rough
3. valuable graceful
4. push rude
5. smooth messy
6. familiar pull
7. clumsy cheap
8. polite strange

Score
DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms.

1. neat
2. round
3. valuable
4. push
5. smooth
6. familiar
7. clumsy
8. polite

- square
- rough
- graceful
- rude
- messy
- pull
- cheap
- strange
DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms. You may use a dictionary if necessary.

1. vigorous  terminate
2. flexible   vulnerable
3. initiate   contained
4. fastidious messy
5. impervious rigid
6. localized disorganized
7. spontaneous useful
8. obsolete feeble
THE PCRS

DIRECTIONS: Look at the two lists of words. Draw a line to show which words are antonyms. You may use a dictionary if necessary.

1. vigorous
2. flexible
3. initiate
4. fastidious
5. impervious
6. localized
7. spontaneous
8. obsolete

Terminate
Vulnerable
Contained
Messy
Rigid
Disorganized
Useful
Feeble

Score
DIRECTIONS: Read the pair of words below. Put an S on the line if the two words are synonyms, or put an A on the line if the two words are antonyms.

1. wealthy _________ poor
2. above _________ underneath
3. smart _________ bright
4. damp _________ soggy
5. helpful _________ lazy
6. donate _________ give
7. press _________ iron
8. smooth _________ level
9. increase _________ shorten
10. failure _________ success

Score: [Blank]
DIRECTIONS: Read the pair of words below. Put an S on the line if the two words are synonyms, or put an A on the line if the two words are antonyms.

1. wealthy  _A_  poor
2. above    _A_  underneath
3. smart    _S_  bright
4. damp     _S_  soggy
5. helpful  _A_  lazy
6. donate   _S_  give
7. press    _S_  iron
8. smooth   _S_  level
9. increase _A_  shorten
10. failure _A_  success

Score: _ _
THE PCRS
NAME ______________________________ DATE ________________

POST-TEST

.271

DIRECTIONS: Read each sentence below. Write an antonym for each of the underlined words on the line at the end of each sentence.

1. The tiny chair was just right for the big man.
2. The rich man was always begging for money.
3. The big square tires were easy to roll.
4. Harry was having so much fun he was glad he was told to go home.
5. It was so noisy in the room that I almost fell asleep.
6. We liked to go hiking in the winter.
7. The view from the top of the mountain was so ugly that we did not want to leave.
8. The dog made a quiet noise as he ran through the house.
9. The cold from the huge fire could be felt from a hundred feet away.
10. The skinny man smashed the chair into pieces as he sat down.

Score ____________

298

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS
PT: 295
DIRECTIONS: Read each sentence below. Write an antonym for each of the underlined words on the line at the end of each sentence.

1. The tiny chair was just right for the big man.
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8. The dog made a quiet noise as he ran through the house.
9. The cold from the huge fire could be felt from a hundred feet away.
10. The skinny man smashed the chair into pieces as he sat down.

Score
**THE PCRS**

**NAME**

**DATE**

**POST-TEST**

**275**

**DIRECTIONS:** Draw a line from the group of words in Column I to the word it belongs with in Column II.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Easter, July 4, Christmas</td>
<td>letters</td>
</tr>
<tr>
<td>2. checkers, football, golf</td>
<td>fruits</td>
</tr>
<tr>
<td>3. carrots, peas, corn</td>
<td>shapes</td>
</tr>
<tr>
<td>4. pears, apples, peaches</td>
<td>sizes</td>
</tr>
<tr>
<td>5. square, circle, triangle</td>
<td>holidays</td>
</tr>
<tr>
<td>6. chickens, dogs, mules</td>
<td>flowers</td>
</tr>
<tr>
<td>7. rose, daisy, tulip</td>
<td>animals</td>
</tr>
<tr>
<td>8. small, medium, large</td>
<td>games</td>
</tr>
<tr>
<td>9. f, g, h</td>
<td>vegetables</td>
</tr>
<tr>
<td>10. oak, pine, maple</td>
<td>trees</td>
</tr>
</tbody>
</table>

**Score**

**300**

*ADAPTED FROM SYSTEM I READ OMAHA PUBLIC SCHOOLS PT: 297*
DIRECTIONS: Draw a line from the group of words in Column I to the word it belongs with in Column II.

Column I
1. Easter, July 4, Christmas
2. checkers, football, golf
3. carrots, peas, corn
4. pears, apples, peaches
5. square, circle, triangle
6. chickens, dogs, mules
7. rose, daisy, tulip
8. small, medium, large
9. f, g, h
10. oak, pine, maple

Column II
letters
fruits
shapes
sizes
holidays
flowers
animals
games
vegetables
trees

Score
DIRECTIONS: Read each sentence. Circle the best answer.

1. Last summer we took a ____________ to the mountains.
   - house
   - trip
   - stop

2. John's mother wrote an ____________ to explain why he missed school yesterday.
   - open
   - excuse
   - below

3. All of the boys were ____________ at the funny story.
   - laughing
   - running
   - sleeping

4. We all thought that the circus was very ____________.
   - boring
   - exciting
   - building

5. Sue and John could ____________ the cookies that were in the oven.
   - smell
   - taste
   - wonder

6. Mother was so ____________ that she went to bed early.
   - toward
   - tired
   - happy

7. ____________ said that our class was very good today.
   - store
   - shirt
   - teacher

Score
DIRECTIONS: Read each sentence. Circle the best answer.

1. Last summer we took a _________ to the mountains.
   house  trip  stop

2. John's mother wrote an _________ to explain why he missed school yesterday.
   open  excuse  below

3. All of the boys were _________ at the funny story.
   laughing  running  sleeping

4. We all thought that the circus was very _________.
   boring  exciting  building

5. Sue and John could _________ the cookies that were in the oven.
   smell  taste  wonder

6. Mother was so _________ that she went to bed early.
   toward  tired  happy

7. Our _________ said that our class was very good today.
   store  shirt  teacher

Score
DIRECTIONS: Read each sentence. Circle the best answer.

1. The prophets of old tried to ______ the future.
   procrastinate  prognosticate  prohibit

2. He was ________ happy.
   ineffably  ineffectually  infamously

3. Jim was so strong that he thought he was ________ to danger.
   inveterate  invulnerable  invidious

4. The disease caused him to have ________ pain.
   squalid  speculative  spasmodic

5. The general ________ new food supplies for his hungry men.
   requisitioned  replicated  resisted

6. The food was stale and no longer ________.
   prudential  palatable  negotiable

7. The soothsayer said he had a ________ for all the world's problems.
   panacea  pancreas  palmeto

8. The mother made ________ comparisons between the two children.
   refuted  invidious  inverted

9. The girls appeared to be in fine ________ that beautiful morning.
   fettle  fickle  ferule

10. The poor, stray dog was in ________ condition.
    lamentable  illogical  inaudible

Score
DIRECTIONS: Read each sentence. Circle the best answer.

1. The prophets of old tried to procrastinate ____ the future. prognosticate prohibit

2. He was ineffably happy. ineffectually infamously

3. Jim was so strong that he thought he was _________ to danger. inveterate invulnerable invidious

4. The disease caused him to have pain. squalid speculative spasmodic

5. The general __________ new food supplies for his hungry men. requisitioned replicated resisted

6. The food was stale and no longer palatable negotiable

7. The soothsayer said he had a __________ for all the world's problems. panacea pancreas palmeto

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9. The girls appeared to be in fine __________ that beautiful morning. fettle fickle ferule

10. The poor, stray dog was in __________ condition. lamentable illogical inaudible

Score
Selection:

Today, Mary, a little girl, went to the firehouse to take her daddy's lunch to him.

Yesterday Steven, my brother, went to the library to get a mystery book.

The black birds gather together in the tops of the trees in the fall as they get ready to fly south for the winter.

Mark fell on the sidewalk and skinned his knee. He was running to meet Jimmy as he came home from school yesterday afternoon.

Jacquie and Linda are going shopping in Lansing tomorrow to get a birthday present for Roger.

Questions:

Who is the story about? What happened? When did it happen? Where did Mary go? Why did it happen?

Who is the story about? What happened? When? Where? Why?

Who is the story about? What happened? When? Where? Why?

Who is the story about? What happened? When? Where? Why?

Who is the story about? What happened? When? Where? Why?

Who is the story about? What happened? When? Where? Why?
DIRECTIONS: Read selection to child. Ask him the question.

Selection:

Today, Mary, a little girl, went to the firehouse to take her daddy's lunch to him.

Yesterday Steven, my brother, went to the library to get a mystery book.

The black birds gather together in the tops of the trees in the fall as they get ready to fly south for the winter.

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Questions:

Who is the story about?
What happened?
When did it happen?
Where did Mary go?
Why did it happen?

Who is the story about?
What happened?
When?
Where?
Why?

Who is the story about?
What happened?
When?
Where?
Why?

Who is the story about?
What happened?
When?
Where?
Why?

Who is the story about?
What happened?
When?
Where?
Why?

Score

DIRECTIONS: Select one question for each child being tested from those listed below.

1. Pretend the Three Bears had a picnic. What three things can you tell me about a picnic they might have had? (e.g., eaten outside, eaten honey and berries, had lots of food, went out into woods)

2. Pretend you went for a walk with Goldilocks. What three things might happen when you went for a walk with her? (visit the Three Bears' house, pick flowers, meet the Three Bears, run home)

3. Pretend you had breakfast with the Three Bears. If you have breakfast with them what three things might you do? (e.g., taste hot porridge, let porridge cool, go for a walk)

4. Suppose you saw a big bear in the woods. What three things might you do? (run, scream, pet him, feed him)
DIRECTIONS: Select one question for each child being tested from those listed below.

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3. Pretend you had breakfast with the Three Bears. If you have breakfast with them what three things might you do? (e.g., taste hot porridge, let porridge cool, go for a walk)

4. Suppose you saw a big bear in the woods. What three things might you do? (run, scream, pet him, feed him)
DIRECTIONS: Read the story. Answer the questions below by circling the correct answer.

A new fun thing for students to do is to make filmstrips. You can get a kit that has the blank film, colored pencils and pens. You decide on a story, plan it out and then draw it on the blank film. You then need a machine called a projector to show it with.

1. A new fun thing is:
   a. A projector
   b. Filmstrips
   c. Movies

2. To do this you need:
   a. Film and pens
   b. Pens and pencils
   c. Film and clips

3. You can use it to make:
   a. Movies
   b. Projectors
   c. Filmstrips

4. The first thing to do is:
   a. Write it down
   b. Plan it out
   c. Project it

5. It comes in a:
   a. Package
   b. Kit
   c. Box

Score
THE PCRS

DIRECTIONS: Read the story. Answer the questions below by circling the correct answer.

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   c. Box

Score
Mountain climbing is a dangerous sport. When mountain climbers are asked why they climb mountains, they are apt to say, "Because they are there." Mountain climbing requires stamina, training and lots of practice with experienced guides. Sherpa tribesmen in the Himalaya Mountains have a tradition of being exceptionally good mountaineers. It is said that Sir Edmund Hillary who first conquered Mt. Everest would not have done so had he not had a Sherpa guide, Tenzing Norgay, to help him. There was even some question as to whether Norgay or Hillary first set foot on the summit.

Mountain climbers who have taken on a long difficult project have not only their own safety to worry about, but have food supplies, tools, ropes, blankets and first aid equipment to consider as well.

Low temperatures and storm conditions in high altitudes make mountain climbing an extremely high risk sport.

1. Mountain climbing as a sport is:
   a. High risk
   b. Popular
   c. Easy to learn

2. The following is not suggested in the story as necessary equipment:
   a. Rope
   b. Tools
   c. Fuel

3. Mountain climbers say they climb mountains because:
   a. They like heights
   b. They are there
   c. They are brave

Score ________
DIRECTIONS: Read the following story. Circle the letter of the words that correctly finish each statement.

Mountain climbing is a dangerous sport. When mountain climbers are asked why they climb mountains, they are apt to say, "Because they are there." Mountain climbing requires stamina, training and lots of practice with experienced guides. Sherpa tribesmen in the Himalaya Mountains have a tradition of being exceptionally good mountaineers. It is said that Sir Edmund Hillary who first conquered Mt. Everest would not have done so had he not had a Sherpa guide, Tenzing Norgay, to help him. There was even some question as to whether Norgay or Hillary first set foot on the summit.

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3. Mountain climbers say they climb mountains because:
   a. They like heights
   b. They are there
   c. They are brave

Score
4. Mount Everest was first conquered by:
   a. Sir Edmund Hillary
   b. Tenzing Norgay
   c. Sherpa Tribesmen
   d. Either Sir Edmund Hillary or Tenzing Norgay

5. On mountain tops the climate is likely to be:
   a. Cold but sunny
   b. Cold and stormy
   c. Sunny and hot
4. Mount Everest was first conquered by:
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When he finally made it to school that morning, Johnny was so nervous he exploded into his seventh grade homeroom and stumbled into big old Mrs. Barton landing both of them right on the floor. "Johnny, Johnny," she moaned, "You're an accident looking for a place to happen. No excuses please, just take your seat and take out your history book and a pencil. It's five minutes to this quiz on World War I." Johnny took out his history book and pencil, and when she began writing the questions on the board, he really blew his cool. His brain seemed to be paralyzed and he couldn't remember or locate anything. Luckily for him, old Mrs. Barton was understanding and told him he could do an extra assignment to cancel out this bad test score.

1. When Johnny got to school he was ...
   (a) cool   (c) tuckered out
   (b) nervous (d) quite ill

2. Johnny stumbled into ...
   (a) Preacher Smith   (c) Mrs. Barton
   (b) a gang of bullies (d) Kris Kringle

3. Johnny was to take a quiz on ...
   (a) canals   (c) Monkeys and Their Friends
   (b) World War I (d) dances of pioneer times

4. Mrs. Barton said ...
   (a) "You've ha... an accident"   (c) "You may have an accident."
   (b) "You're an accident"         (d) "Where's the accident?"

5. When the test began, Johnny ...
   (a) heaved a sigh of relief   (c) settled down to work
   (b) blew his cool             (d) began to cry

Score  

316
When he finally made it to school that morning, Johnny was so nervous he exploded into his seventh grade homeroom and stumbled into big old Mrs. Barton landing both of them right on the floor. "Johnny, Johnny," she moaned, "You're an accident looking for a place to happen. No excuses please, just take your seat and take out your history book and a pencil. It's five minutes to this quiz on World War I." Johnny took out his history book and pencil, and when she began writing the questions on the board, he really blew his cool. His brain seemed to be paralyzed and he couldn't remember or locate anything. Luckily for him, old Mrs. Barton was understanding and told him he could do an extra assignment to cancel out this bad test score.

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Score
Janet begged her folks for a minibike for her 15th birthday. She knew she should be at least 16 and have a driver's license in order to operate it but her desire took precedence over her good sense. She wheedled and cajoled her parents until they finally said, "Yes."

The day of her birthday her parents excitedly presented her with her gift. What a minibike! It wasn't much larger than her bicycle, but it was considerably heavier. The ignition switch was on the handlebar and it didn't require a gear shift. She couldn't wait to ride it and immediately tried it on the street in front of her house. She didn't consider the difficulty of balancing the vehicle since it was so much heavier than her bike. She lost her balance, tipped over and badly bruised her entire right side as she fell. She decided that maybe this was a sign that she should follow the rules in the future. Until she was old enough for her license she would ride the bike only on the sidewalk in front of her house.

A. Minibikes Are Great!
B. Follow the Rules
C. A Good Birthday
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A. Minibikes Are Great!
B. Follow the Rules
C. A Good Birthday

Score
DIRECTIONS: Read the sentences. Circle the best answer.

1. Fred saw two teams of boys bouncing a ball and trying to get it in a basket. Fred was at a game of ....
   (a) baseball
   (b) horseshoes
   (c) basketball

2. John saw a small brown animal. It was sitting in a tree, eating a nut, and had a brown bushy tail. John saw a ....
   (a) hog
   (b) squirrel
   (c) log

3. Jack saw a bright yellow truck with hoses on it. Men were standing on it wearing raincoats. Fred saw a ....
   (a) firetruck
   (b) dump truck
   (c) mail truck

4. Joan sat on a chair tried on one pair that was black, then a white pair, then a brown pair. She was in a ....
   (a) hat store
   (b) shoe store
   (c) grocery store

5. Milton scratched and scratched and hit at his arm. He had been bitten by ...
   (a) an elephant
   (b) a mosquito
   (c) a dog

Score
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Score
Fourteen year old Jerry really wants to go to the beach. His mother said he could go if he finishes his household chores. His problem is that although there is a bus on the corner, he doesn't drive and he doesn't have any money. He knows that, if he mows the lawn, his mother will pay him for the job. On the other hand, his friend, Jimmy, who is 16, got a new jalopy for his birthday. However, he is broke and out of gas.

1. The easiest thing for Jerry to do would be ...
   a. mow the lawn.
   b. finish his chores.
   c. ask Jimmy to drive him.

2. In order to get Jimmy to take him, Jerry will have to ...
   a. ask him.
   b. give him gas money.
   c. finish his chores.

3. The only sure way to get there is to plan on going ...
   a. by public transportation.
   b. with his mother.
   c. with Jimmy.

4. It's a sure bet that he'll mow the lawn because ...
   a. his mother said he had to.
   b. he needs the money.
   c. Jimmy told him to.

5. You can guess that Jerry is a pretty fair swimmer because ...
   a. he asked his mother if he could go.
   b. he is thinking about working to pay for transportation.
   c. his friend Jimmy is going.
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5. You can guess that Jerry is a pretty fair swimmer because ...
   a. he asked his mother if he could go.
   b. he is thinking about working to pay for transportation.
   c. his friend Jimmy is going.
DIRECTIONS: What will happen next in each story? Circle the best ending.

1. Tony went out on the porch for the newspaper. The wind slammed the door shut. Tony was ...  
   a. happy  b. locked out  c. hungry

2. Alice knitted a sweater for her boyfriend. She ran out of yarn and couldn't buy more. When Alan tried it on the sweater was ...  
   a. too big  b. too small  c. too long

3. Last winter Jim was skating on the pond. He saw a sign and skated over to it. The sign said ...  
   a. yield  b. no swimming  c. thin ice

4. Whenever he took a trip, Lou never read a road map. He would ask his wife to give him directions. If she wasn't with him he ...  
   a. got lost  b. drove faster  c. had a flat

5. Johnny was hiking in the forest. He sat on the ground to rest. Later that night his legs began to itch because ...  
   a. he was tired  b. he sat on poison ivy  c. he ate mushrooms

Score
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Score
DIRECTIONS 1: Read the conclusion to the child and ask the child to give two facts to support it. Select three items for each child being tested.

1. There are at least three rooms in the Three Bears' House. How can you tell? (There would be a living room, kitchen, and bedroom for the chairs, bowls, and beds.)

2. The Three Bears lived in the woods. If you looked out their window how could you tell? (trees, animals, flowers, dirt path)

3. Goldilocks liked porridge that was just the right temperature. How do you know this? (She tried Mama Bear's porridge and it was too cold so she didn't eat it. She also tried Papa Bear's porridge and it was too hot so she didn't eat it. But when she tasted Baby Bear's porridge it was just right so she ate it all up.)

4. Goldilocks was bigger than Baby Bear. How do you know this? (She broke Baby Bear's chair.)

5. Goldilocks did not want to sit in chairs that were too high or too low. How do you know this? (She did not sit in Papa or Mama Bear's chairs because they were too high or too low.)

6. Goldilocks did not like beds that were too soft or too hard. How do you know this? (She did not want to sleep in Mama Bear's bed or Papa Bear's bed because they were too soft or too hard.)

7. Porridge is eaten from bowls. How do you know this? (Mama Bear put their porridge in bowls. Goldilocks ate Baby Bear's porridge out of a bowl.)

8. Goldilocks had had a long walk. How do you know? (She was tired and hungry.)

9. The biggest bear was a "he" (male) bear. How do you know? (He is the Daddy Bear. A Daddy is a "he.")

10. The middle sized bear is a "she" (female) bear. How can you tell? (The middle sized bear is a Mama Bear. Mamas are girls. A girl is a "she.")

11. When the Three Bears came home Goldilocks was frightened. How do you know? (She ran down the stairs and out of the house and never came back.)
DIRECTIONS I: Read the conclusion to the child and ask the child to give two facts to support it. Select three items for each child being tested.

1. There are at least three rooms in the Three Bears' House. How can you tell? (There would be a living room, kitchen, and bedroom for the chairs, bowls, and beds.)

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THE PCRS

NAME __________________________
DATE __________________________

DIRECTIONS 1: Continued

12. Goldilocks was a brave little girl. How do you know? (She went for a walk in the woods all by herself. She explored the Three Bears house all by herself.)

Score ____________

DIRECTIONS 2: Test up to four children in the same group. Use two pictures, two stories, and two situations for each child. Eight of each are offered for your use.

Using pictures:

Who are these characters?

Whose beds could these not belong to?

Who is this?

Whose chairs are these?

Whose table could this be?

Who could this be?

Who did not live here?

Whose house could this be?
12. Goldilocks was a brave little girl. How do you know? (She went for a walk in the woods all by herself. She explored the Three Bears' house all by herself.)

Score ________

DIRECTIONS 2: Test up to four children in the same group. Use two pictures, two stories, and two situations for each child. Eight of each are offered for your use.

Using pictures:

Whose house could this be? Who are these characters? Who is this?

Whose table could this be? Whose beds could these not belong to? Whose chairs are these?

Who did not live here? Who could this be?
DIRECTIONS 2: Continued

Using Stories:

1. Goldilocks slept in the Baby Bear's bed. Why? (e.g., right size for her; she was tired)

2. Goldilocks did not eat Papa Bear's porridge. Why? (e.g., too hot)

3. The Three Bears went for a walk. Why? (e.g., to wait for their porridge to cool)

4. Goldilocks did not sit on Mama Bear's chair. Why? (e.g., too soft)

5. Baby Bear was upset when he found his chair broken. Why? (e.g., he wanted to sit on it)

6. Mama Bear poured three bowls of porridge. Why? (e.g., one for each bear)

7. Papa Bear knew someone had tasted his porridge. How? (e.g., a used spoon was beside his bowl)

8. The Three Bears did not lock their door. How do you know this? (Goldilocks went in their house)
Using Stories:

1. Goldilocks slept in the Baby Bear's bed. Why? (e.g., right size for her; she was tired)

2. Goldilocks did not eat Papa Bear's porridge. Why? (e.g., too hot)

3. The Three Bears went for a walk. Why? (e.g., to wait for their porridge to cool)

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7. Papa Bear knew someone had tasted his porridge. How? (e.g., a used spoon was beside his bowl)

8. The Three Bears did not lock their door. How do you know this? (Goldilocks went in their house)
DIRECTIONS 2: Continued

Using situations:

1. The bears were upset when they found their porridge had been tasted. Why? (e.g., they wanted their things left alone)

2. The bears did not walk in the city. Why? (e.g., They lived in the woods.)

3. Goldilocks did not have brown hair. How do you know this? (e.g., her name was Goldilocks)

4. Papa Bear was bigger than Baby Bear. How do you know this? (e.g., Daddies are big and grown up; babies are little, or Papa Bear's things were bigger than Baby Bear's.)

5. Goldilocks was about the size of Baby Bear. How do you know this? (e.g., she fit into Baby Bear's things)

6. Mama Bear said, "Somebody has been sitting in my chair." How did she know this? (e.g., the cushion might have been rumpled)

7. Goldilocks awoke quickly. Why? (she was startled by the bears)

8. The bears did not eat their porridge right away. Why? (the porridge was too hot.)
DIRECTIONS 2: Continued

Using situations:

1. The bears were upset when they found their porridge had been tasted. Why? (e.g., they wanted their things left alone)

2. The bears did not walk in the city. Why? (e.g., They lived in the woods.)

3. Goldilocks did not have brown hair. How do you know this? (e.g., her name was Goldilocks)

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8. The bears did not eat their porridge right away. Why? (the porridge was too hot.)

DIRECTIONS 3: As many as four children can be tested together. Twelve activities are given below; use three for each child. The child is to give a divergent (different) interpretation. Encourage the child to respond creatively.

1. As the Three Bears walked along the path in the woods, they came upon a big box. They opened up the big box and . . . what do you think happened?

2. In the woods the Three Bears met Donna Doe and . . . what do you think she told them?

3. Roland Robin was flitting from tree to tree telling everyone . . . and what do you suppose he said?

4. Mama Bear got very upset with Baby Bear when he . . . what do you think he did?

5. Goldilocks wore . . . what do you suppose she wore in the woods?

6. As Goldilocks entered the woods . . . what do you imagine she saw?

7. When Goldilocks went into the Bear's living room she saw something on the wall. What do you think it was?

8. Can you imagine what Goldilocks said to her mother when she got home?

9. How do you suppose you make porridge?

10. What do you think Papa Bear did after Goldilocks ran away?

11. Do you suppose there were more bears in the woods besides the Three Bears?

12. Who is Baby Bear's best friend and what do you think they like to play?

Score
DIRECTIONS: As many as four children can be tested together. Twelve activities are given below; use three for each child. The child is to give a divergent (different) interpretation. Encourage the child to respond creatively.

1. As the Three Bears walked along the path in the woods, they came upon a big box. They opened the box and... what do you think happened?

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11. Do you suppose there were more bears in the woods besides the Three Bears?

12. Who is Baby Bear's best friend and what do you think they like to play?

Score
There were four of them looking very frightened. Huddled together in the dusk they seemed to want nothing more than to stay as close as possible to each other. Their eyes continually searched the grass and trees around them looking for the first sign of someone or something to harm them. A few drops of rain spattered against the leaves, then touched their fur and made dark spots but still they didn't move. Then ever so lightly feet moved among the leaves on the forest floor. The eyes of the four jerked to the direction of the sound. Closer and closer came the sound. The curtain of leaves suddenly parted above their heads and the long ears of their mother were outlined against the sky. Another watch was over.

1. The watchers were ...
   (a) rhinoceroses  
   (b) rabbits       
   (c) bear cubs    
   (d) giraffes

2. The sun was ...
   (a) under rain clouds  
   (b) shining brightly  
   (c) not out because it was night

3. The watchers were ...
   (a) soaking wet  
   (b) lonely      
   (c) hot        
   (d) eating

Score

336
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   (a) soaking wet  
   (b) lonely  
   (c) hot  
   (d) eating

Score
DIRECTIONS: Read the paragraph. Underline the correct answers for each incomplete sentence.

Jerry was so excited. He was on his first campout as a Boy Scout. He was eager to do everything right, so he had done everything asked of him in a hurry, running here and there. By the time supper was ready he almost felt too tired to eat the sizzling hot dogs and baked beans. Everyone told him the best part of the trip was yet to come. Soon the call went out to gather around the campfire. Then the fun began. The older scouts were telling a ghost story. One of the scouts would begin the story stopping at an exciting part. The next scout would continue the story until the other scout would take over. As the story became scarier, the younger scouts became so quiet you could hear a twig snap. Jerry wasn't sleepy any longer. His eyes were big and round like saucers. When the story ended with a scream and "All the ghosts are coming to get YOU!" Jerry let out a shriek because a white-sheeted figure did appear against the fading embers of the fire. He wondered how he would ever fall asleep.

1. Jerry was ...
   (a) an experienced scout  
   (b) new at camping  
   (c) uninterested in the story  
   (d) a ghost

2. The camp was ...
   (a) near the woods  
   (b) held in early fall  
   (c) an old Indian campground  
   (d) very large

3. After the campfire Jerry probably ...
   (a) went right to sleep  
   (b) stayed awake thinking about ghosts  
   (c) wrote a letter to his mother  
   (d) went looking for ghosts

Score
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   (a) went right to sleep  
   (b) stayed awake thinking about ghosts  
   (c) wrote a letter to his mother  
   (d) went looking for ghosts
THE PCRS

NAME
DATE

DIRECTIONS: Read the sentences. Circle the best answer.

1. June has been working her head off all day cleaning the basement. She is so tired she will
   a. go to a party tonight
   b. fall into bed
   c. join a club next week

2. To get ready for the trip, Julie and George loaded the car with all the equipment they would need. They barely got the trunk closed. Since the rear end of the car was almost dragging on the ground, they would probably have to
   a. unload some weight
   b. add weight to the front
   c. get a new shock absorber

3. The car thumped along. John stopped, got out and saw that his rear left tire looked very low. He should
   a. have it changed immediately
   b. put air into it
   c. get a new tire

4. The family got ready to go on the trip but left the front door open. On their return they found
   a. everything just the way they left it
   b. all their valuables gone
   c. it locked

5. Jerry's mother gave him a big bag of candy in return for his help around the house. He couldn't help himself but ate the whole thing at one sitting. Chances are
   a. he will get fat
   b. he will get sick
   c. he will get pimples

Score

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS  PT: 337
DIRECTIONS: Read the sentences. Circle the best answer.

1. June has been working her head off all day cleaning the basement. She is so tired she will
   a. go to a party tonight
   b. fall into bed
   c. join a club next week

2. To get ready for the trip, Julie and George loaded the car with all the equipment they would need. They barely got the trunk closed. Since the rear end of the car was almost dragging on the ground, they would probably have to
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   a. he will get fat
   b. he will get sick
   c. he will get pimples

Score
DIRECTIONS: Read the paragraph and select the most reasonable outcome for the story.

Genny and Ginny were identical twins. Simply put, no one could tell them apart. The girls could even fool their father and mother sometimes. They did everything together. They talked the same, wrote the same way, wore the same clothes and liked the same books. They were also in the same fourth grade class. This proved to be a problem to their teacher. Although the girls were good students in most of their subjects, Genny simply couldn't spell. She was quite unhappy because she feared she was going to fail in Spelling. Ginny couldn't stand for her twin to be unhappy. One day when the girls were taking a big spelling test, Ginny saw Genny's eyes fill with tears. She just couldn't spell those words! Quickly, Ginny finished her own paper and wrote another spelling paper for her sister. The teacher seeing what was being done, wisely refrained from making a scene. Instead, she called in their parents. After talking over the problem of Genny's spelling and discussing special help for her, the teacher and the parents decided the best way to be sure the girls never posed as each other was

1. To brand each girl with her name on her forehead.
2. To separate them in school thereafter beginning by putting Ginny and Genny into two different fourth grades.
3. To change their names to Virginia and Genevieve.
4. To have Ginny wear mini skirts; Genny, maxiskirts.
5. To put Genny back in the second grade so the girls would always be in different grade levels.

Score 328

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS  PT: 339
DIRECTIONS: Read the paragraph and select the most reasonable outcome for the story.

Genny and Ginny were identical twins. Simply put, no one could tell them apart. The girls could even fool their father and mother sometimes. They did everything together. They talked the same, wrote the same way, wore the same clothes and liked the same books. They were also in the same fourth grade class. This proved to be a problem to their teacher. Although the girls were good students in most of their subjects, Genny simply couldn't spell. She was quite unhappy because she feared she was going to fail in Spelling. Ginny couldn't stand for her twin to be unhappy. One day when the girls were taking a bin spelling test, Ginny saw Genny's eyes fill with tears. She just couldn't spell those words! Quickly, Ginny finished her own paper and wrote another spelling paper for her sister. The teacher seeing what was being done, wisely refrained from making a scene. Instead, she called in their parents. After talking over the problem of Genny's spelling and discussing special help for her, the teacher and the parents decided the best way to be sure the girls never posed as each other was

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4. To have Ginny wear mini skirts; Genny, maxiskirts.
5. To put Genny back in the second grade so the girls would always be in different grade levels.
DIRECTIONS: Read the selection below. Then read the activity. Number the sentences in the order in which the events happened in the selection.

Harry's Helicopter

One rainy day, Harry had to stay in the house. He thought and thought about what he could do. All of a sudden he thought he would make a paper helicopter. Here is how he made it. Maybe your teacher will let you make one. Why don't you ask her after you are done with this test.

Harry first traced over the pattern like the one we have drawn for you on the next page. Then he cut and folded the top part like the pattern told him to do. Next he folded the bottom part and put two paper clips at the bottom to hold it together. Harry was then ready to try out his helicopter.

Activity

____ Harry cut and folded the top part.
____ Harry flew his helicopter.
____ Harry traced over the pattern.
____ He put two paper clips at the bottom.
____ He folded the bottom part.

Score

344

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS

PT: 341
DIRECTIONS: Read the selection below. Then read the activity. Number the sentences in the order in which the events happened in the selection.

Harry's Helicopter

One rainy day, Harry had to stay in the house. He thought and thought about what he could do. All of a sudden he thought he would make a paper helicopter. Here is how he made it. Maybe your teacher will let you make one. Why don't you ask her after you are done with this test.

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Activity

2. Harry cut and folded the top part.
5. Harry flew his helicopter.
1. Harry traced over the pattern.
4. He put two paper clips at the bottom.
3. He folded the bottom part.
HARRY'S HELICOPTER

PUT PAPER CLIPS HERE AFTER FOLDING
THE PCRS

HARRY'S HELICOPTER

PUT PAPER CLIPS HERE AFTER FOLDING

FOLD FOLD

CUT
DIRECTIONS: Read the following sentences. In each sentence a euphemism is used. Identify the word or words and suggest a more explicit word.

Example: The garbage was very odoriferous.

1. The police confronted the uncontrollable group in front of the school library at the time of the sit-in.

2. Old widow Jones is a carrier of tales.

3. The disabled man lost his legs in an accident. He was forced to sell pencils in the street.

4. This is a school for non-sighted persons.

5. The underprivileged children had no milk to drink.

6. Make up a sentence like those above using your own words.
DIRECTIONS: Read the following sentences. In each sentence a euphemism is used. Identify the word or words and suggest a more explicit word.

Example: The garbage was very odoriferous. 
smelly, stinky, etc.

1. The police confronted the uncontrollable group in front of the school library at the time of the sit-in.

   Mob

2. Old widow Jones is a carrier of tales.

   Gossip

3. The disabled man lost his legs in an accident. He was forced to sell pencils in the street.

   Cripple

4. This is a school for non-sighted persons.

   Blind

5. The underprivileged children had no milk to drink.

   Poor

6. Make up a sentence like those above using your own words.

   (Evaluated by Specialist)

Answers may vary
DIRECTIONS: Underline the words in each paragraph which have a negative or emotional tone.

1. Maine has initiated a new program to keep out polluters and strengthen their anti-pollution laws. Capitalist oil companies that dirty and litter the shores will be banned from new development. Land grabbers, who butcher the landscape for profit, will be controlled by zoning laws. Weekend warriors hunting deer and maiming the animal population will be prosecuted. Litterbugs who decorated the forests with cans and garbage will be fined.

2. "Today's high cost of living affects everyone, city folk and farmers alike. Too many wives busy themselves boycotting the meat market and getting their pictures in the papers instead of staying home to prepare well-balanced meals at low cost for their families. My husband works hard in a factory packing metal all day. It's like a tin can, and he comes home sweating in the summer. Sure, we gripe and complain about prices. What are we getting for our money?"

3. "Teachers and principals have been ripping off their students with longer school terms. Now they want us to have a 12 month school year. We need a break during the hotter months. It would be a pain to drag school out longer. We need to be outside during warm weather, not in a classroom. Besides, we would graduate from school sooner and then not be old enough to get a decent job."

Score 350
DIRECTIONS: Underline the words in each paragraph which have a negative or emotional tone.

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Answers may vary

Score
DIRECTIONS: Do these.

1. Put your name ____________________________.

2. Put an X over this

3. Put a ______ under this

4. Put a □ after this X

5. Put a ○ on this

Score

352
THE PCRS

DIRECTIONS: Do these.

1. Put your name

2. Put an \( \times \) over this

3. Put a ___ under this

4. Put a ____ after this

5. Put a \( \bigcirc \) on this

Score

PT: 350

353
THE PCRS

DIRECTIONS: Write each letter set in alphabetical order.

1. b s c t r x
2. a u v e p n
3. v r g h i l
4. f y z w d k
5. j m f t s l

Score

354

ADAPTED FROM SYSTEM 1 READ
OMAHA PUBLIC SCHOOLS
DIRECTIONS: Write each letter set in alphabetical order.

1. b s c t r x  
   B C R S T X

2. a u v e p n  
   A E N P U V

3. v r g h i l  
   G H I K L V

4. f y z w d k  
   D F K W Y Z

5. j m f t s l  
   F J L M S T

Score
THE PCRS

NAME ________________________________
DATE ________________________________

POST-TEST 459

DIRECTIONS: Fill in the blanks with the missing letters.

1. a __ c __
2. __ x y __
3. t __ v __
4. f __ i
5. k __ n
6. r __ t __
7. u __ w __
8. m __ o __

Score

356

ADAPTED FROM SYSTEM I READ
DIRECTIONS: Fill in the blanks with the missing letters.

1. a _ B c D
2. W _ x y Z
3. t _ U v W
4. f 6 H _ i
5. k _ L M _ n
6. r S _ t _ U
7. u V w _ X
8. m _ N o P

Score
THE PCRS

DIRECTIONS: Circle **yes** if each set of words is in alphabetical order. Circle **no** if the set is not in alphabetical order.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. apple, awful, asp</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>2. bed, boat, brick</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>3. candle, crock, cool</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>4. dog, day, done</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>5. effect, even, evil</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>6. fruit, fog, fat</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>7. steep, step, stamp</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>8. itch, iron, idle</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>9. nest, needle, neck</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
<tr>
<td>10. rake, round, rude</td>
<td>yes</td>
<td>no</td>
<td></td>
</tr>
</tbody>
</table>
DIRECTIONS: Circle yes if each set of words is in alphabetical order. Circle no if the set is not in alphabetical order.

1. apple, awful, asp  yes  no
2. bed, boat, brick  yes  no
3. candle, crock, cool  yes  no
4. dog, day, done  yes  no
5. effect, even, evil  yes  no
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7. steep, step, stamp  yes  no
8. itch, iron, idle  yes  no
9. nest, needle, neck  yes  no
10. rake, round, rude  yes  no

Score
DIRECTIONS: Put each group of words in alphabetical order.

1. race
   girl
   yard
   nest
   after

2. around
   run
   Italy
   thing
   chicks

Score
DIRECTIONS: Put each group of words in alphabetical order.

1. race  girl  yard  nest  after  
   AFTER  GIRL  NEST  RACE  YARD

2. around  run  Italy  thing  chicks  
   AROUND  CHICKS  ITALY  RUN  THING
**DIRECTIONS:** Write each set of words in alphabetical order.

<table>
<thead>
<tr>
<th>1. giant</th>
<th>2. volatile</th>
</tr>
</thead>
<tbody>
<tr>
<td>genius</td>
<td>vote</td>
</tr>
<tr>
<td>gilt</td>
<td>varmint</td>
</tr>
<tr>
<td>given</td>
<td>voter</td>
</tr>
<tr>
<td>ginger</td>
<td>vest</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. waffle</th>
<th>4. bottle</th>
</tr>
</thead>
<tbody>
<tr>
<td>wonder</td>
<td>border</td>
</tr>
<tr>
<td>worry</td>
<td>boxer</td>
</tr>
<tr>
<td>women</td>
<td>bottom</td>
</tr>
<tr>
<td>won't</td>
<td>bomber</td>
</tr>
</tbody>
</table>

**Score**

362
### THE PCRS

**NAME**

**DATE**

**POST-TEST** 463

**DIRECTIONS:** Write each set of words in alphabetical order.

1. giant   genius   gilt   given   ginger
    | GENIUS  | GIANT  | GILT  | GINGER  | GIVEN  |

2. volatile   vote   varmint   voter   vest
    | VARMINT  | VEST   | VARMINT  | VOTE   | VOTER  |

3. waffle   wonder   worry   women   won't
    | WAFFLE  | WOMEN  | WONDER  | WON'T  |

4. bottle   border   boxer   bottom   bomber
    | BOMBER  | BORDER  | BOTTLE  | BOTTOM  | BOXER  |

**Score**

PT: 360

363
DIRECTIONS: Choose words from Column B that fit alphabetically in Column A.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>very</td>
</tr>
<tr>
<td>2. brook</td>
<td>quick</td>
</tr>
<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4. gone</td>
<td>mother</td>
</tr>
<tr>
<td>5. knock</td>
<td>apple</td>
</tr>
<tr>
<td>6.</td>
<td>clock</td>
</tr>
<tr>
<td>7. please</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td></td>
</tr>
<tr>
<td>9. ride</td>
<td></td>
</tr>
<tr>
<td>10.</td>
<td></td>
</tr>
</tbody>
</table>

Score: 364
DIRECTIONS: Choose words from Column B that fit alphabetically in Column A.

<table>
<thead>
<tr>
<th>COLUMN A</th>
<th>COLUMN B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. APPLE</td>
<td>very</td>
</tr>
<tr>
<td>2. brook</td>
<td>quick</td>
</tr>
<tr>
<td>3. CLOCK</td>
<td></td>
</tr>
<tr>
<td>4. gone</td>
<td>mother</td>
</tr>
<tr>
<td>5. knock</td>
<td>apple</td>
</tr>
<tr>
<td>6. MOTHER</td>
<td>clock</td>
</tr>
<tr>
<td>7. please</td>
<td></td>
</tr>
<tr>
<td>8. Quick</td>
<td></td>
</tr>
<tr>
<td>9. ride</td>
<td></td>
</tr>
<tr>
<td>10. VERY</td>
<td></td>
</tr>
</tbody>
</table>

Score
DIRECTIONS: Read each word below. In the blank space write
(1) If it comes between A - I
(2) If it comes between J - R
(3) If it comes between S - Z

1. comet
2. jerk
3. bathe
4. leap
5. sleep
6. tuba
7. gnaw
8. we
9. unfold
10. quote

Score
DIRECTIONS: Read each word below. In the blank space write
(1) If it comes between A - I
(2) If it comes between J - R
(3) If it comes between S - Z

1. comet 1
2. jerk 2
3. bathe 1
4. leap 2
5. sleep 3
6. tuba 3
7. gnaw 1
8. we 3
9. unfold 3
10. quote 2

Score
DIRECTIONS: Write the page number on which each of the following words is found in the dictionary.

1. husky
2. absorbent
3. Sinhalese
4. feline
5. instruction
6. commute
7. publicity
8. sweet corn
9. gridiron
10. ravage
DIRECTIONS: Write the page number on which each of the following words is found in the dictionary.

1. husky
2. absorbent
3. Sinhalese
4. feline
5. instruction
6. commute
7. publicity
8. sweet corn
9. gridiron
10. ravage

Score
THE PCRS

DIRECTIONS: Copy the guide words on the following pages. Use any dictionary.

1. page 156
2. page 221
3. page 257
4. page 343
5. page 407
6. page 497
7. page 591
8. page 665
9. page 751
10. page 879
DIRECTIONS: Copy the guide words on the following pages. Use any dictionary.

1. page 156
2. page 221
3. page 257
4. page 343
5. page 407
6. page 497
7. page 591
8. page 665
9. page 751
10. page 879
DIRECTIONS: Read the words below. In the blank space beside each word write whether the word comes before, after, or on the dictionary page with the following guide words. daisy - evolve

1. dabble
2. enter
3. distant
4. ewe
5. develop
6. dogma
7. dog

Score
DIRECTIONS: Read the words below. In the blank space beside each word write whether the word comes before, after, or on the dictionary page with the following guide words. daisy - evolve

1. dabble BEFORE
2. enter ON
3. distant ON
4. ewe AFTER
5. develop ON
6. dogma ON
7. dog ON

Score
THE PCRS

NAME _______________________
DATE _______________________

DIRECTIONS: Select the correctly spelled word from the two phonetically spelled words. Verify your answer in the dictionary.

1. disconnected (dis' ka nekt' id) (dis' ka nek' tid)
2. gliblet (jib' lit) (gib' lit)
3. guile (jil) (gil)
4. mezzanine (mez' a nen') (mez' a neen')
5. preferential (pref' a ren' shul) (pref' a ren' shal)
6. prodigious (pro dij' es) (pro dij' eas)
7. serpentine (sur' nen tin') (sur' nan ten')
8. surety (shoor' i te) (shur' te)
9. turbulent (toor' bu lent) (tur' bya lant)
10. unaccustomed (un' a kus'tamid) (un' a cust' emd)

Score ___

374

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS PT: 371
DIRECTIONS: Select the correctly spelled word from the two phonetically spelled words. Verify your answer in the dictionary.

1. disconnected (dis' ka nek' id) (dis' ka nek' tid)
2. giblet (jib' lit) (gib' lit)
3. guile (jil) (gil)
4. mezzanine (mez' a nen') (mez' za neen')
5. preferential (pre' fa r en' shul) (pref' a ren' shal)
6. prodigious (pra dij' as) (pro dij' eas)
7. serpentine (sur' pen tin') (sur' pan ten')
8. surety (shoor' i te) (shur' te)
9. turbulent (toor' bu lent) (tur' bya lant)
10. unaccustomed (un' a kus' tamb) (un' a cust' emd)
DIRECTIONS: Using a dictionary of your choice divide the following words into syllables.

1. oxen
2. suspenseful
3. therapeutic
4. ruminant
5. recognition
6. moustache
7. fiesta
8. fiasco

Score
DIRECTIONS: Using a dictionary of your choice divide the following words into syllables.

1. oxen  __________ Ox/En
2. suspenseful  __________ Sus/Pense/ful
3. therapeutic  __________ Ther/Apeu/thic
4. ruminant  __________ Rum/in/ant
5. recognition  __________ Rec/og/ni/tion
6. moustache  __________ Mou/s/tache
7. fiesta  __________ Fi/es/ta
8. fiasco  __________ Fi/as/Co
DIRECTIONS: Using a dictionary of your choice answer the questions below.

1. What is a runt?

2. What does, "The flood waters have subsided" mean?

3. Where would you find a purslane?

4. Would a plover fly?
DIRECTIONS: Using a dictionary of your choice answer the questions below.

1. What is a runt?
   A stunted animal, person, or plant.

2. What does, "The flood waters have subsided" mean?
   Grow less; die down; grow less; active; settle

3. Where would you find a purslane?
   In the woods; outdoors (a common plant).

4. Would a plover fly?
   Yes (it is a bird with a short bill).

Answers will vary.
DIRECTIONS: Study the following illustrations. Answer the questions.

koala (ko-a-la) n.
1. How does a baby koala travel?
2. What other animal does it resemble?
3. Does a koala stay on the ground?

penguin (pen'gwin) n.
1. What does a penguin use to swim?
2. What two colors is a penguin?
3. Does a penguin have a large head?

sloth (sloth) n.
1. Does a sloth live in extremely cold regions?
2. What is his likely position in navigating from place to place?
3. Does a sloth have a tail?
DIRECTIONS: Study the following illustrations. Answer the questions.

**koala (ko-a-la) n.**
1. How does a baby koala travel?
2. What other animal does it resemble?
3. Does a koala stay on the ground?

**penguin (pen'gvin) n.**
1. What does a penguin use to swim?
2. What two colors is a penguin?
3. Does a penguin have a large head?

**sloth (sloth) n.**
1. Does a sloth live in extremely cold regions?
2. What is his likely position in navigating from place to place?
3. Does a sloth have a tail?
DIRECTIONS: Under each picture the word for the picture is misspelled. Look the word up in the dictionary and copy the correct spelling.

1. héliconner
2. dinosore
3. maqafone
4. jirafe
5. bycicle
6. bienokuls
7. pareshute
8. baloon
9. fawcett
DIRECTIONS: Under each picture the word for the picture is misspelled. Look the word up in the dictionary and copy the correct spelling.

1. helicopter
2. dinoesore
3. magafone
4. girafe
5. bvcicle
6. bienokulors
7. pareshute
8. baloon
9. faucett

Score
DIRECTIONS: Read the following dictionary definition:

race (rās), n. 1. a contest of speed in driving, flying, running, walking, etc: A drag race, a mile race. 2. any competition or contest to achieve something: The race for the mayoralty. 3v. to go, act or move with speed; hurry: We'll have to race to get to school on time. 4v. to cause to go fast: To race the motor of a plane. 5. to participate in a contest of speed: to win a race.

Indicate the appropriate meaning of race in the following sentences by assigning the correct number to each sentence.

1. Jack will race to the airport to meet the airplane at 2 p.m.
2. The event they enjoyed the most was the horse race at Ak-Sar-Ben.
3. The race for the presidency of the Senior Class was a close one.
4. It irritated Barb's folks when Vance would race the motor of his car while waiting for her.

(continued on page 2)
DIRECTIONS: Read the following dictionary definition:

race (rās). n. 1. a contest of speed in driving, flying, running, walking, etc: A car race, a mile race. 2. any competition or contest to achieve something: The race for the mayoralty. 3v. to go, act or move with speed; hurry: We'll have to race to get to school on time. 4v. to cause to go fast: To race the motor of a plane. 5. to participate in a contest of speed: to run a race.

Indicate the appropriate meaning of race in the following sentences by assigning the correct number to each sentence.

1. Jack will race to the airport to meet the airplane at 2 p.m. 2
2. The event they enjoyed the most was the horse race at Ak-Sar-Ben. 1
3. The race for the presidency of the Senior Class was a close one. 2
4. It irritated Barb's folks when Vance would race the motor of his car while waiting for her. 4

(continued on page 2)
boost (boost), v. 1. to raise or lift: by pushing from below or behind: Jim will boost up Ron to the cherry tree. 2. to promote or to help by speaking well of: The coach always boosts the football team. 3. to raise or increase: The grocer had to boost the prices on many items last week. - n. 4. a lift, an upward shove or lift: He gave the little girl a boost onto the merry-go-round. 5. an increase or rise: Every week sees a boost in meat prices. 6. A remark or an act that helps, promotes or encourages: Having so many people attend the ball game gave the players a real boost.

Indicate the appropriate meaning of boost in the following sentences by assigning the correct number to each sentence.

1. Boost your home town always!
2. The principal gave Jerry a boost when he hailed him by name.
3. The boost in prices never seems to stop.
4. The kind man gave the little tyke a boost to the tall water fountain.
5. Alan will boost Jeff over the high fence.
6. The custodian will boost the flag over the building.
boost (boost), v. 1. to raise or lift by pushing from below or behind: Jim will boost up Ron to the cherry tree. 2. to promote or to help by speaking well of: The coach always boosts the football team. 3. to raise or increase: The grocer had to boost the prices on many items last week. 4. a lift, an upward shove or lift: He gave the little girl a boost onto the merry-go-round. 5. an increase or rise: Every week sees a boost in meat prices. 6. a remark or an act that helps, promotes or encourages: Having so many people attend the ball game gave the players a real boost.

Indicate the appropriate meaning of boost in the following sentences by assigning the correct number to each sentence.

1. Boost your home town always! 6
2. The principal gave Jerry a boost when he hailed him by name. 2
3. The boost in prices never seems to stop. 5
4. The kind man gave the little tyke a boost to the tall water fountain. 1
5. Alan will boost Jeff over the high fence. 1
6. The custodian will boost the flag over the building. 4
DIRECTIONS: Circle the picture that does not fit with the others in the row.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pig</td>
<td>Sandwich</td>
<td>Cactus</td>
</tr>
<tr>
<td>Mouse</td>
<td>Hot Pie</td>
<td>Worm</td>
</tr>
<tr>
<td>Rabbit</td>
<td>Box</td>
<td>Flower</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4.</th>
<th></th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wheel</td>
<td>Door</td>
<td>Machine</td>
</tr>
<tr>
<td>Chair</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Score
**THE PCRS**

**DIRECTIONS:** Circle the picture that does not fit with the others in the row.

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
<th>3.</th>
<th>4.</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt;pig&gt;</td>
<td>&lt;bunny&gt;</td>
<td>&lt;leaf&gt;</td>
<td>&lt;sandwich&gt;</td>
</tr>
<tr>
<td>&lt;mice&gt;</td>
<td>&lt;steak&gt;</td>
<td>&lt;pie&gt;</td>
<td>&lt;cheese&gt;</td>
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<td>&lt;worm&gt;</td>
<td>&lt;flower&gt;</td>
<td>&lt;tree&gt;</td>
</tr>
<tr>
<td>&lt;bun&gt;</td>
<td>&lt;door&gt;</td>
<td>&lt;desk&gt;</td>
<td>&lt;chair&gt;</td>
</tr>
</tbody>
</table>

**Score**
DIRECTIONS: Read the story. Then draw a line from the words in Column I to match them with the topics in Column II.

Geologists think of three major types of rock. Sedimentary rock is formed by small particles of minerals and animal matter that collect on the bottoms of lakes and oceans. After millions of years the particles are pressed into rock. Sandstone, slate, and limestone are three sedimentary rocks. Another type is igneous rock. Igneous means "fire formed." These rocks come from deep in the earth where high pressure heats the rock to molten mass. When this magma cools it forms igneous rock. Lava from volcanoes is one type of igneous rock. Metamorphic rock is a type which is changed or welded together by great pressure and heat deep in the earth. Metamorphosis means change. Marble is a metamorphic rock made from limestone.

<table>
<thead>
<tr>
<th>Column I</th>
<th>Column II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. animal matter</td>
<td>a. Metamorphic rock</td>
</tr>
<tr>
<td>2. sandstone</td>
<td>b. Igneous rock</td>
</tr>
<tr>
<td>3. lava</td>
<td>c. Sedimentary rock</td>
</tr>
<tr>
<td>4. change</td>
<td></td>
</tr>
<tr>
<td>5. magma</td>
<td></td>
</tr>
<tr>
<td>6. fire formed</td>
<td></td>
</tr>
<tr>
<td>7. marble</td>
<td></td>
</tr>
<tr>
<td>8. slate</td>
<td></td>
</tr>
<tr>
<td>9. volcano</td>
<td></td>
</tr>
<tr>
<td>10. bottoms of oceans</td>
<td></td>
</tr>
<tr>
<td>11. molten mass</td>
<td></td>
</tr>
<tr>
<td>12. welded together</td>
<td></td>
</tr>
</tbody>
</table>

Score

390

ADAPTED FROM SYSTEM I READ
OMAHA PUBLIC SCHOOLS     PT: 387
Geologists think of three major types of rock. Sedimentary rock is formed by small particles of minerals and animal matter that collect on the bottoms of lakes and oceans. After millions of years the particles are pressed into rock. Sandstone, slate, and limestone are three sedimentary rocks. Another type is igneous rock. Igneous means "fire formed." These rocks come from deep in the earth where high pressure heats the rock to molten mass. When this magma cools it forms igneous rock. Lava from volcanoes is one type of igneous rock. Metamorphic rock is a type which is changed or welded together by great pressure and heat deep in the earth. Metamorphosis means change. Marble is a metamorphic rock made from limestone.

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<tr>
<td>1. animal matter</td>
<td>a. Metamorphic rock</td>
</tr>
<tr>
<td>2. sandstone</td>
<td>4, 7, 12</td>
</tr>
<tr>
<td>3. lava</td>
<td>b. Igneous rock</td>
</tr>
<tr>
<td>4. change</td>
<td>6, 5, 3, 11, 9</td>
</tr>
<tr>
<td>5. magma</td>
<td>c. Sedimentary rock</td>
</tr>
<tr>
<td>6. fire formed</td>
<td>1, 10, 2, 8</td>
</tr>
<tr>
<td>7. marble</td>
<td>Score</td>
</tr>
<tr>
<td>8. slate</td>
<td></td>
</tr>
<tr>
<td>9. volcano</td>
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<td>12. welded together</td>
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</table>

Score