

# Placement Test

## *Is The Yellow Book* **Right For My Student?**

### **Teacher Section**



If your student has successfully completed *The Red Book*, then he/she is ready for *The Yellow Book*. If your student used another language arts program, this assessment will help you determine if *The Yellow Book* is right for your student.

- ☐ Make a copy of this section and *Is The Yellow Book Right For Me? Student Section*.

Fold the student paper so that only Row 1 is showing. Place this in front of your student so it can be read easily. Allow your student to use a ruler or paper to place under the word for easy of reading.

Hold your reading list so your student cannot see it. As your student reads the list, check off words that are pronounced correctly and circle words that are pronounced incorrectly. If your student misses three words in the list, stop him/her from reading.

If your student reads 6 – 10 of the words correctly in Row 1, refold the paper so that Row 2 is showing and repeat above. You may want to complete this task over a period of days if that is better for your student. Continue with Row 3.

The bolded letters are used to indicate the phonic sounds of the words. This will be helpful in the evaluation portion of this section.

<u>Row 1</u>	<u>Row 2</u>	<u>Row 3</u>
sparrow	joy	simple
hard	weigh	light
short	flew	early
paw	blow	juice
loud	fur	knock
doctor	work	climb
sir	sign	count
write	tough	coin
dodge	bead	warm
soon	bubble	mouse

- ☐ *Look at your paper. I will read the directions to you and you are to write in the best answer. If you do not understand what to do, I will reread the directions. (If your student needs, you may read the words or sentences to him/her as well.)*
1. Read each word to yourself and write the number of syllables it has next to the word.  
fishing 2      wonderful 3      animal 3      pencil 2
  2. A noun is a person, place, or thing. Circle the noun in each list.  
yellow **dog** here him      **tree** climb over what
  3. Action verbs tell us what a person or thing did in a sentence or story. Circle the action verbs in each sentence.
    - a. The little boy **swam** across the lake.
    - b. Tommy **ran** to the playground.
  4. Adjectives describe nouns. Circle the adjectives in these sentences.
    - a. A **small green** snake moved quickly across our yard.
    - b. Mom's **big black** truck is in the shop.
  5. Synonyms are words that have the same or almost the same meaning, such as little and small. Circle the correct synonym for each word listed:
    - a. soft      hard      loud      **fluffy**      marble
    - b. happy      white      round      sad      **glad**
  6. Antonyms are words that have the opposite meaning, such as little and big. Tell me an antonym for each of these words:
    - a. huge      **little, small, tiny**
    - b. fast      **slow, creeping**
  7. Contractions are a shortened way of saying two words together. For example, *wouldn't* is the contraction for *would not*. Write the correct contraction for each of the words listed below:
    - a. is not      **isn't**
    - b. I will      **I'll**
    - c. did not      **didn't**
  8. Add -ed and -ing to each of these words:

	-ed	-ing
jump	<b>jumped</b>	<b>jumping</b>
bat	<b>batted</b>	<b>batting</b>
dine	<b>dined</b>	<b>dining</b>
-

9. Write these words in alphabetical order:
- a. ship nice port young      **nice port ship young**  
b. run rat rock rice      **rat rice rock run**
10. Replace each underlined portion of the sentence with a pronoun. Remember a pronoun takes the place of a noun, such as Sally rode her bike. She rode her bike.
- a. Bill and Ron like to swim everyday.      **They**  
b. The raccoon ran off into the woods.      **It**  
c. My dad was early for the game.      **He**
11. Make compound words using words from each column:
- |        |       |                   |
|--------|-------|-------------------|
| under  | fly   | <b>underwater</b> |
| butter | noon  | <b>butterfly</b>  |
| after  | water | <b>afternoon</b>  |
12. *Tell me a sentence that asks a question. What punctuation ends that type of sentence?* **Accept any sentence that asks a question, such as Where is the dog? Question mark**
13. *Tell me a sentence that shows strong emotion. What punctuation ends that type of sentence?* **Accept any sentence that shows strong emotion, such as Stop right now! Exclamation mark**

## Evaluation:

1. Count the number of words that your student did not pronounce correctly. If it is ten or less, we suggest that you review the phonics for these words and begin with *The Yellow Book*. If your student missed eleven or more words, you may consider beginning your student with *The Yellow Book*, but take time to review the phonics for all the words that your student mispronounced. If that task seems too great, you should begin with *The Red Book*.
2. If your student correctly pronounced most of the words but did not do well on the language section of the assessment, begin with *The Yellow Book*. All these language skills will be reviewed in it.
3. The language section of the assessment is for your purposes. It will indicate on what skills you need to focus on this year whether you use *The Red Book* or *The Yellow Book*.

# Placement Test

## *Is The Yellow Book Right For Me?*

### Student Section



**Row 1**

sparrow

hard

short

paw

loud

doctor

sir

write

dodge

soon

**Row 2**

joy

weigh

flew

blow

fur

work

sign

tough

bead

bubble

**Row 3**

simple

light

early

juice

knock

climb

count

coin

warm

mouse

1. Read each word to yourself and write the number of syllables it has next to the word.  
fishing \_\_\_\_ wonderful \_\_\_\_ animal \_\_\_\_ pencil \_\_\_\_
2. A noun is a person, place, or thing. Circle the noun in each list.  
yellow dog here him tree climb over what
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  - b. I will \_\_\_\_\_
  - c. did not \_\_\_\_\_
8. Add -ed and -ing to each of these words:

	-ed	-ing
jump	_____	_____
bat	_____	_____
dine	_____	_____

9. Write these words in alphabetical order:

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b. run rat rock rice \_\_\_\_\_

10. Replace each underlined portion of the sentence with a pronoun. Remember a pronoun takes the place of a noun, such as Sally rode her bike. She rode her bike.

a. Bill and Ron like to swim everyday. \_\_\_\_\_

b. The raccoon ran off into the woods. \_\_\_\_\_

c. My dad was early for the game. \_\_\_\_\_

11. Make compound words using words from each column:

under fly \_\_\_\_\_

butter noon \_\_\_\_\_

after water \_\_\_\_\_

12. Tell me a sentence that asks a question. What punctuation ends that type of sentence?

13. Tell me a sentence that shows strong emotion. What punctuation ends that type of sentence?