GROWING PROFICIENT READERS THROUGH BLENDED LEARNING
Through a blend of teacher-led instruction, independent practice, strategic assessment, and detailed reporting, Raz-Plus delivers technology-enabled resources that strengthen the connection between what is being taught and what students practice on their own.

With a library of developmentally appropriate resources in printable, projectable, online, and mobile formats, Raz-Plus makes it easier to implement a blended approach to literacy. Teachers have all the tools they need to improve the reading skills of every student, at every level.
Raz-Plus empowers teachers to be more effective and efficient.

- 50,000+ resources and lessons
- Alignments to all major standards
- On-page assignment capabilities
- Resources in multiple languages, including authentic Spanish texts

Raz-Plus motivates students to practice and improve their reading.

- Online and mobile access to 4,000+ leveled books and reading resources
- A digital library for every student
- Natural-voice audio versions of every leveled book
- Student recording tools to build fluency
- Interactive annotation tools to build close reading skills

Growing Proficient Readers Through Blended Learning
DIRECTIONS:
Slowly and clearly read each word in each set of three words. Have the student slowly repeat the words in a set after you have read them. Have him or her identify the word that has a different beginning sound. Place an X in the box at the right for each error he or she makes. Practice with the first set of words.

PRACTICE:
Say:
I am going to read three words.
Read:
rattle, race, bottle.
Say: Rattle and race begin with the /r/ sound: /r/; rattle and /r/; race.
Bottle begins with the /b/ sound: /b/; bottle.
Bottle is the word with a different beginning sound. Now it is your turn.

Phonological Awareness Assessment

Initial Sound • Form 4

Name __________________________________________ Date _____________ Number of errors _______

rattle • race • bottle
dog • bat • danger
cat • car • rock
charm • fence • farm
sheep • chair • ship
apple • ax • ape
cave • save • camel
ghost • game • jump
water • vampire • went
chest • chimney • shutter
thin • chin • thick

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Phonics Assessment

DIRECTIONS:
Tell the student that he or she is going to read some made-up words and that you will time him or her. If the student does not read all the words in two minutes, stop the reading. Note the time it takes if he or she reads all the words in less than two minutes. Demonstrate with the first word.

PRACTICE:
Point to the word pim. Say:
Look at this made-up word. Watch my finger as I read this word. I will sound out each letter, then I will read the word. Point to each letter as you sound out the letters, then say the word while running your finger under it. Say:/p/ /i/ /m/; pim. Now it is your turn to sound out and read the next word. See how many you can read in two minutes.

Reading Nonsense Words • CVC and VC

pim yib et
ux hax dop
nin bem hud
vill mup seg
tog lig zab
ap jod tox
fod ix wib
mag ped ret

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ALPHABET ASSESSMENT REPROCUCIBLE

UPPERCASE AND LOWERCASE LETTER NAMING

INSTRUCTIONS:
Have the student point to each letter and say its name. Circle the ones incorrectly named.

J
O

Growing Proficient Readers Through Blended Learning
Student Portal Supports Learning in Class and at Home!

- Digitally delivered assignments
- Personalized reading room
- Built-in incentives and awards
- Two age-appropriate designs

www.Raz-Plus.com

Includes Free Mobile App!