



# The Tiger Tuesday™ Reading Inventory

to be used with the Strong Learning Centers®

**Tiger Tuesday™ Reading Program**

## VERSATILITY

Easy and quick to administer, the Tiger Tuesday Reading Inventory is a versatile tool for teachers, tutors, and parents. The inventory provides guidance for choosing the level at which a student should begin the Tiger Tuesday Reading Program. It can also be used to:

- **Establish a baseline against which a student’s progress in learning reading foundational skills can be measured.** Because it generally takes only a few minutes to administer, the inventory can be re-administered in whole or in part to monitor student progress. For your convenience, a box to the right of each item on the Examiner Form is provided where you can record the number of items missed. This can then be easily compared to earlier or later administered inventories.
- **Identify and remediate specific gaps in phonetic decoding skills.** Students who have begun to read often have gaps in phonetic learning that go unnoticed. For example, not knowing a letter or two or the correct sound of one consonant blend can produce what seem to be unexplainable results later on. Fortunately, small gaps in learning caught at this stage are more easily “shored up” if students are given opportunity to practice the skills they’ve missed—doing engaging phonics-rich activities they enjoy—until they become proficient.
- **Provide purposeful homework assignments.** Activity sheets and lotto and card games provided with the Tiger Tuesday Reading Program make it easy to individualize homework assignments so that they reinforce the specific areas in which a student may have encountered difficulty.

## THE IMPORTANCE OF PRACTICE

Practice of foundational phonetic decoding skills until they are mastered (however long it takes) is essential to learning to read with comprehension and to building vocabulary. Some students who continue to have difficulty in a specific area will benefit from repeating the same activities while others will be more comfortable using different activities on the same level. In general, try to use materials that students find enjoyable as they encourage purposeful repetition.

Toward this end, try to notice which specific activities individual students seem to enjoy or participate in more enthusiastically. For some, it may be acting out a play. For others, reading a story is more fun. In our experience, playing the lotto and card games are the most fun because students are focused on the fun of winning the games, unaware that winning requires learning and applying phonetic decoding skills.

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_

**DIRECTIONS:** The Tiger Tuesday Reading Inventory (TT-RI) is used both 1) to evaluate the level at which a student should begin the program as well as which lotto and card games to use, and 2) to monitor students' progress. Administered individually, the appropriate level can usually be determined in a few minutes.

**STUDENT FORM:** Place the Student Form in front of the student. Sit in such a way that you can easily point to items on the form as directed. Neither the student nor the examiner writes on the student form.

**EXAMINER FORM:** Follow the instructions in the Directions/Marking Area, saying aloud the portion that appears in quotation marks. Proceeding in sequential order, underline any items the student misses. At the end of each category, say encouraging words such as "Okay," "Good" or "Great!" whether the answers given were correct or incorrect.

**NOTE:** At no time should you provide hints or corrections of any kind to the student. When evaluating a student's mastery of phonics rules, ignore any mispronunciations not relevant to the rule being assessed.

	Category	Directions/Marking Area (Record total number missed in block to the right.)
1	Letter Recognition Upper Case	<p>Point to each letter and say, "Tell me the letter as I point to it."</p> <p>Y T W K H L P Q X B G O N Z A V C E I J R M D S U F</p> <p>If the student misses 3 or more, begin with the <b>Tiger Tuesday Alphabet FunBook</b> and <b>Alphabet Lotto Game LI00</b>. If the student misses 2 or fewer items, move on to item #2 and have the student practice the missed letter(s) using the above game.</p>
2	Letter Recognition Lower Case	<p>Point to each letter and say, "Tell me the letter as I point to it."</p> <p>a v c e i j r m d s u f y t w k h l p q x b g o n z</p> <p>If the student misses 3 or more, begin with the <b>Tiger Tuesday Alphabet FunBook</b> and <b>Alphabet Lotto Game LI00</b>. If the student misses 2 or fewer items, move on to item #3 and have the student practice the missed letter(s) using the above game.</p>
3	Consonant Sounds	<p>Point to each letter and say, "Tell me the SOUND of each letter as I point to it."</p> <p>b h v n t r q f k g x m w s p j c d z l y</p> <p>If the student misses 3 or more, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Beginning Consonant Lotto Game LI01</b>. If the student misses 2 or fewer items, move on to item #4 and have the student practice the missed sound(s) using the above game.</p>
4	<p><b>Single-Sound Consonant Blends SH, TH, WH, CH, CK &amp; PH</b> A single-sound consonant blend consists of two consonants that sounded together make one sound. <b>Examples:</b> ship, chick, thin, white, phone</p>	<p>Point to each blend and say, "Say the SOUND of each of the blends aloud as I point to it."</p> <p>SH (SHOP) TH (THUMB) WH (WHAT) CH (CHIN) CK (ROCK) PH (PHONE)</p> <p>If the student misses two or more, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Consonant Lotto Games LI01 &amp; LI02</b>. If the student misses 1 or none, move on to item #6, and have the student practice the missed consonant blend(s) using the above game.</p>
5	<p><b>Double-Sound Consonant Blends with L or R</b> A double-sound consonant blend consists of two consonants sounded together in such a way that each is heard. <b>Examples:</b> frog, crop, glad, flag, blue, press</p>	<p>Point to each blend and say, "Say the SOUND of each of the blends aloud as I point to it."</p> <p>BL (BLUE) CL (CLAP) FL (FLAG) GL (GLAD) PL (PLAY) SL (SLOW) BR (BRAG) CR (CROP) DR (DRESS) FR (FROG) GR (GROW) PR (PRESS) TR (TRUCK)</p> <p>If the student misses 2 or more, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Consonant Lotto Game LI01</b>. If the student misses 1 or none, move on to item #5 and have the student practice the missed beginning consonant blend(s) using the above game.</p>
6	<p><b>Double-Sound Consonant Blends SK and ST</b> Some double-sound consonant blends may appear in the beginning or end of a word. <b>Examples:</b> skirt, mask, stone, best</p>	<p>Point to each blend and say, "Say the SOUND of each of the blends aloud as I point to it."</p> <p>SK (SKIT &amp; DESK) ST (STEP &amp; NEST)</p> <p>If the student misses one or both, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Consonant Lotto Games LI01 &amp; LI02</b>. If the student gets both correct, move on to item #7a.</p>

	<b>Category</b>	<b>Directions/Marking Area</b> (Record total number missed in block to the right.)
<b>7a</b>	Vowel Recognition A, E, I, O, U	<p>Turn the <b>STUDENT</b> form over and say, “Say the vowels in order.”</p> <p>If the student misses one or more, start with the <b>Introductory Lesson Plans in the Level 1 - CVC FunBook</b>.</p>
<b>7b</b>	Short Vowel Sounds	<p>Point to each vowel and say, “Say the short vowel <b>SOUND</b> as I point to each letter.”</p> <p style="text-align: center;">I (IN)    U (UP)    A (AT)    E (EGG)    O (ON)</p> <p>If the student misses two or more on either 7a or 7b, begin with <b>Introductory Lesson Plan 1 in the Level 1 - CVC FunBook</b>. Also use the <b>Short Vowel (CVC) Lotto Game L103</b> and the <b>Short Vowel (CVC) Card Game C101</b>. If the student misses 1 or none, move on to item #8, and have the student practice the missed vowel sound(s) using the above games.</p>
<b>8</b>	<b>Consonant - Vowel - Consonant (CVC)</b> Vowels followed by consonants in words or syllables are usually short. <b>Examples: hat, egg, gob/lin, up</b>	<p>Point to each item and say, “Say each <b>NONSENSE WORD</b> as I point to it.”</p> <p style="text-align: center;">HAP (CAP)    KET (PET)    FIP (RIP)    DOB (MOB)    DUB (TUB)</p> <p>If the student misses two or more, begin with the <b>Level 1 - CVC FunBook, Short Vowel (CVC) Lotto Game L103</b>, and <b>Short Vowel (CVC) Card Game C101</b>. If the student misses 1 or none, move on to item #9, and have the student practice the missed vowel sound(s) using the above games.</p>
<b>9</b>	<b>Silent “E” (VCE)</b> When a vowel is followed by a consonant, and the consonant is followed by a final “e,” the vowel is usually long and the “e” is silent. <b>Examples: cake, Pete, bike, hope, tube</b>	<p>Point to each item and say, “Say each <b>NONSENSE WORD</b> as I point to it.”</p> <p style="text-align: center;">HAPE (CAPE)    KETE (PETE)    FIPE (RIPE)    DOBE (LOBE)    DUBE (TUBE)</p> <p>If the student misses two or more, begin with the <b>Level 2 - VCE FunBook, Long Vowel (VCE) Lotto Game L104</b>, and <b>Long Vowel (VCE) Card Game C102</b>. If the student misses 1 or none, move on to item #10, and have the student practice the missed vowel sound(s) using the above games.</p>
<b>10</b>	<b>Vowel Digraphs</b> <b>AI, AY, EA, EE, IE, OA, OE, OW, UE</b> For certain double vowels, like those above, the first vowel is long and the second is silent. Remember, “When two vowels go walking, the first one does the talking.” <b>Examples: rain, tea, pie, boat</b>	<p>Point to each item and say, “Say the sound of each <b>PAIR OF LETTERS</b> as I point to it.”</p> <p style="text-align: center;">AI (RAIN)    AY (PLAY)    EA (EAT)    EE (FEET)    IE (PIE)</p> <p style="text-align: center;">OA (GOAT)    OE (TOE)    OW (SLOW)    UE (BLUE)</p> <p>If the student misses two or more, begin with the <b>Level 3 - Vowel Digraphs FunBook, Word Family Lotto Game L105</b>, and <b>Vowel Digraphs Card Games C103 &amp; C104</b>. If the student says “OW” as in “cow,” say, “That’s right. Can you also tell me the other sound ‘OW’ makes?” If the student misses 1 or none, move on to item #11, and have the student practice the missed vowel sound(s) using the above games.</p>
<b>11</b>	<b>“R” Controlled Vowels</b> <b>AR, ER, IR, OR, UR</b> Single vowels followed by an “r” usually result in a new sound. <b>Examples: car, fern, bird, corn, fur</b>	<p>Point to each item and say, “Say the sound of each <b>PAIR OF LETTERS</b> as I point to it.”</p> <p style="text-align: center;">AR (CAR)    ER (FERN)    IR (BIRD)    OR (CORN)    UR (FUR)</p> <p>If the student misses two or more, begin with the <b>Level 4 - R-Controlled Vowel FunBook, Word Family Lotto Game L106</b>, and <b>R-Controlled Vowel Card Game C105</b>. If the student misses 1 or none, move on to item #12, and have the student practice the missed vowel sound(s) using the above games.</p>
<b>12</b>	<b>Diphthongs</b> Many times two vowels blend together to form a new sound. <b>Examples: clown, oil, boy, auto, saw, food, look</b>	<p>Point to each item and say, “Say the sound of each <b>PAIR OF LETTERS</b> as I point to it.”</p> <p style="text-align: center;">OU (OUT)    OI (SOIL)    OY (TOY)    OW (COW)</p> <p style="text-align: center;">AU (AUTUMN)    AW (AWFUL)    OO (POOL)    OO (BOOK)</p> <p>If the student misses two or more, begin with the <b>Level 5 - Diphthongs FunBook, Word Family Lotto Game L107</b> and <b>Diphthongs Card Games C107 &amp; C108</b>. If the student pronounces “OW” with a long vowel sound, as in “slow,” say, “That’s right. Can you also tell me the other sound ‘OW’ makes?” If the student misses 1 or none, have the student practice the missed diphthong using the above games.</p>

**NOTE: Students who move through the Tiger Tuesday Reading Inventory and demonstrate no gaps in phonetic decoding skills may be ready to move on to fourth grade level reading.**

Student's Name \_\_\_\_\_ Date \_\_\_\_\_ Age \_\_\_\_\_

1	Y T W K H L P Q X B G O N Z A V C E I J R M D S U F
2	a v c e i j r m d s u f y t w k h l p q x b g o n z
3	b h v n t r q f k g x m w s p j c d z l y
4	sh th wh ch ck ph
5	bl cl fl gl pl sl br cr dr fr gr pr tr
6	sk st
7b	i u a e o
8	hap ket fip dob dub
9	hape kete fipe dobe dube
10	ai ay ea ee ie oa oe ow ue
11	ar er ir or ur
12	ou oi oy ow au aw oo