

# The Tiger Tuesday™ Reading Inventory

The Tiger Tuesday Reading Inventory is a versatile tool for parents and homeschoolers. In addition to providing guidance about at which level of the [Tiger Tuesday Reading Program](#) a student should begin, it is useful also to:

- **Establish a baseline against which a child’s progress in learning reading foundational skills can be measured.** Because it generally takes fewer than 5 minutes to administer, the inventory can be re-administered in whole or in part to monitor progress. For your convenience, a box to the right of each item on the Examiner Form is provided to record the number of items missed, which can be easily compared to earlier or later administrations.
- **Identify and remediate specific gaps in phonetic decoding skills.** It is not unusual even for students who have begun to read to 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 tasks they enjoy—until they become proficient.
- **Choose games that will most benefit the child at his or her current level.** Lotto and card games provided individually and as a part of a Tiger Tuesday Reading Module make it easy to reinforce practice in the specific areas in which a child may have encountered difficulty or demonstrate gaps in learning.

## ADMINISTRATION OF THE READING INVENTORY

Beginning with assessment of recognition of upper and lower case letters and ending with evaluation of an individual child’s command of the most commonly used diphthongs, administration takes no more than five minutes per child.

No prompting is allowed—this is intended as an assessment of what a child has actually learned, and not how well he or she responds to hints. Record all answers on the Student Form, writing the number of correct responses made by the child in the left column labeled “# Right Pre.” When administering the inventory again to assess progress, record the number of correct responses in the column labeled “# Right Post.”

The Tiger Tuesday Reading Inventory can be re-administered at any time and the results compared to those obtained at the beginning of an instructional period to determine if a child is benefitting.

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

**DIRECTIONS:** The Tiger Tuesday Reading Inventory (TT-RI) is used both 1) to evaluate the level at which you should begin with instruction as well as which lotto and card games to use, and 2) to monitor ongoing progress. Administered individually, the appropriate level to begin can usually be determined within a few minutes. Tiger Tuesday refers to The Tiger Tuesday Reading Program, a comprehensive, systematic reading program for struggling students that incorporates practice in all of the Five Pillars of Reading.

**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.

**PARENT FORM:** Follow the instructions in the Directions/Marking Area, saying aloud the portion that appears in quotation marks. Proceeding in sequential order, circle on the Parent Form 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 your child. When evaluating 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	Point to each letter and say, "Tell me the letter as I point to it."  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  If the child misses 3 or more, begin with the <b>Tiger Tuesday Alphabet FunBook</b> and <b>Alphabet Lotto Game L599A</b> . If child misses 2 or fewer items, move on to item #2 and have the child practice the missed letter(s) using the above game.	
2	Letter Recognition Lower Case	Point to each letter and say, "Tell me the letter as I point to it."  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  If the child misses 3 or more, begin with the <b>Tiger Tuesday Alphabet FunBook</b> and <b>Alphabet Lotto Game L599B</b> . If child misses 2 or fewer items, move on to item #3 and have the child practice the missed letter(s) using the above game.	
3	Consonant Sounds	Point to each letter and say, "Tell me the SOUND of each letter as I point to it."  b h v n t r q f k g x m w s p j c d z l y  If the child misses 3 or more, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Beginning Consonant Lotto Game L600A</b> . If child misses 2 or fewer items, move on to item #4 and have the child practice the missed sound(s) using the above game.	
4	Double-Sound Consonant Blends with L or R A double-sound consonant blend consists of two consonants sounded together in such a way that each is heard.  Examples: frog, crop, glad, flag, blue, press	Point to each blend combination and say, "Say the SOUND of each of the blends aloud as I point to it."  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)  If the child misses 2 or more, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Consonant Lotto Game L600A</b> . If child misses 1 or none, move on to item #5 and have the child practice the missed beginning consonant blend(s) using the above game.	
5	Single-Sound Consonant Blends SH, TH, WH, CH, & PH A single-sound consonant blend consists of two consonants that sounded together make one sound.  Examples: ship, chick, thin, white, phone	Point to each blend combination and say, "Say the SOUND of each of the blends aloud as I point to it."  SH (SHOP) TH (THUMB) WH (WHAT) CH (CHIN) PH (PHONE)  If the child misses two or more, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Consonant Lotto Games L600A &amp; L600B</b> . If a child misses 1 or none, move on to item #6, and have the child practice the missed consonant blend(s) using the games above.	
6	Double-Sound Consonant Blends SK and ST and Silent Consonant Ending CK	Point to each blend combination and say, "Say the SOUND of each of the blends aloud as I point to it."  SK (SKIT & DESK) ST (STEP & NEST) CK (ROCK)  If child misses two or more, begin with the <b>Tiger Tuesday Consonant FunBook</b> and <b>Consonant Lotto Games L600A &amp; L600B</b> . If a child misses 1 or none, move on to item #7a, and have the child practice the missed consonant blend(s) using the games above.	

	<b>Category</b>	<b>Directions/Marking Area</b> (Record total number missed in block to the right.)	
<b>7a</b>	<b>Vowel Recognition</b> A, E, I, O, U	<b>Turn the Student Form over and say, "Say the vowels in order."</b> If child misses one or more, start with the <b>Introductory Lesson Plans in the Level 1 - CVC FunBook.</b>	
<b>7b</b>	<b>Short Vowel Sounds</b>	<b>Point to each vowel and say, "Say the short vowel SOUND as I point to each letter."</b>  I (INCHWORM) U (UPTOWN) A (ALLIGATOR) E (ELEPHANT) O (OTTER)  If child misses two or more on either 7a or 7b, begin with <b>Introductory Lesson Plan I in the Level 1 - CVC FunBook.</b> Also use the <b>Short Vowel (CVC) Lotto Game L601</b> and the <b>Short Vowel (CVC) Card Game C601A.</b> If a child misses 1 or none, move on to item #8, and have the child practice the missed vowel sound(s) using the games above.	
<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>	<b>Point to each item and say, "Say each NONSENSE WORD as I point to it."</b>  HAP (CAP) KET (PET) FIP (RIP) DOB (MOB) DUB (TUB)  If the child misses two or more, begin with the <b>Level 1 - CVC FunBook, Short Vowel (CVC) Lotto Game L601,</b> and <b>Short Vowel (CVC) Card Game C601A.</b> If a child misses 1 or none, move on to item #9, and have the child practice the missed vowel sound(s) using the games above.	
<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>	<b>Point to each item and say, "Say each NONSENSE WORD as I point to it."</b>  HAPE (CAPE) KETE (PETE) FIPE (RIPE) DOBE (LOBE) DUBE (TUBE)  If the child misses two or more, begin with the <b>Level 2 - VCE FunBook, Long Vowel (VCE) Lotto Game L602,</b> and <b>Long Vowel (VCE) Card Game C602A.</b> If a child misses 1 or none, move on to item #10, and have the child practice the missed vowel sound(s) using the games above.	
<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>	<b>Point to each item and say, "Say the sound of each PAIR OF LETTERS as I point to it."</b>  AI (RAIN) AY (PLAY) EA (EAT) EE (FEET) IE (PIE)  OA (GOAT) OE (TOE) OW (SLOW) UE (BLUE)  If the child misses two or more, begin with the <b>Level 3 - Vowel Digraphs FunBook, Word Family Lotto Game L603,</b> and <b>Vowel Digraphs Card Games C603A &amp; C603B.</b> If the child says "OW" as in "cow," say, "That's right. Can you also tell me the other sound 'OW' makes?"  If a child misses 1 or none, move on to item #11, and have the child practice the missed vowel sound(s) using the games above.	
<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>	<b>Point to each item and say, "Say the sound of each PAIR OF LETTERS as I point to it."</b>  AR (CAR) ER (FERN) IR (BIRD) OR (CORN) UR (FUR)  If child misses two or more, begin with the <b>Level 4 - R-Controlled Vowel FunBook, Word Family Lotto Game L604,</b> and <b>R-Controlled Vowel Card Game C604A.</b> If a child misses 1 or none, move on to item #12, and have the child practice the missed vowel sound(s) using the games above.	
<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>	<b>Point to each item and say, "Say the sound of each PAIR OF LETTERS as I point to it."</b>  OI (OIL) OY (BOY) EA (HEAD) OO (BOOK) OO (POOL) OW (COW) OU (OUT)  IGH (RIGHT) AU (AUTO) AW (CLAW) IE (CHIEF) EW (STEW) EIGH (EIGHT)  If child misses two or more, begin with the <b>Level 5 - Diphthongs FunBook, Word Family Lotto Game L605</b> and <b>Diphthongs Card Games C605A &amp; C605B.</b> If the child 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 child misses 1 or none, have the child practice the missed diphthong using the games above.	

Name \_\_\_\_\_ DOB: \_\_\_\_\_

Pre-Test Date: \_\_\_\_\_ Age at Pre-Test: \_\_\_\_\_ Post-Test Date \_\_\_\_\_ Age at Post-Test: \_\_\_\_\_

	LETTERS & PHONEMES	Max	# Right Pre	# Right Post
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	26		
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	26		
3	b h v n t r q f k g x m w s p j c d z l y	21		
4	bl cl fl gl pl sl br cr dr fr gr pr tr	13		
5	sh th wh ch ph	5		
6	sk st ck	3		
7b	i u a e o	5		
8	hap ket fip dob dub	5		
9	hape kete fipe dobe dube	5		
10	ai ay ea ee ie oa oe ow ue	9		
11	ar er ir or ur	5		
12	oi oy ea oo ow ou igh au aw ie ew eigh	12		
	TOTALS	135		

# Glossary

**ADD/ADHD:** According to the *DSM – 5*, ADD/ADHD is a persistent pattern of inattention and/or hyperactivity that is more frequent and severe than is typically observed in individuals at a comparable level of development.

**Alphabet:** Composed of 26 letters, 5 vowels and 21 consonants.

**Compound Word:** two words put together to form a new word. Ex. birth & day, place & mat)

**Consonants:** all the letters of the alphabet represent consonant sounds, except the vowel letters, and sometimes y and w when combined with a vowel.

**Consonant blend:** two or three adjacent consonant letters that flow smoothly together at the beginning of the word. Example: bl, str. They may appear at the end of the word. Example: nd.

**Consonant digraph:** two adjacent letters in the same syllable used to represent one of the primary phonemes of English. Example: ch, th, sh.

**Consonant –le:** a final syllable conforming to the pattern consonant-le as in bub/ble.

**Contraction:** A contraction is formed when two words are combined to make a smaller word by removing one or more letters (to contract means to make or become smaller), and an apostrophe is inserted where the letter or letters were. Example: did not, didn't)

**CVC - Consonant-Vowel-Consonant:** A vowel between two consonants (CVC) or a vowel followed by a consonant is usually pronounced as a short vowel. Examples: cup, jet, hat, gob/lin.

**Decoding:** a process of recognizing unfamiliar written words by sequentially segmenting the sounds represented by the letters of the word and then by blending the sounds into a meaningful word or into syllables which are then combined into words.

**Diphthongs:** Diphthongs are usually two vowels that blend together to form a new single sound. (Sometimes “w” and “y” act like vowels.) Examples: auto, saw, food, book

**Dyscalculia:** a mathematical disability in which a person has unusual difficulty solving arithmetic problems and grasping math concepts. According to the *DSM - 5*, a Mathematics Disorder is defined as the following:

- A. Mathematical ability, as measured by individually administered standardized tests, is substantially below that expected given the person's chronological age, measured intelligence, and age-appropriate education.
- B. The disturbance in Criterion A significantly interferes with academic achievement or activities of daily living that require mathematical ability.
- C. If a sensory deficit is present, the difficulties in mathematical ability are in excess of those usually associated with it.

It is commonly found in combination with a Reading Disorder. This disorder may appear as early as kindergarten or first grade and as late as fifth.

**Dysgraphia:** a neurological-based writing disability in which a person finds it hard to form letters or write within a defined space. According to the *DSM – 5*, there is generally a combination of difficulties in the individual's ability to compose written texts evidenced by grammatical or punctuation errors within sentences, poor paragraph organization, multiple spelling errors, and excessively poor handwriting. A Disorder of Written Expression is defined as the following:

- A. Writing skills, as measured by individually administered standardized tests (or functional assessments of writing skills), are substantially below those expected given the person's chronological age, measured intelligence, and age-appropriate education.

- B. The disturbance in Criterion A significantly interferes with academic achievement or activities of daily living that require the composition of written texts. (e.g., writing grammatically correct sentences and organized paragraphs).
- C. If a sensory deficit is present, the difficulties in writing skills are in excess of those usually associated with it.

It is commonly found in combination with Reading Disorder or Mathematics Disorder. This disorder is usually apparent by second grade.

**Dyslexia:** It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. Studies show that individuals with dyslexia process information in a different area of the brain than do non-dyslexics. Many people who are dyslexic are of average to above average intelligence.

Adopted by the IDA Board of Directors, Nov. 12, 2002. This Definition is also used by the National Institute of Child Health and Human Development (NICHD)

According to the *DSM – 4*, A Reading Disorder defined as the following:

- A. Reading achievement, as measured by individually administered standardized tests of reading accuracy or comprehension, is substantially below those expected given the person's chronological age, measured intelligence, and age-appropriate education.
- B. The disturbance in Criterion A significantly interferes with academic achievement or activities of daily living that require reading skills.
- C. If a sensory deficit is present, the difficulties in writing skills are in excess of those usually associated with it.

Dyslexia is commonly found in combination with a Writing Disorder and Mathematics Disorder. According to the *DSM – 4*, symptoms such as inability to distinguish among common letters or to associate common phonemes with letter symbols, may occur as early as kindergarten, a reading disorder is seldom diagnosed before the end of kindergarten or the beginning of first grade. It may not be fully apparent until the fourth grade or later. However, with early identification and intervention, the prognosis is good in a significant percentage of cases even though a reading disorder may persist into adult life.

**Fiction:** Written stories about people and events that are not real. (online Merriam-Webster)

**Fluency:** Reading fluency refers to the ability to read quickly, smoothly, easily, and with expression. (about health)

**Homophones:** a word that sounds just like another word that means something different and is often spelled differently. This deer is the deer in a letter, as in "Dear Tiger..." Another word that sounds just like deer is d-e-e-r, the animal who lives in a forest. Examples: to, too, and two, there and their, sail and sale.

**Long Vowel:** Sounds which are the same as the names of the letters used or the alphabet used to represent these sounds. The letter "y," when used as a vowel, may also represent the long vowel sound of the vowels "i" or "e."

**Monster Word:** Words that are exceptions to a phonetic decoding or spelling rule and must be learned individually. Example: heart, would

**Nonfiction:** Writing that is about facts or real events. (Merriam-Webster)

**Tenses:** *Present* tense means it is happening now. *Past* tense means it happens before—even a second before, and *future* tense means it will happen in the future, even a second later. Example: You say, "Today I know that," "Yesterday, I knew that," "In five minutes I will know that." (me)

**Phoneme:** Smallest unit of speech. English is made up of 44 or 45 depending on the dialect. Example: /b/ in bat.

**Phonics:** a teaching approach that gives attention to letter-sound correspondences in the teaching of reading and spelling.

**Plurals:** Add "s" or "es" when there is more than one. For most nouns, add -s; for nouns ending in s, x, z, ch or sh, add -es. If words end in "y," change the "y" to an "i" and add "es." Ex. penny becomes pennies. Some words change when they become plural like goose/geese, foot/feet. Some words stay the same when they become plural, e.g., deer, moose

**Prefix:** A letter or group of letters is added to the beginning of a base or root. Example: When un is at the beginning of a word, it means "not." To be "unfriendly" means that you are "not friendly."

**Short Vowels:** a vocalic sound. The short vowel sound typically is found in an accented closed syllable. Example: cat, pet, pig, hot, cup.

**R-Controlled Vowel:** An "r" following a single vowel changes the sound of the vowel. This "r" is often called a "Bossy R."

**Suffixes:** a letter or letters added the end of a base or root, for instance:

**-ed & -ing:** For CVC, if the word ends in a single vowel followed by a single consonant, double the consonant and add "ed" or "ing." If the word ends in a single vowel, two consonants or a consonant blend, simply add "ed" or "ing," e.g., **hopped, hopping**. For VCE, drop the final "e" and add "ed" or "ing," e.g., **skate becomes skated, skating**.

**-ly:** The suffix "ly" means like in appearance, manner, or nature : having the characteristics of <queenly> <fatherly> 2: characterized by regular recurrence in (specified) units of time : every <hourly> <weekly> (Mirriam-Webster)

**Syllable:** A syllable is a word or part of a word that has a single vowel sound. Put your hand on your chin. How many times did you have to open your mouth when you said animal? An-i-mal. 1-2-3. There is a vowel sound in each syllable. First there is an "a" sound, then an "i," and then another "a."

**Vowel:** Generally, the letters **a, e, i, o,** and **u,** but **w** and **y** are sometimes used as vowels, as in "fly" or in combination with another vowel in a vowel digraph or diphthong. Each vowel has both a short and a long sound.

**VCE - Vowel-Consonant-Silent E:** When a vowel is followed by a consonant and a final "e," the vowel's sound is usually long and the "e" is usually silent. This "e" is often called the "Magic-e" Examples: **cake, Pete, bike, robe, cube**.

**Vowel Digraphs:** For some double vowels, the first vowel is long and the second is silent. (Remember that **w** and **y** sometimes act as vowels, especially in words with digraphs.) Phonetic rule: "When two vowels go walking, the first one does the talking." Examples: pie, boat, toe, snow, blue, dye.

## Phonetic Rules

**CVC:** As in the song, vowels in CVC words or syllables sound like "a" in "alligator," "e" in "elephant," "i" in inchworm, "o" in "otter," and "u" as in "uptown."

**VCE:** When a vowel is followed by a consonant and a "magic" e, the vowel makes a long sound and the "e" is silent. "a" as in "cake," "e" as in "Pete," "i" as in "dime," "o" as in "note," "u" as in "cube"

**Vowel Digraphs:** "When two vowels go walking, the first one does the talking., as in " **train, read, pie, boat, blue**

**R-Controlled Vowels: ar, er, ir, or, ur** - When the "Bossy R" follows a vowel, the vowel makes a new sound, as in **car, fern, bird, corn, fur**

**Diphthongs: oi, oy, ea, oo, ow, ou, igh, au, aw, ie, ew, eigh** - Unlike with vowel digraphs, some vowels when put together make a whole new sound, as in **oil, boy, spread, book, school, clown, loud, night, auto, saw, believe, new, neigh**