

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

DESCRIPTION: Each San Diego Quick Oral Paragraph Test contains the same ten (10) words found in the San Diego Quick Assessment (SDQA) graded word lists. Most of the additional words are of an easier readability level. The few words that might cause difficulty are adequately introduced with text support.

Appropriate for students, ages 6 through 15 – or older students with reading disabilities - whose level of oral reading skills is unknown. This test is useful when it is desirable to compare a student's skill in using words in isolation with the skill in reading identical words in context.

DIRECTIONS FOR USE: To prepare for the test, duplicate copies of the oral paragraph cards. Place the cards in sequence in a notebook. Administer the San Diego Quick Assessment of Graded Words (SDQA) to discover the student's ability to pronounce words in isolation. Administer the oral paragraphs beginning at one grade level below the student's instructional score on the graded word list.

EXAMPLE:

- STEP 1:** Administer the SDQA, Form I, Graded Word List.
Reader Level 2: Student substitutes said for send and quickly for quietly.
This places the student at grade 2 as the instructional level.
- STEP 2:** Have the student read paragraphs aloud at Primer Level I, which is one grade level below the student's SDQA instructional level.
- STEP 3:** Document: mispronunciations, substitutions, insertions, omissions, repetitions, fluency, intonation, hesitations, punctuation, phrasing, enthusiasm, voice modulation, articulation, reading rate, self-corrections, and other miscues.

SCORING THE TEST: It is essential in scoring this test that word miscues be recorded above the stimulus word. In this manner the examiner gathers information as to the position and quality of errors – initial, medial, or final – and notes whether the errors are made at the whole word, syllable, consonant cluster, consonant, or vowel level. Thus, in measuring word accuracy the student's miscues are essential to an analysis of errors.

In all, there are three measures of word accuracy that are of interest:

1. words identical to the ten (10) on the SDQA
2. any other words missed, including the missing of one of the ten (10) words repeated in the paragraph
3. the total number missed in order to assess whether the number was within the passing limits for word accuracy

NOTE: The total number of words the student can miss and still pass the paragraph in word accuracy is listed at the end of each paragraph. The ceiling level is the highest level passed in word accuracy.

COMPREHENSION: The most common measure of comprehension is to recall in general what happened and to whom it happened. This is a daily task in reading newspapers, magazines, and literary works. Even well-written social studies materials require students to read for the main events and the persons involved. Because most of the student's reading tasks are to recall such events and characters, each paragraph is followed by a variation of these two questions: what happened and to whom did it happen?

Students who cannot recall the main event, who confuse the information, or who remember the main event, but cannot recall to whom it happened, fail to pass in comprehension.

Listening Comprehension Level: Read aloud to the student at the level in which failure in word accuracy and/or comprehension occurs. If the student is able to tell what happened and to whom, continue with the next higher paragraph until the student is **NO LONGER** able to recall either the main event and/or the characters.

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

NAME:		GRADE:		CHRONOLOGICAL AGE:	
DATE:		EXAMINER:			
OBSERVATIONS: 				SDQA READER LEVEL:	
				MINUS ONE GRADE LEVEL:	
				ENTRY ORAL PARAGRAPH:	
				CEILING LEVEL:	
				LISTENING LEVEL:	

MATERIALS:

- a. San Diego Oral Paragraph cards cut and collated so student sees only one card at a time
- b. Copies of Student's Record Forms
- c. Copy of Student's performance on the SDQA

PROCEDURE:

- a. Record data on this cover sheet
- b. Read the prereading information on student record forms
- c. Record under word accuracy all of the word miscues

WORDS MISSED AT TOP LEVEL OF THE SDQA	WORDS MISSED AT THE SAME LEVEL OF THE ORAL PARAGRAPH	WORDS MISSED ON ORAL PARAGRAPH AT HIGHER LEVEL	WORDS MISSED ON ORAL PARAGRAPH AT LOWER LEVEL

CHECK APPROPRIATE DESCRIPTION:

<input type="checkbox"/>	Scored ____ grade level(s) higher on the San Diego Oral Paragraphs than on the SDQA and therefore uses context clues as an effective reading strategy.
<input type="checkbox"/>	Scored ____ grade level(s) lower on the San Diego Oral Paragraphs than on the SDQA which suggests an overemphasis on phonics.
<input type="checkbox"/>	Scored at the same grade level on the San Diego Oral Paragraphs as on the SDQA which suggests that the student has reached an intellectual capacity or that not enough emphasis has been placed on meaning – students usually score higher on paragraphs because context clues aid them.

RECOMMENDATIONS:	

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Preprimer

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Look at this word – *ball*. Find it in the paragraph. Discuss baseball and how fast one runs to make a *home* run.

EXAMINER: “Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened.”

See me play ball.

I can run.

Look at me go.

I can run and play here.

Look at me run home.

COMPREHENSION: RECORD THE STUDENT’S RETELLING

MISCUE ANALYSIS:					
Mispronunciations				Underlined Words Missed	
Non-pronunciations				Non-underlined Words Missed	
Omissions				Repetitions	
Substitutions				Self-Corrections	
Insertions				Words-Per-Minute (WPM)	
Teacher Assisted				Total Miscues	
	PASSED =Perfect to 2 missed			FAILED=3 or more missed	

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Primer

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Look carefully at the words *sail* and *boat*. Sailing a boat is usually *fun* and not work.

EXAMINER: “Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened.”

“Come and jump in with me.

This boat is fun.

You can help me sail.

It is not work to sail.

We are in a sailboat.”

COMPREHENSION: RECORD THE STUDENT’S RETELLING

MISCUE ANALYSIS:

Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 3 missed			FAILED=4 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: First

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Look carefully at *walk* and *fish*. Discuss how much fun it is to go fishing and catch fish.

EXAMINER: “Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened.”

Today is Spring. When Spring is here, I like to fish.

I live by a road. I walk on this road when I want to fish. How the day flies by. I always try for a bigger and bigger fish.

If I get a big one, Mom will thank me. We will eat it this night.

COMPREHENSION: RECORD THE STUDENT’S RETELLING

MISCUE ANALYSIS:						
Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 6 missed			FAILED=7 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Second

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Look at this word - *block*. Discuss the fact that parents don't usually like children to make banging noises early in the morning.

EXAMINER: "Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened."

I made this block town to please myself. I got up early and worked quietly. I made a wide road. Then I carefully put block on block. I believe it will not fall down.

Our house is quiet today. I am working quietly and carefully. Mother will not send me out to play.

COMPREHENSION: RECORD THE STUDENT'S RETELLING

MISCUE ANALYSIS:						
Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 5 missed			FAILED=6 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Third

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Have you ever been lost in a strange city? If so, how did it feel? If not, how do you think it would feel?

EXAMINER: "Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened."

The boy looked frightened. He was in the middle of the walk. He looked lonely in the city as the cars zoomed by.

In a moment, several men walked past.

A tall man drew up in a car. He got out and walked straight to the boy.

"Why aren't you in school?" the man exclaimed.

Since the boy did not know what to say, he began to cry.

COMPREHENSION: RECORD THE STUDENT'S RETELLING

MISCUE ANALYSIS:

Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 7 missed			FAILED=8 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Fourth

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Look at this word – *rock*. Discuss what would happen if you skated into a rock.

EXAMINER: “Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened.”

A boy decided to improve the car he was making. It was not a silent car, but it served him well. It certainly wasn't a racing car, but going downhill it was fast.

The boy entered a downhill race. He realized his car was not a race car. Still he wanted to try.

On the day of the race, his car amazed him, and he was pleased. It went so fast downhill, he might have won, but the race was interrupted. His car hit a rock and was wrecked.

COMPREHENSION: RECORD THE STUDENT'S RETELLING

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MISCUE ANALYSIS:

Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 9 missed			FAILED=10 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Fifth

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Look at this words *knot* and *listened*. Discuss Halloween night and why people often like treats.

EXAMINER: "Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened."

The three boys were tied up as a Halloween trick by some boys who behaved badly.

"Something will develop," one of the boys said, as they discussed how to escape.

"We have a scanty chance to escape," another boy said sadly.

"I've escaped from other tie-ups," said the smallest boy, but no one listened.

"Have you considered how grim it would be to be tied up all night?" the largest boy said. "The business of missing all the splendid Halloween treats is no fun."

The smallest boy said, "If you were acquainted with Boy Scout knots, you could get out of this.

This time someone listened. "Okay, smarty. Get us out."

And the smallest boy did.

COMPREHENSION: RECORD THE STUDENT'S RETELLING

MISCUE ANALYSIS:

Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 11 missed			FAILED=12 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Sixth

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Discuss pollution as a current problem; include ways to create a pollution-free environment.

EXAMINER: "Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened."

The girls were told to make up a new city in a make-believe land by using any apparatus. They floated a bridge on a cushion of air, and in their land, a trucker is able to cross a bridge by putting up a wind sail. The sails abolish pollution from all cars, and commercial factories have giant wind mills for power. The necessity of storing wind for quiet times is great. A new idea about relativity was formed. It was not as elementary as the old ideas.

In the make-believe land an art gallery is made up of moving forms. People comment on the beauty of motion.

COMPREHENSION: RECORD THE STUDENT'S RETELLING

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MISCUE ANALYSIS:

Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 10 missed			FAILED=11 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Seventh

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Discuss the languages that are spoken in Canada. (French and British English)

EXAMINER: "Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened."

Americans celebrate the Fourth of July, but Canadians celebrate July First. They celebrate what they call the dominion of Canada Day. This is in honor of the union of Canada under one government. There are too many provinces in the dominion to enumerate them. Dominions remain loyal to England.

Some Canadians speak English and some speak French. Americans visiting Canada are daunted by their own inability to speak French when they see very young children speaking the language rapidly. Bookstands advertise various and sundry dictionaries of common words to help wrest meaning out of what is heard. Impetuous Americans dare to try their high school French on sales clerks while shy Americans remain quiet.

Some French words are easy to learn. The word for amber, the yellowish brown color, is "amber" in French. The reason the words are so similar is that amber comes from the French language. In tracing the origin of words there is much branching or capillary action. Such words as amberoid, synthetic amber and ambergris, used in perfume, are branches of the word amber.

To get back to the Canadians and their language, the French-Canadians appreciate having visitors try to speak their language. They consider it a blight on America that so few Americans can speak more than one language. As you shop in a French-Canadian store, the clerks will condescend to wait on English-speaking customers. They give more attention, however, as a usual practice, to those who try to express themselves in the tongue of the country they are visiting.

COMPREHENSION: RECORD THE STUDENT'S RETELLING

MISCUE ANALYSIS:						
Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 5 missed			FAILED=6 or more missed		

COMMENTS:

SAN DIEGO QUICK ORAL PARAGRAPHS (FORM I)

READER LEVEL: Eighth

NOTE: Words underlined in the paragraphs are identical to those found on the San Diego Quick Assessment Form I.

PREREADING: Discuss the desire of some people to build a monument to be remembered by.

EXAMINER: “Read this paragraph aloud. Think about what you are reading. Then tell me in your own words what happened and to whom it happened.”

A large building rose above the already high embankment. To give you some idea of the size of the building, you could see it from five miles away – without binoculars. Some people say that the owner had delusions of grandeur. Others say he wanted to become the richest man in the world. He built with no limitations as to budget, whatever his pretext was for building such a high building. Everyone agreed it was the largest in all of North America.

Every detail of the structure and grounds was elegant. The ascent to the embankment was built with spacious steps. Gardens around the building were immaculate and well kept. Inside the rooms were capacious with wide corridors as well as large rooms. The living room was large enough to store a fleet of cars.

How the owner ever amassed enough money to build such a structure no one was ever able to figure out. Lots of talk of intrigue surrounded his life, particularly his finances. People with acrid tongues said he robbed banks. But no matter what the source, the owner evidently wanted a monument that would be long associated with his name.

COMPREHENSION: RECORD THE STUDENT’S RETELLING

MISCUE ANALYSIS:						
Mispronunciations				Underlined Words Missed		
Non-pronunciations				Non-underlined Words Missed		
Omissions				Repetitions		
Substitutions				Self-Corrections		
Insertions				Words-Per-Minute (WPM)		
Teacher Assisted				Total Miscues		
	PASSED =Perfect to 5 missed				FAILED=6 or more missed	

COMMENTS: