

Indiana Reading Diagnostic Assessment – First Grade

The Indiana Reading Diagnostic Assessment evaluates your child's understanding of critical skills needed for reading development. These include **phonics** skills, **vocabulary** skills, **comprehension** skills, **phonemic awareness** skills, and **writing** skills.

Phonics is the study of how letters match sounds in words. It also includes understanding how letters go together to form words.

- **Print Concepts:** knowing words look different from letters, we read left to right, etc.
- **Letter/Sound Correspondence:** linking sounds to correct letters
- **Beginning and Ending Sound Recognition:** finding printed words that have a specific sound at the beginning or ending.

How to help at home: Look for letters on signs and labels. Encourage your child to write using sounds. Cut out specific letters from magazines and newspapers.

Vocabulary involves understanding what words mean.

- **Sight Word Recognition:** reading words without having to sound them out
- **Inflectional Endings:** choosing words with the correct endings like *-ed*, *-ing*
- **Word Vocabulary:** matching words to pictures

How to help at home: Talk to your child. Use new and interesting words in conversation. Model how to figure out unknown words—"Hmm what does this mean?"

Comprehension means understanding what is read. Students need to be able to recall details, make predictions, understand informational text, connect the text to life experiences, and summarize.

- **Picture Sentence Comprehension:** reading and understanding sentences
- **Reading Comprehension:** reading and understanding paragraphs, informational text, and stories

How to help at home: Ask questions during and after reading. Ask for a one-sentence summary of a story. Talk about what might happen next (prediction).

Phonemic Awareness is the understanding that sounds (called phonemes) make up spoken words. Students need to understand similarities and differences between spoken words. Students also need to be able to change and move sounds around in spoken words.

- **Rhyming Words:** saying a rhyme for given words, *bed* rhymes with *red* and *head*
- **Phoneme Blending:** saying a word by putting sounds together, */d/*, */o/*, */g/* makes */dog/*
- **Beginning Sounds:** telling the beginning sound in a word, *ball* has a */b/* sound first

How to help at home: Play with words! For example, find out who can think of a word that begins like *sled*, or ends like *snap*. Sing with rhymes.

Writing is using print to convey meaning.

- **Dictation:** listening to and writing a dictated sentence
- **Writing Prompt:** drawing and writing a response to a question or given topic

How to help at home: Write down what your child says and have him/her read it back to you. Help your child write letters to friends, make signs, and write words. Spelling does not need to be perfect, concentrate on sounds in words.