

Indiana Reading Diagnostic Assessment – Second 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.

- **Beginning and Ending Digraphs:** finding words that begin or end with consonant combinations that make one sound (*shirt, with*)
- **Blends and Clusters:** recognizing words with blended letters (*blue, bump, spring*)
- **Beginning and Ending Digraphs-Creating Words:** choosing the correct two letter combination (*ch, sh, wh, th, qu*) that makes one sound to complete a word in a sentence
- **Long Vowels:** finding words with long (*cape*) vowel sounds

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.

- **Prefixes and Suffixes:** choosing words with the correct affixes (*hopeful, hopeless, unable, disable*) to complete sentences
- **Vocabulary in Context:** choosing words to finish sentences (Fire is _____. *hotly, hot*)

How to help at home: Use new and interesting words in conversation. Change words by adding endings or prefixes. Cover a word in a book and guess the covered word.

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

- **Reading Comprehension:** read passages and answer questions about what was read

How to help at home: Ask questions during and after reading. Ask for a one-sentence summary of a story. Encourage reading poetry, fiction, non-fiction, directions, and more.

Phonemic Awareness is the understanding that sounds (called phonemes) make up spoken words. Students need to be able to change and move sounds in spoken words. Students also need to understand the broader phonological skill of syllables.

- **Beginning, Ending, or Medial Sound Substitution:** changing the first, last, or middle sound, "Dog with a /t/ instead of /g/ is *dot*, cat with an /ō/ sound instead of /ă/ is *cot*."

How to help at home: Play with words! 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:** planning, 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.