



# *i-Ready Literacy Tasks*

Ensuring Students Are on Track for  
Reading Success





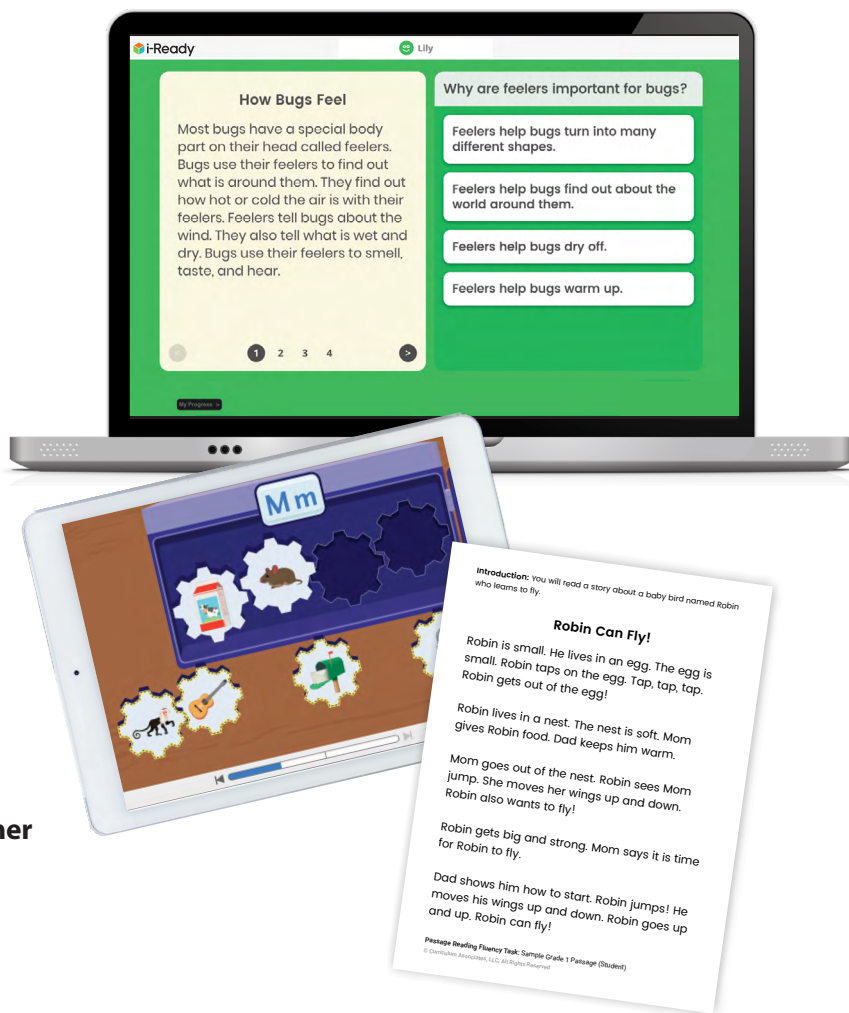


# How It Works

The *i-Ready Diagnostic* for Reading evaluates students according to key research-based criteria, pinpoints students' literacy needs, and then provides personalized lessons that meet those needs via *i-Ready Personalized Instruction*. At the highest level, *i-Ready* has been built upon the science of how children learn to read.

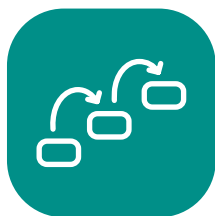
This makes *i-Ready* a program that helps students strengthen the skills they need to become fluent readers through explicit, systematic instruction that is grounded in the Science of Reading. The *i-Ready Literacy Tasks* allow for even more targeted understanding of the reading skills of students who may need further evaluation and are grounded in this same robust foundation.

**Used as a complement to the *i-Ready Diagnostic* for Reading, these tasks help provide a comprehensive snapshot of a student's overall reading performance. They provide a way to further understand a student's reading performance in a way that is both targeted and efficient.**



## Powerful Ways to Use the *i-Ready Literacy Tasks*

The *i-Ready Literacy Tasks* suite provides educators with both Benchmark and Progress Monitoring sets of tasks to help inform instruction.



The **Benchmark** Tasks provide developmentally appropriate stimuli to determine whether a student is meeting grade-level expectations three times per year.



The **Progress Monitoring** Tasks can be used to regularly assess students who are receiving reading intervention during the school year.

# Covering the Content That Matters

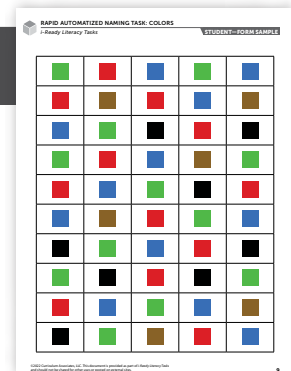
The *i-Ready Literacy Tasks* cover important prereading and reading skills consistent with the Science of Reading. They measure student performance in key foundational literacy skills with tools to support one-on-one assessment of literacy concepts.



## Rapid Automatized Naming

Students' automaticity can be measured using non-alphanumeric and alphanumeric stimuli with forms available for:

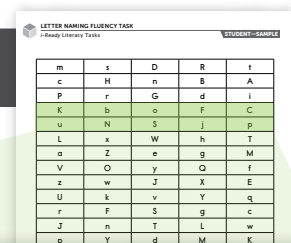
- Objects (Grade K winter to Grade 1 spring)
- Colors (Grade K fall to Grade 1 spring)
- Letters (Grade K spring to Grade 3 spring)
- Numerals (Grade 1 fall to Grade 3 spring)



## Letter Naming Fluency

Students' letter naming fluency can be measured through identification of letter names. There are forms available for Grade K fall to Grade 2 or later:

- Uppercase Letters
- Lowercase Letters
- Mixed-Case Letters

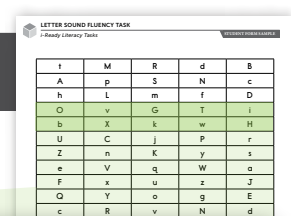


K	b	o	F	C
u	N	S	j	p

## Letter Sound Fluency

Students' letter sound fluency can be measured through identification of letter sounds with forms available for Grade K fall to Grade 2 or later:

- Uppercase Letters
- Lowercase Letters
- Mixed-Case Letters

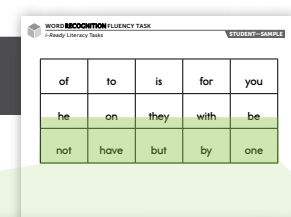


O	v	G	T	i
b	X	k	w	H

## Word Recognition Fluency

Students' automatic word recognition skills can be measured on grade level-appropriate high-frequency words with forms available for:

- Word Recognition Fluency for Grades K–3



not	have	but	by	one
-----	------	-----	----	-----

## Pseudoword Decoding

Pseudoword Decoding—Fluency: Students' automatic decoding skills can be measured on pseudowords that reflect basic decoding skills.

Available for Grade K fall to Grade 3 spring for Benchmarking and Progress Monitoring.

- Pseudoword Decoding—Fluency for Grade K fall–Grade 6

Pseudoword Decoding—Multisyllabic: Students' skills in decoding multisyllabic pseudowords can be measured in an untimed format. Available November 2024 for benchmarking.

- Pseudoword Decoding—Multisyllabic for Grade K fall–Grade 6

**WORD READING FLUENCY TASK**  
i-Ready Early Reading Tests

Student Name: \_\_\_\_\_  
Task Administration: \_\_\_\_\_  
Task Administration Date: \_\_\_\_\_  
Subtask 1: Total Correct in 30 Seconds: \_\_\_\_\_  
Subtask 2: Total Correct in 30 Seconds: \_\_\_\_\_

ag	in	ot	ub	ep
rin	caf	hox	mev	nud

ag	in	ot	ub	ep
rin	caf	hox	mev	nud

## Passage Reading Fluency

Students' oral reading of connected text is evaluated to determine their passage reading fluency rate, prosody, and comprehension, with forms available for:

- Passage Reading Fluency for Grade 1 (winter/spring)
- Passage Reading Fluency for Grades 2–6

**Introduction:** You will read a story about a baby bird named Robin who learns to fly.

**Robin Can Fly!**

Robin is small. He lives in an egg. The egg is small. Robin taps on the egg. Tap, tap, tap. Robin gets out of the egg!

Robin lives in a nest. The nest is soft. Mom gives Robin food. Dad keeps him warm.

Mom goes out of the nest. Robin sees Mom jump. She moves her wings up and down. Robin also wants to fly!


Robin gets big and strong. Mom says it is time for Robin to fly.

Dad shows him how to start. Robin jumps! He moves his wings up and down. Robin goes up and up. Robin can fly!

**Passage Reading Fluency Task: Sample Grade 1 Passage (Student)**  
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## Phonological Awareness

Students' phonological awareness skills can be measured as they increase in sophistication from larger to smaller units of sound using the forms in these assessments:

- Syllables (blend, segment, add, delete; Grade K fall to Grade 1 fall or later)
- Onset-Rime (blend, segment, add, delete; Grade K fall to Grade 1 fall or later)
- Phoneme Blending (Grade K fall to Grade 1 spring or later)
- Phoneme Segmentation (Grade K fall to Grade 1 spring or later)
- Phoneme Segmentation Fluency (Grade K fall to Grade 1 spring or later)  **Can be used for progress monitoring!**
- Phoneme Manipulation (addition, deletion, substitution; Grade K fall to Grade 2 spring or later)

**PHONEME BLENDING**  
i-Ready Literacy Tests

Refer to page 4 for instructions on how to use this chart.

Sounds	Pronunciation Notes	Expected Student Response (phonetic)	Response Notes	Points (SL, AAE, SLT)
/s/ /t/ /n/ /t/	Unfused sounds (do not blend)	Unfused sounds (do not blend)	none	
/s/ /t/ /n/ /t/	/s/ /t/ /n/ /t/	/snt/	substitutes /t/ for /t/	AAE
/s/ /t/ /n/ /t/	/s/ /t/ /n/ /t/	/snt/	deletes final phoneme	SL
/s/ /t/ /n/ /t/	/s/ /t/ /n/ /t/	/snt/	substitutes /t/ for /t/	AAE
/s/ /t/ /n/ /t/	/s/ /t/ /n/ /t/	/snt/	substitutes /t/ for /t/	SL
/s/ /t/ /n/ /t/	/s/ /t/ /n/ /t/	/snt/	deletes final phoneme	SL

/s/ /t/ /n/ /t/	/s/ /t/ /n/ /t/	/t/ /t/	sent		
			[snt]	substitutes /t/ for /t/	AAE
			[sēn]	deletes final phoneme	SL

## Spelling and Encoding

Students' spelling of familiar words and encoding of less-familiar decodable words are assessed based on grade-level expectations, with forms available for:

- Spelling and Encoding for Grades 1–3

**SPELLING AND ENCODING TASK**  
i-Ready Early Reading Tests

**Directions:**

6. Spelling: The assessment (spelling) of a multisyllabic word often includes an intermediate short vowel sound toward a schwa, which may be represented by many or even any of the vowels, depending on the consonants with which it appears (e.g., happen vs. pumpkin).

This is not an exhaustive list of word features that may have multiple correct sound spellings, but these features are particularly important to analyze when they appear in student responses.

For Subtask 2, refer to the rubric below to assess the student's encoding (sound-spelling) performance.

Correct Phonetic Encoding: 2 Points	Below-Level Phonetic Encoding: 1 Point	Non-Phonetic Spelling: 0 Points
<b>forming</b> painless: accept any accurate sound-spelling of /p/ (e.g., ay)	n/a	All other spellings
<b>forming</b> painless: accept any accurate sound-spelling of /p/ (e.g., ay)	accept any accurate sound-spelling of the suffix (e.g., -les)	All other spellings

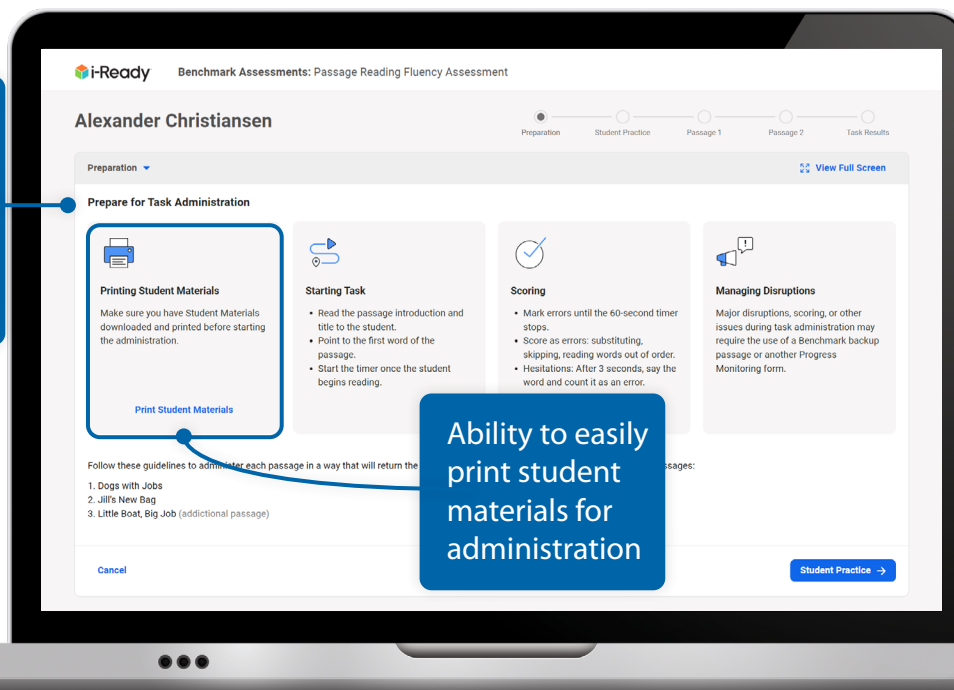
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Correct Phonetic Encoding: 2 Points	Below-Level Phonetic Encoding: 1 Point	Non-Phonetic Spelling: 0 Points
<b>forming</b>	n/a	All other spellings
<b>painless:</b> accept any accurate sound-spelling of /p/ (e.g., ay)	accept any accurate sound-spelling of the suffix (e.g., -les)	All other spellings

# NEW for 2024! Digital Administration of the *i-Ready Literacy Tasks*

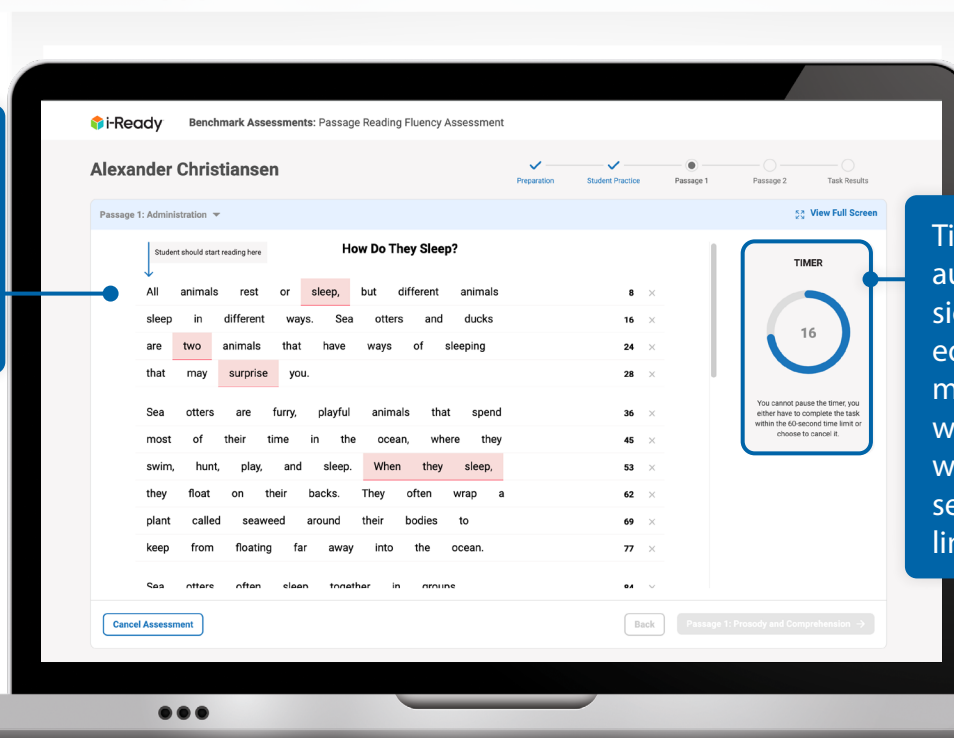
Available beginning with November administrations for the 2024–2025 school year, educators will now be able to administer the Literacy Tasks digitally.\*

On-screen guidance walks educators through each step of the administration process.



Ability to easily print student materials for administration

Educators can mark individual words or entire lines while the student reads the passage.



Timer that automatically signals to an educator to mark the final word spoken within the 60-second time limit

\*Pricing and additional enhancements to be determined. Early access available at no additional charge during the 2024–2025 school year.

Preview images pictured here. Final functionality subject to change prior to release.

**Benchmark Assessment Score Summary**

	Total Words per Minute	Total Errors/Minute	Words Correct per Minute	Accuracy	Prosody	Comprehension
Dogs with Jobs	124	14	110	89%	-	-
Jill's New Bag	91	7	84	92%	2	2
Mean	108	11	97	91%	1	1

**Notes**  
Your notes will only be available on the Assessment Summary page, they will not be accessible to other educators or parents of the student.

Cancel

Digital capture automatically tallies errors and allows for an educator to add rubric-based comprehension and prosody scores. This means educators can spend less time scoring and more time teaching!

## New Enhancements

It is now even easier to find the right task for each student. Educators can easily find the right task with an improved library experience organized by task type. Additionally, now administrators can filter by recommended tasks for screening that comply with state guidance. Both enhancements are based on feedback to help educators quickly find and assign the tasks they need.

**Literacy Tasks**

Subject: Reading School: Cypress K-8 Language: English Assessment Type: Benchmark View By: All Tasks

**Benchmark Assessments**

**Task Library** Manage Assignments

Showing 133 of 133 forms

Task Type	Content Grade	Form	Additional Information
+ Letter Naming Fluency - Lowercase	-	4 Forms	Digital Administration Practice
+ Letter Naming Fluency - Mixed Case	-	10 Forms	Digital Administration Practice
+ Letter Naming Fluency - Uppercase	-	4 Forms	Digital Administration Practice
+ Letter Sound Fluency - Lowercase	-	4 Forms	Digital Administration Practice
+ Letter Sound Fluency - Mixed Case	-	4 Forms	Digital Administration Practice
+ Letter Sound Fluency - Uppercase	-	4 Forms	Digital Administration Practice

Tasks are now grouped by task type, making it easier to locate and administer the right tasks to students.

Educators can now choose to view all Literacy Tasks or select to view only those tasks that are required for their state's screening requirements.

Note: Guidance for some states is not yet available.

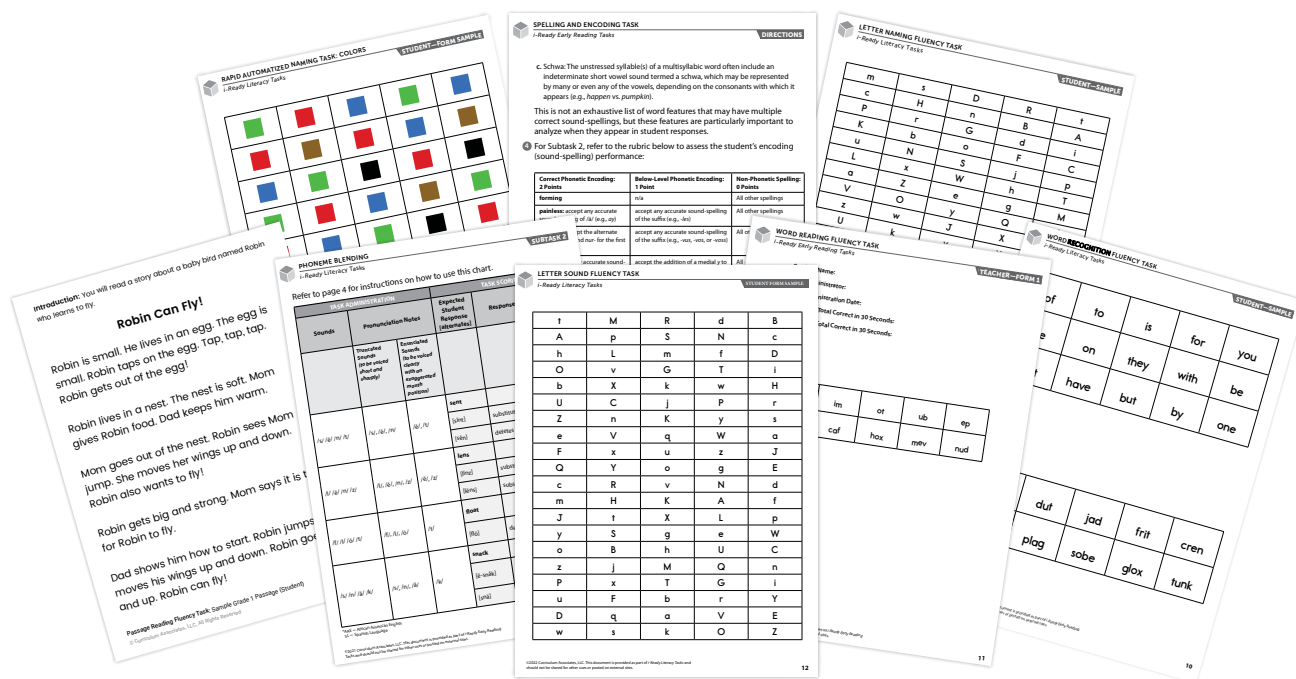
Preview images pictured here. Final functionality subject to change prior to release.

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# *i-Ready Literacy Benchmark Tasks:* Understanding Where Students Are Relative to Grade Level

Benchmark Tasks cover eight critical task types and use grade-level stimuli to determine whether a student is meeting grade-level expectations up to three times per year.



Additionally, the flexibility of the *i-Ready Literacy Benchmark Tasks* allows the tasks to be used for universal literacy screening, for dyslexia risk factor screening, and alongside the *i-Ready Diagnostic* to help ensure students are on track for reading success.



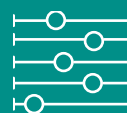
## Universal Literacy Screening

When used in conjunction with the Diagnostic, identify students who may require additional support in reading.



## Dyslexia Risk Factor Screening

Tasks can be used to address state and district dyslexia risk factor screening requirements.



## Alongside the *i-Ready Diagnostic*

The *i-Ready Diagnostic* and the *i-Ready Literacy Tasks* together measure reading skills in the five essential reading components (i.e., phonemic awareness, phonics, fluency, vocabulary, and comprehension).





**Benchmark or Progress Monitoring or Formative Performance: WCPM is between 25th and 49th Percentile on Grade-level Passages**

Continued instruction and practice with Phonics and High-Frequency Words may be needed for students to read more accurately and with automaticity. Dedicated instruction in Comprehension, Vocabulary, and Fluency is also needed to continue to improve their overall reading performance.

**Reading Intervention Program**

Students whose oral reading fluency performance is one or more years below grade level may benefit from an intervention program. See the Educator Guide: *PHONICS for Reading* at [i-ReadyCentral.com/PfREducatorGuide.com](https://i-ReadyCentral.com/PfREducatorGuide.com) for more information. If you do not have a dedicated early reading intervention program, the following resources can be used to support students on specific early reading skills.

RECOMMENDATIONS	RESOURCES*
IF...	THEN PROVIDE EXPLICIT INSTRUCTION ON:
The student's <i>i-Ready Diagnostic PHONICS</i> placement is more than one grade level below	<b>Grade K Placement:</b>
	<b>Grade K:</b>
	<b>Sound-Spelling Correspondences</b>
	<ul style="list-style-type: none"> <li>Letter-sound correspondences for all letters</li> <li>Decoding CVC words</li> </ul>
	<b>Grade 1 Placement:</b>
	<b>Grade 1:</b>
	<b>Sound-Spelling Correspondences</b>
	<ul style="list-style-type: none"> <li>Long Vowel Words with Final e</li> <li>Words with Initial /r/ Blends</li> <li>Words with Initial /s/ Blends</li> <li>Words with Final Digraph ck or Double Consonant</li> <li>Words with Final Consonant Blends</li> <li>Words with Initial Consonant Digraphs</li> <li>Words with Final Consonant Digraphs</li> <li>Words with Long Vowel Digraphs</li> </ul>
	<b>Multisyllable Words</b>
	<ul style="list-style-type: none"> <li>Decoding multisyllable words with closed and open syllables</li> <li>Decoding words with inflectional endings -s, -es, -ed, -ing, -er, and -est without changes to the base word</li> <li>Decoding words with inflectional endings -s, -es, -ed, and -ing with changes to the base word</li> <li>Decoding words that divide between two consonants</li> </ul>
	<b>Multisyllable Words</b>
	<ul style="list-style-type: none"> <li>Inflectional Endings without Spelling Changes</li> <li>Decode Two-Syllable VC/CV Words</li> <li>Decode Compound Words</li> <li>Inflectional Endings with Spelling Changes</li> <li>Open and Closed Syllables</li> </ul>

## Tools for Instruction

### Match Consonant Letters and Sounds: s, f, r, m, p, l, t

As beginning readers make associations between the name of a letter and its form, or shape, they add another association—the sound for the letter. Consonant letters are commonly introduced one at a time. Key picture cards are helpful tools when introducing new letters. A key picture card has an image with a name that clearly begins with the target consonant sound and is labeled with the uppercase and lowercase letter forms. To help students differentiate letter-sound matches more easily, begin with consonant letters that look and sound very different from one another.

#### Step By Step 10–15 minutes

##### 1 Introduce making a letter-sound match.

- Explain that each letter represents one or more sounds. When readers see a letter, they can say its sound.
- Display the letter and say its sound; for example: f, /f/.
- Show the key picture card and say the key word; for example: fan. Then display the word fan, pointing out that it begins with the letter f.
- Repeat the word and have students say it after you.
- Emphasize the beginning consonant sound as you say the word; for example: /ffffan/.
- Isolate the sound and have students say it; for example: /f/.
- Say the letter name and its sound, and have students repeat; for example: letter f, sound /fff/.

*This is the letter f, /f/. Here is a fan. Fan begins with the letter f. Fan. Say the word with me, ffffan. /f/, f, /f/.*

- For unvoiced stop sounds, such as /p/ and /t/, repeat the sound without adding any vocalization; for example: /p/ /p/ /p/.

**Support English Learners** Some consonant sounds, such as /l/ and /r/ can be especially difficult to distinguish and pronounce for these students. Focus on the distinctions by pointing out how the mouth forms each sound. The sound /l/ is made with the tip of the tongue against the upper gum ridge. The sound /r/ is made as the tip of the tongue moves back, not touching anything.

##### 2 Model making a letter-sound match.

- Say several words that begin with the target consonant sound. For each one, emphasize the beginning sound and display the lowercase letter.
- Say the letter name and isolate the sound. Example: letter f, sound /f/.

*Listen, fffan, f, /f/; fffoot, f, /f/; fffish, f, /f/. The letter f makes the sound /f/.*

- Repeat the process with other consonant sounds.

Additional instructional resources are available for Passage Reading Fluency. These are targeted instructional recommendations based on assessment data. They provide guidance on the best Tools for Instruction based on a student's performance on *i-Ready Literacy Tasks* for Passage Reading Fluency and the *i-Ready Diagnostic for Reading*. The goal is to save educators time and help ensure students are getting the most appropriate fluency instruction.

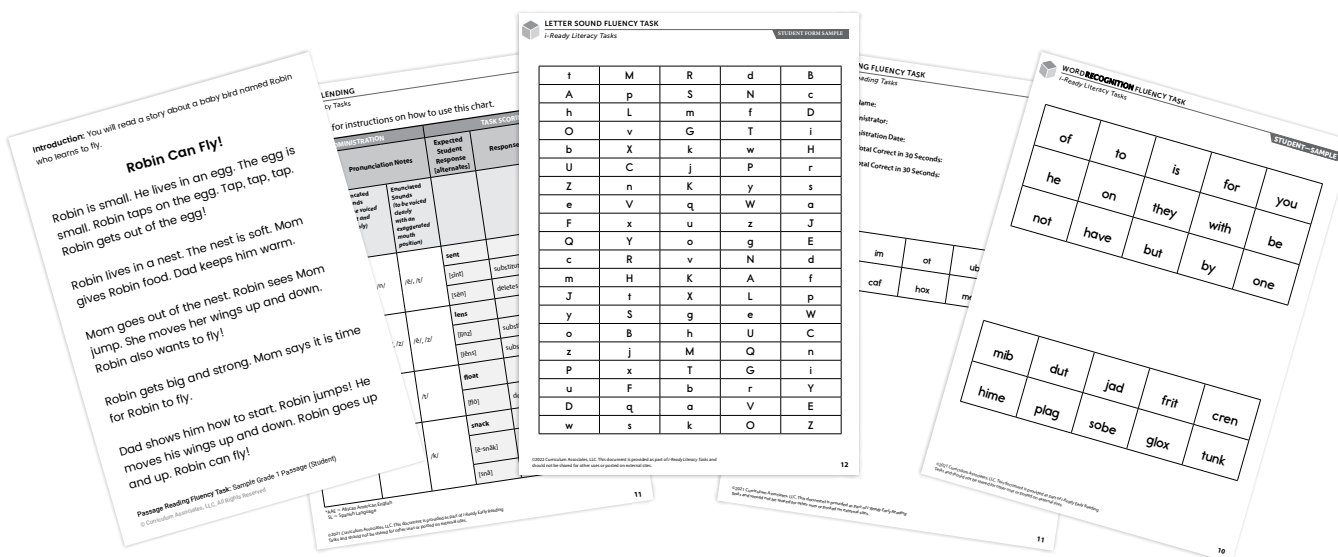




# The *i-Ready Literacy Progress Monitoring Tasks*: Measuring the Success of Literacy Interventions

For those students receiving targeted reading intervention, new *i-Ready Literacy Progress Monitoring Tasks* for progress monitoring in Letter Sound Fluency, Phoneme Segmentation Fluency, Word Recognition Fluency, and Pseudoword Decoding—Fluency are available and include digital graphs for tracking student progress.\* These tasks are in addition to the Passage Reading Fluency passages already available for progress monitoring.

\*Aimlines for digital graphs available for passage reading fluency



Every student can excel with the help of a passionate teacher and the right instructional tools. With the *i-Ready Literacy Tasks*, educators can identify individual student learning needs and chart a customized pathway toward proficiency. Monitoring progress with these tasks allows educators to track incremental progress on key foundational reading and fluency skills. The data from the tasks provides deep understanding and actionable information on student progress.

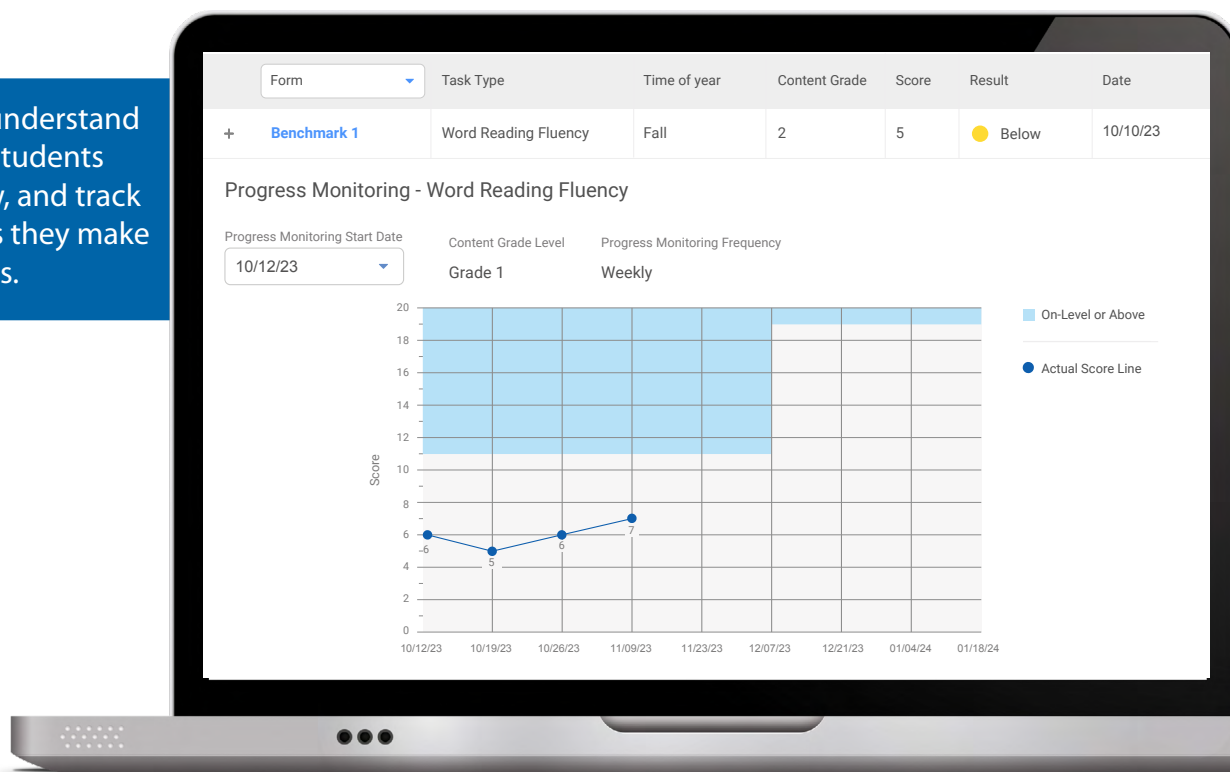
Progress Monitoring Forms are available in:

- Passage Reading Fluency
- Letter Sound Fluency
- Word Recognition Fluency
- Pseudoword Decoding—Fluency
- Phoneme Segmentation Fluency

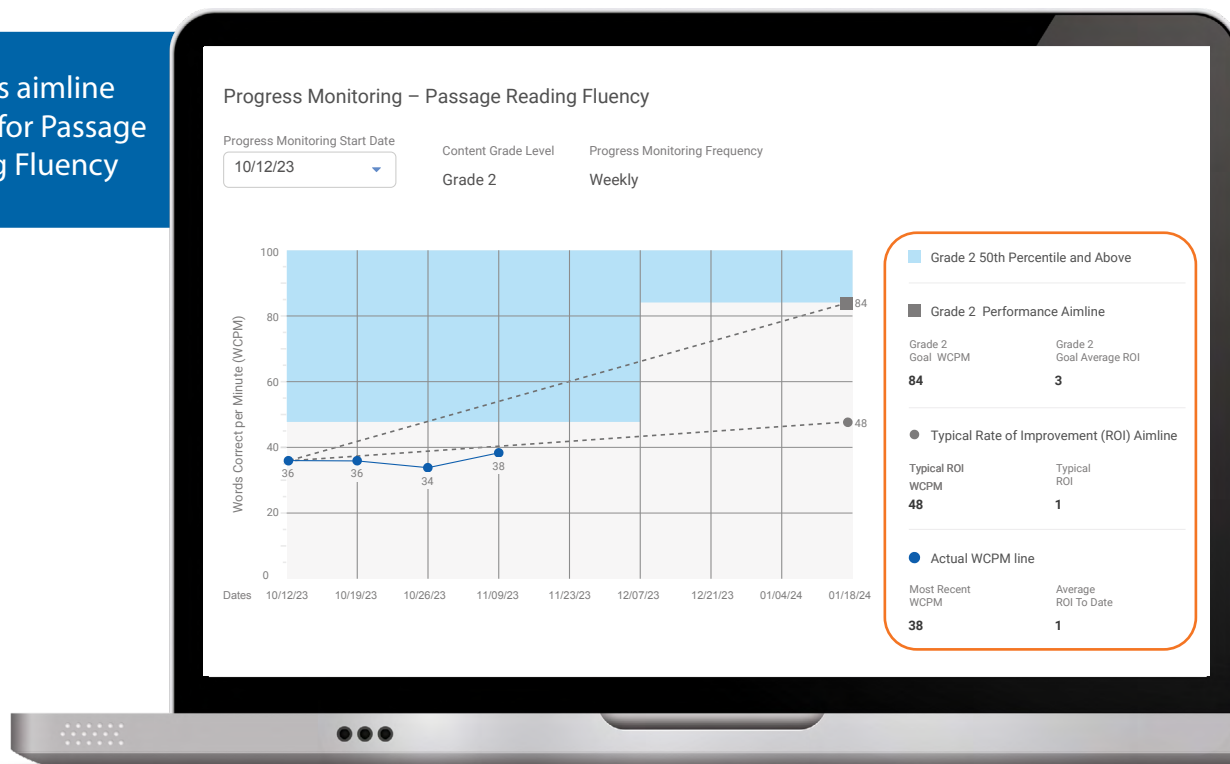


# Intuitive and Actionable Graphs to Monitor Progress

Better understand where students are now, and track them as they make progress.



Includes aimline graphs for Passage Reading Fluency



# Using the *i-Ready Literacy Tasks* in the Classroom

The *i-Ready Literacy Tasks* are incredibly flexible, efficient, and effective. The process is streamlined, and the data from the assessments allows educators to immediately understand where students are on their path toward reading proficiency.

1

Educator determines how to use the Literacy Tasks to meet students' needs—either as a Benchmark or Progress Monitoring assessment.



2

Teacher administers the tasks in a one-on-one setting.





3

Teacher inputs data into the online data-capture platform or administers the tasks digitally.



4

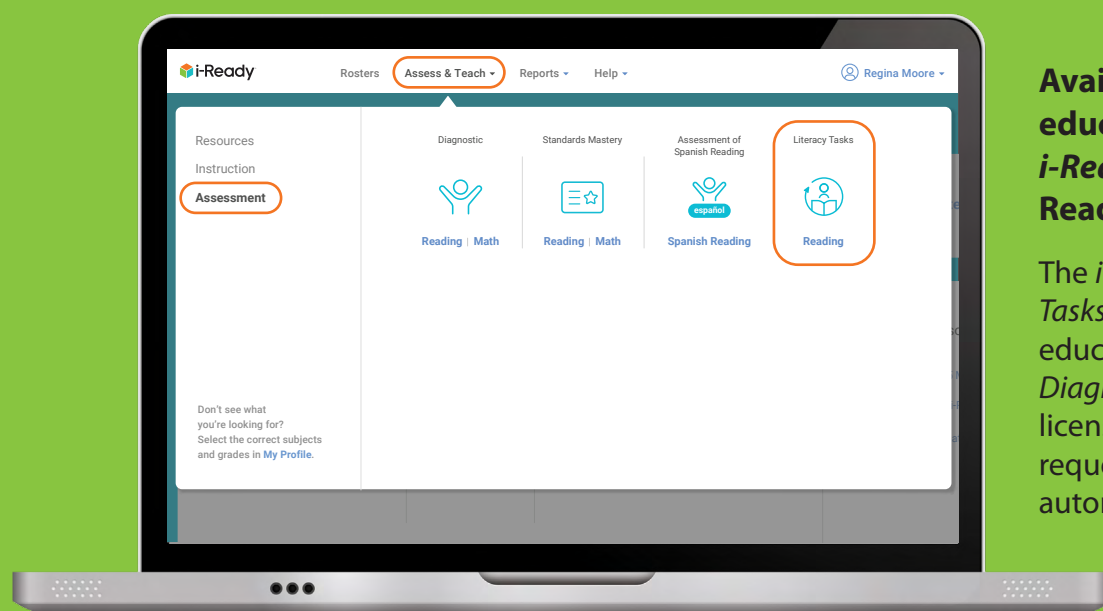
Based on the data, educator provides targeted instruction in literacy and reading using instructional resources.



# There Are Numerous Ways to Use *i-Ready Literacy Tasks* in the Classroom

For example, a teacher might give all students the *i-Ready Diagnostic* for Reading three times per year. This allows for the rigorous evaluation of student literacy skills including phonics, phonological awareness, vocabulary, and reading comprehension.

To complement the Diagnostic with a measure of fluency, an educator can administer the Benchmark Literacy Tasks three times per year as well. Between the literacy skills measured by the Diagnostic and the fluency skills measured by the Literacy Tasks, an educator receives a comprehensive picture of a student's reading proficiency. Finally, for students receiving intervention support, educators may want to administer the Progress Monitoring Tasks. With more than 20 forms per grade, the success of an intervention can be monitored on a regular basis.

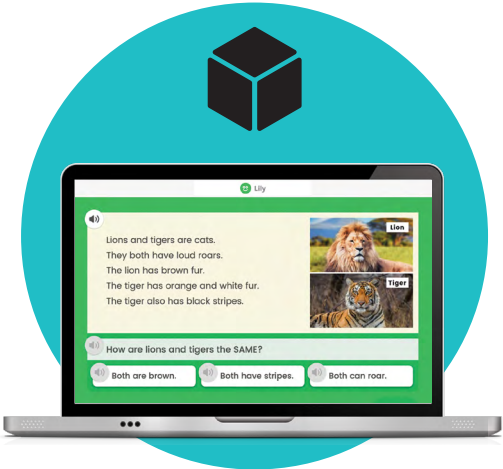


**Available to any educator with an *i-Ready Diagnostic* for Reading license!**

The *i-Ready Literacy Tasks* are available to any educator with an *i-Ready Diagnostic* for Reading license. There's no need to request special access—it's automatically available.

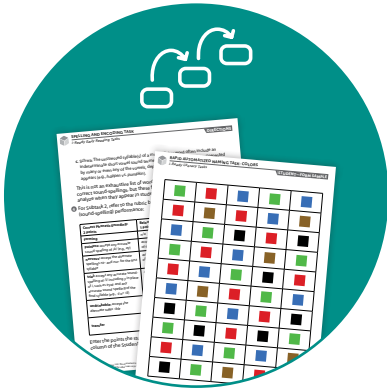
# Strategically Incorporate into Your Assessment Plan

## i-Ready Diagnostic

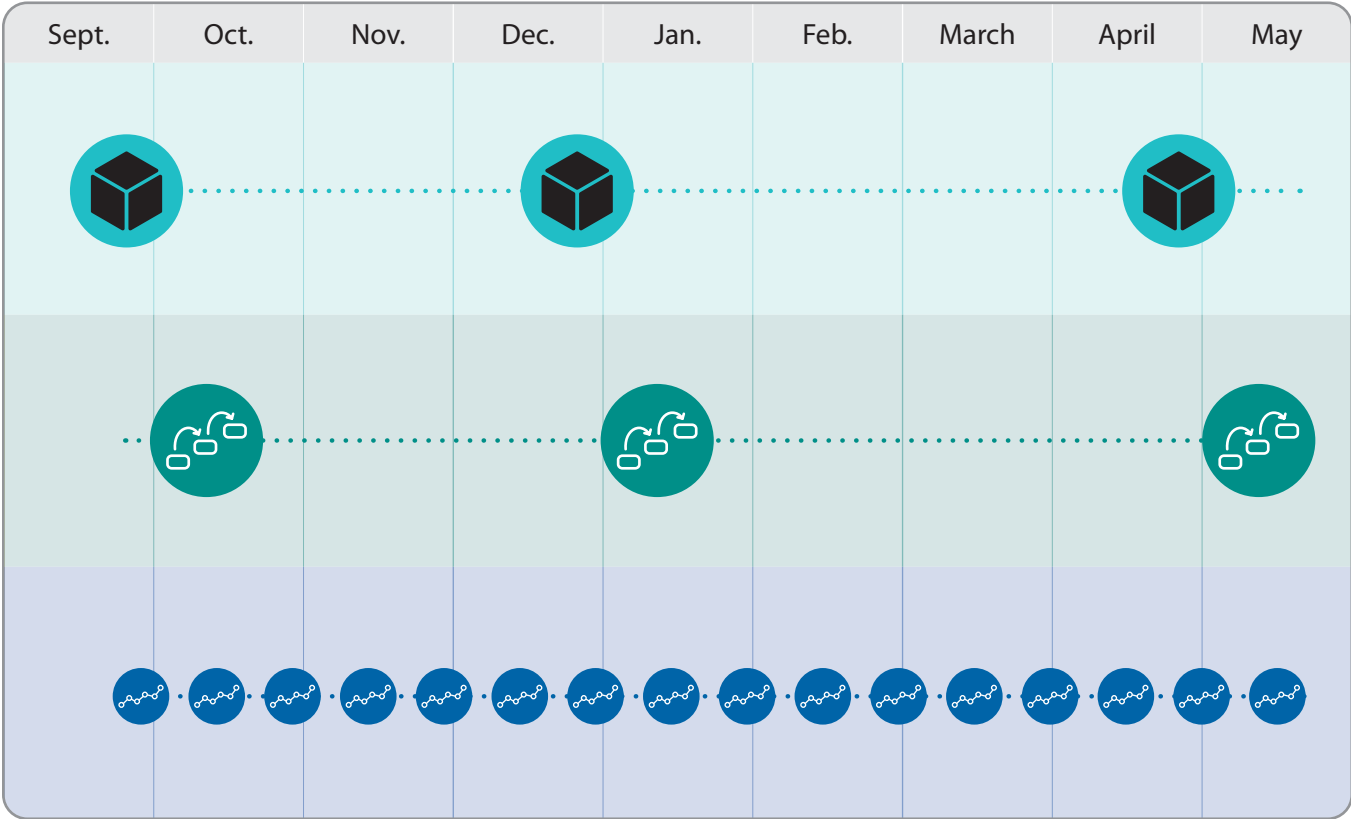
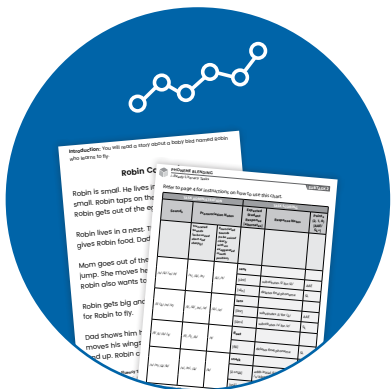


## i-Ready Literacy Tasks

### Benchmark



### Progress Monitoring



[Learn more](#) about *i-Ready*'s  
full suite of assessments.

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*i-Ready* experience, follow us on social media!**



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