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Horse Powered Reading Program Pre-Assessment

Elementary Reading Attitude Survey

School: _____ Grade: _____ Name: _____

Directions: Please circle the picture that describes how you feel when you read a book.

1. How do you feel when you read a book on a rainy Saturday?



2. How do you feel when you read a book in school during free time?



3. How do you feel about reading for fun at home?



4. How do you feel about getting a book for a present?



5. How do you feel about spending free time reading a book?





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6. How do you feel about starting a new book?



7. How do you feel about reading during summer vacation?



8. How do you feel about reading instead of playing?



9. How do you feel about going to a bookstore?



10. How do you feel about reading different kinds of books?





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11. How do you feel when a teacher asks you questions about what you read?



12. How do you feel about reading workbook pages and worksheets?



13. How do you feel about reading in school?



14. How do you feel about reading your school books?



15. How do you feel about learning from a book?





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16. How do you feel when it's time for reading in class?



17. How do you feel about stories you read in reading class?



18. How do you feel when you read out loud in class?



19. How do you feel about using a dictionary?



20. How do you feel about taking a reading test?





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Please read the following passage to your child and answer the questions:

Togo

Togo is a small country in Africa, just north of the Equator. In area, it is about the same size as West Virginia. The people who live there produce coffee, cocoa, cotton, and other crops. The capital of Togo is called Lomé, a city of about a half million.

Togo has three neighbors. To the east is the country of Benin, to the west is Ghana, and to the north is Burkina Faso. Togo's fourth border is the Atlantic Ocean.

The main language of Togo is French, but four African languages are also spoken. Most of the people in Togo belong to one of 37 tribes. Togo is an interesting place, filled with variety and life.

Comprehension Check

- _____ 1. What is this passage mostly about? (Togo, a country in Africa)
- _____ 2. Name a crop grown in Togo. (Accept coffee, cocoa, or cotton.)
- _____ 3. What country is west of Togo? (Ghana)
- _____ 4. How many tribes live in Togo? (37)
- _____ 5. What is the main language of Togo? (French)
- _____ 6. If you were in Togo, you'd have to travel in what direction to reach the Atlantic Ocean? (south)
- _____ 7. Is Togo as big as the United States? Why? (No. Togo is only as big as one of the states in the United States.)
- _____ 8. What types of jobs might people find in Lomé? (Give credit for jobs associated with government, civil service, or urban settings.)
- _____ 9. The passage said that Togo is an interesting place filled with lots of variety and life. What kind of variety would you expect to find in Togo and why? (Give credit for any answer that addresses a variety in food, language, and culture that is the result of 37 tribes and a mixture of rural and urban environments.)
- _____ 10. Name a crop you think might be grown in Ghana or Benin. (Accept coffee, cocoa, or cotton, since these two countries are probably similar to Togo. If the student suggests another crop, ask why. Give credit for a reasonable response, such as equatorial crops.)



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Please circle any letters that your child does not recognize:
Alphabet Recognition Chart

A S D F C B E

R G T Y U H J

M Z P K V Q W

N O I X L

a s d f c b e

r g t y u h j

m z p k v q w

n o i x l a g



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Please Circle any words that your child does not read correctly. Look at all three lists:

First 100 Words

the	or	will	number
of	one	up	no
and	had	other	way
a	by	about	could
to	word	out	people
in	but	many	my
is	not	then	than
you	what	them	first
that	all	these	water
it	were	so	been
he	we	some	call
was	when	her	who
for	your	would	oil
on	can	make	now
are	said	like	find
as	there	him	long
with	use	into	down
his	an	time	day
they	each	has	did
I	which	look	get
at	she	two	come
be	do	more	made
this	how	write	may
have	their	go	part
from	if	see	over



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Second 100 Words

new	great	put	kind
sound	where	end	hand
take	help	does	picture
only	through	another	again
little	much	well	change
work	before	large	off
know	line	must	play
place	right	big	spell
year	too	even	air
live	mean	such	away
me	old	because	animal
back	any	turn	house
give	same	here	point
most	tell	why	page
very	boy	ask	letter
after	follow	went	mother
thing	came	men	answer
our	went	read	found
just	show	need	study
name	also	land	still
good	around	different	learn
sentence	form	home	should
man	three	us	America
think	small	move	world
say	set	try	high



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Third 100 Words

every	left	until	idea
near	don't	children	enough
add	few	side	eat
food	while	feet	face
between	along	car	watch
own	might	mile	far
below	close	night	Indian
country	something	walk	real
plant	seem	while	almost
last	next	sea	let
school	hard	began	above
father	open	grow	girl
keep	example	took	sometimes
tree	begin	river	mountain
never	life	four	cut
start	always	carry	young
city	those	state	talk
earth	both	once	soon
eye	paper	book	list
light	together	hear	song
thought	got	stop	leave
head	group	without	family
under	often	second	body
story	run	late	music
saw	important	miss	color



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Please have your child sound out the words or nonsense words on the page. Circle any one that they may have struggled with.

Single-Syllable Decoding Inventory: Student Materials

sat	blip	card	stale	neat
pot	check	stork	hike	spoil
beg	clam	term	dome	goat
nip	chin	burst	cube	pail
cub	thick	turf	blame	field
pad	frank	fern	chive	fruit
top	mint	dirt	cute	claim
hit	fist	nark	prone	meet
met	grab	firm	vane	beast
nut	rest	mirth	brine	boast
mot	clop	fird	bame	craid
tib	prib	barp	neme	houn
han	hest	forn	hile	rowb
teg	chot	serp	pome	noy
fet	slen	surt	rute	feap
lup	bund	perd	nube	nuit
nid	bist	kurn	vope	maist
pab	hald	nirt	clate	ploat
hud	slub	mork	vike	tead
gop	shad	tarst	pene	steen



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Motivation to Read Questionnaire

Please ask your child the multiple choice questions. Select their answer. If their grade is not a choice please place their grade in the answer for question A.

- A. I am in _____.
- ☐ 2nd grade
 - ☐ 3rd grade
 - ☐ 4th grade
 - ☐ 5th grade
 - ☐ 6th grade
- B. I am a _____.
- ☐ boy
 - ☐ girl
1. My friends think I am _____.
- ☐ a very good reader
 - ☐ a good reader
 - ☐ an OK reader
 - ☐ a poor reader
2. Reading a book is something I like to do.
- ☐ never
 - ☐ almost never
 - ☐ sometimes
 - ☐ often
3. When I come to a word I don't know, I can _____.
- ☐ almost always figure it out
 - ☐ sometimes figure it out
 - ☐ almost never figure it out
 - ☐ never figure it out
4. My friends think reading is _____.
- ☐ really fun
 - ☐ fun
 - ☐ OK to do
 - ☐ no fun at all
5. I read _____.
- ☐ not as well as my friends
 - ☐ about the same as my friends
 - ☐ a little better than my friends
 - ☐ a lot better than my friends



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6. I tell my friends about good books I read.
 - ☐ I never do this
 - ☐ I almost never do this
 - ☐ I do this some of the time
 - ☐ I do this a lot
7. When I am reading by myself, I understand
 - ☐ everything I read
 - ☐ almost everything I read
 - ☐ almost none of what I read
 - ☐ none of what I read
8. People who read a lot are
 - ☐ very interesting
 - ☐ sort of interesting
 - ☐ sort of boring
 - ☐ very boring
9. I am
 - ☐ a poor reader
 - ☐ an OK reader
 - ☐ a good reader
 - ☐ a very good reader
10. I think libraries are
 - ☐ a really great place to spend time
 - ☐ a great place to spend time
 - ☐ a boring place to spend time
 - ☐ a really boring place to spend time
11. I worry about what other kids think about my reading
 - ☐ a lot
 - ☐ sometimes
 - ☐ almost never
 - ☐ never
12. I think becoming a good reader is
 - ☐ not very important
 - ☐ sort of important
 - ☐ important
13. When my teacher asks me a question about what I read
 - ☐ I can never think of an answer
 - ☐ I almost never think of an answer
 - ☐ I sometimes think of an answer
 - ☐ I can always think of an answer
 - ☐ very important



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14. I think spending time reading is
- ☐ really boring
 - ☐ boring
 - ☐ great
 - ☐ really great
15. Reading is
- ☐ very easy for me
 - ☐ kind of easy for me
 - ☐ kind of hard for me
 - ☐ very hard for me
16. When my teacher reads books out loud, I think it is
- ☐ really great
 - ☐ great
 - ☐ boring
 - ☐ really boring
17. When I am in a group talking about books I have read,
- ☐ I hate to talk about my ideas
 - ☐ I don't like to talk about my ideas
 - ☐ I like to talk about my ideas
 - ☐ I love to talk about my ideas
18. When I have free time, I spend
- ☐ none of my time reading
 - ☐ very little of my time reading
 - ☐ some of my time reading
 - ☐ a lot of my time reading
19. When I read out loud, I am
- ☐ a poor reader
 - ☐ an OK reader
 - ☐ a good reader
 - ☐ a very good reader
20. When someone gives me a book for a present,
- ☐ I am very happy
 - ☐ I am happy
 - ☐ I am unhappy
 - ☐ I am very unhappy

Thank you for taking the time to complete this assessment. This gives our Horse Powered Reading instructor the ability to understand your child and their reading needs. We look forward to seeing you and your child for Horse Powered Reading.