

Phonemic Awareness and Phonics Toolkit Table of Contents

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Syllable Awareness and Syllable Manipulation Workshops

Form a group of students who did not achieve mastery (80%) on the **Syllable Awareness Assessment**. Tell these students that they will practice putting together and breaking apart word parts. Explain that some of the word parts will be whole words and these are called base words; others are only parts of words and these are called prefixes, incomplete roots, and suffixes.

Use the following word list for the **Make ‘em Count! Say and Divide**, and **Drop It** workshop activities. Some of the syllables have been divided by pronunciation or inflected endings e.g., start-ed, and some of the syllables have been chiefly divided by *morphemes* i.e., meaning-based word parts.

ab-tract	mi-cro-phone	ac-tion	pro-to-type
arch-way	ad-ding	au-to-mat-ic	ben-e-fit
be-fore	bi-ol-o-gy	cir-cle	col-umn
com-ment	chron-ol-o-gy	het-er-o-ge-ne-ous	psych-ol-o-gist
con-vince	cur-rent	de-feat	dif-fer
dis-pute	quad-run-ner	du-et	dis-con-nect-ing
en-ter	ex-it	hy-per-ac-tiv-it-y	sub-mar-ine
pro-tect	quad-plex	kil-o-me-ter	re-peat
dis-pro-por-tion-ate	sub-tract-ion	sum-mit	sur-vi-vor
trans-por-ta-tion	tri-bal	un-der-stand	with-out
fac-tion	for-give-ness	im-prove-ment	mid-dle
mis-use	pan-cake	sup-ply	in-va-der
per-fect-ly	por-tion	post-age	pre-view
lime-ade	ad-age	dis-a-ble	im-par-tial
cra-dle	free-dom	col-lect-ive	eat-en
ap-pear-ance	mut-ant	smart-est	fin-ess
dark-ness	blank-et-ed	traf-fic	mis-fit
pan-ic	rad-ish	ac-tive-ly	wrin-kle
hope-less-ness	out-let	slow-ly	pave-ment
full-ness	joy-ous-ly	debt-or	ma-ple
friend-ship	hand-some-ly	na-tion	men-tor-ing
in-vent-or	by-ways	han-dle	cir-cum-vent-ed

Make ‘em Count!

Teacher: “Let’s see if you can count the number of word parts in the word I say. A word part is also called a *syllable*. Let’s practice. I’ll say the word and you repeat it. The word is *table*.” [Do not isolate the syllables.]

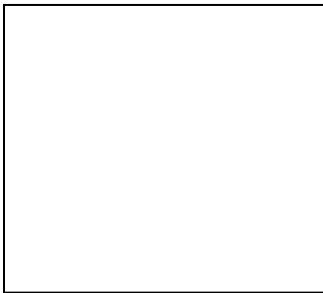
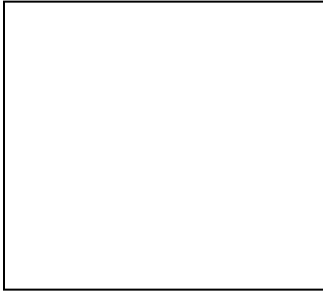
Students: “table”

Teacher: “How many?”

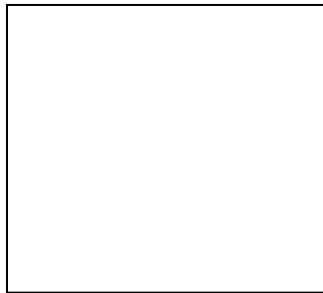
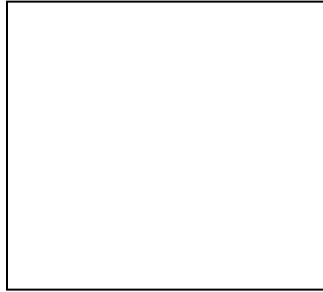
Students: “Two”

Phonemic Isolation Boxes

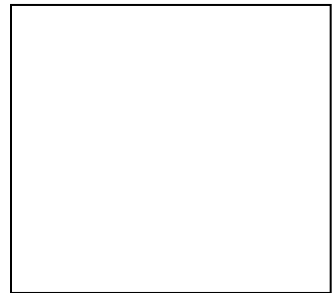
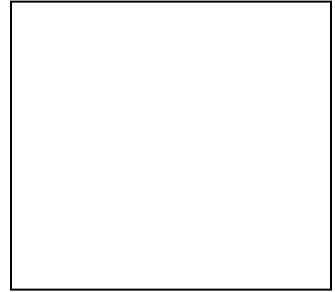
Fruit



Nut

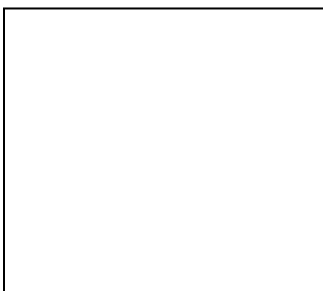
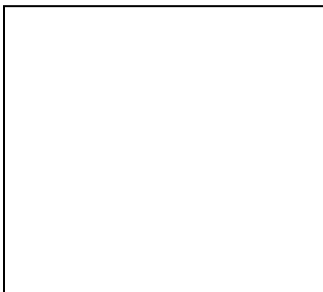


Vegetable

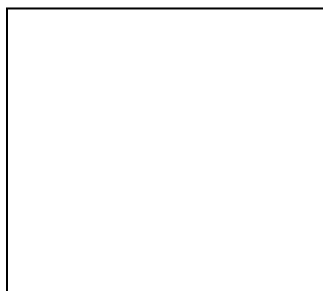
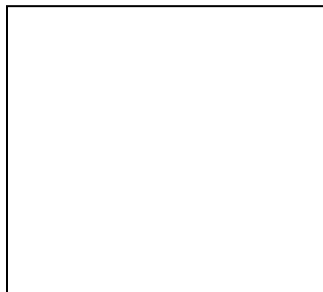


Phonemic Isolation Boxes

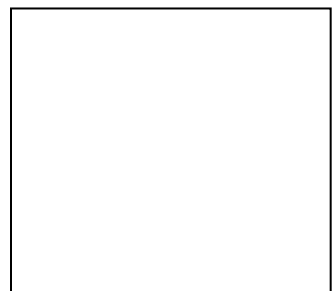
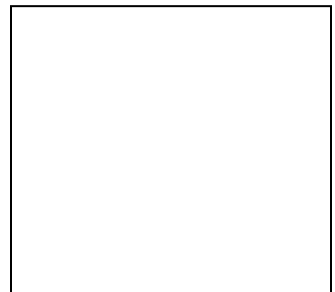
Beginning



Middle



End



TRS *r and l-controlled Vowels* Phonics Workshops

5 Day Mini-Lessons (5 minutes each)

1. Teach your students that when the *r* and *l* consonants appear anywhere in the word other than at the beginning, they can control vowels and make them change the way that they sound. Write the following examples on the board with the *ur*, *er*, *ir*, *ar*, and *or** in yellow and the consonants in black. Pronounce each, and have the students repeat. Contrast how each vowel would sound, if not influenced by the *r*, *l*, and *w* controllers.
Examples: *r*–fur, her, fir, far, for Show students the orca, ermine, and armadillo **Animal Sound-Spelling Cards**. Point out the spellings on the cards that are used to form the example words.
Explain how to do the workshop assignment.

2. Correct **Workshop #1** by asking for student answers. Discuss how the same spellings of the vowel controllers can be pronounced differently, depending upon the influence of other letters and dialect.
Examples: *bury* and *pure* *war* and *car* and *care*
Write the following examples of these *l*-controllers: *ld*, *lf*, *lk*, *ll*, *lm*, *lp*, and *lt* and consonants in black and the vowels in red on the board or overhead.
Examples: scald, wolf, milk, bull, film, gulp, halt
Pronounce each, and have the students repeat.
Explain how to do the workshop assignment.

3. Correct **Workshop #2** by asking for student answers.
Answers: r-controlled
a words: care, large, chair, hair **e words:** here, dear, bear, clear **i words:** first, third, tire, fire **o words:** bore, chore, board, sour **u words:** pure, insure, cure, sure
Explain how to do the workshop assignment.

4. Correct **Workshop #3** by asking for student answers.
Explain how to do the workshop assignment.

5. ***r and l-controlled Vowels* Formative Assessment**
See assessment for procedures.

*Spanish does not have *r* and *l*-controlled vowels.

Assignments (15 minutes each)

r and l-controlled Vowels
Phonics Workshop #1

r and l-controlled Vowels
Phonics Workshop #2

r and l-controlled Vowels
Phonics Workshop #3

r and l-controlled Vowels
Phonics Workshop #4

TRS *r* and *l*-controlled Vowels Phonics Workshop #1

Name _____

1. Make up two rhymes for each of the following *r*-controlled vowel words. They don't have to be real words. The words can even have different spellings.

fur _____

her _____

fir _____

far _____

for _____

2. From a book, find example words to fit each *r*-controlled vowel spelling.

Book Title _____

ur _____ p.____

er _____ p.____

ir _____ p.____

ar _____ p.____

or _____ p.____

TRS *r and l-controlled* Formative Assessment (Teacher Copy)

Directions

Test students individually, saying “Pronounce these real and nonsense words.” (Pronunciation clues for the nonsense words are listed in parentheses). Nonsense words require students to decode. Using both real and nonsense words helps ensure test validity.

Preparation

Set aside a quiet table or desk, away from other students, to assess each student individually. Run off enough teacher copies for each student and make one laminated student copy. Inform students of the testing order in advance, so that each student will automatically come up to you without disrupting the class. The test should only take 30 seconds to give and then 30 seconds to grade and review results with the student.

Grading

Mark errors with an **X** in the space provided only if the specific phonics skill is mispronounced. In other words, don’t mark it wrong if the student mispronounces part of the word that you are not assessing.

Mastery Criterion

Mastery criterion is 80%, or 8 correct out of 10. If the reading deficit has been mastered, change the / into an **X** on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix**. Show the student his or her own progress on the chart, and assign the next phonics skill to be addressed (if any).

If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. Remind the student (and yourself) that sometimes mastering a skill simply takes more practice. Return to the un-mastered phonics skill, using the same lessons after one of the other phonics skills is mastered to build student self-confidence.

Student Name _____ **Test Date** _____

___ 1. morning	___ 6. seld (rhymes with <i>held</i>)
___ 2. dar (rhymes with <i>far</i>)	___ 7. nare (rhymes with <i>stare</i>)
___ 3. number	___ 8. tult (rhymes with <i>cult</i>)
___ 4. fallen	___ 9. borch (rhymes with <i>porch</i>)
___ 5. stirring	___ 10. churn

TRS Syllable Awareness Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can hear syllables as distinct speech patterns. The words are not printed on the **Syllable Awareness Assessment** because this is a sounds recognition phonemic awareness test. Students do not clap during the test to prevent them from copying other students.

Directions/Grading/Recording

Pass out the **Syllable Awareness Assessment** to students. Say—“This is a short test to see if you can count the number of word parts in each of the words I say out loud. A word part is also called a syllable. Let’s practice one together. The word is *table*. [Do not isolate the syllables.] Say the word. [Wait for student response.] How many syllables did you hear? [Wait for student response.] There are two syllables in *table*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The word is *gasoline*. Say the word. [Wait for student response.] Shade in the number of syllables. [Wait for students to shade in their answers.] You should have shaded in the circle marked ③ because there are three syllables in *gasoline*. All of the words I will say have two, three, or four syllables. Let’s start with Number One. Ready? The word is *nation*. Say the word. Shade in the number of syllables.” Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

- | | |
|-----------------|---|
| 1. nation | ② |
| 2. contribute | ③ |
| 3. active | ② |
| 4. relationship | ④ |
| 5. reference | ③ |
| 6. dribbling | ② |
| 7. environment | ④ |
| 8. upset | ② |
| 9. indecisive | ④ |
| 10. lottery | ③ |

Find these multiple choice reading assessments and many others on two CDs, blending and syllabication activities, phonemic awareness and phonics workshops, comprehension worksheets, multi-level fluency passages on eight CDs, 390 flashcards, posters, games, and more to differentiate reading instruction in the comprehensive **Teaching Reading Strategies** at www.penningtonpublishing.com.

Example ② ③ ④

1. ② ③ ④
2. ② ③ ④
3. ② ③ ④
4. ② ③ ④
5. ② ③ ④
6. ② ③ ④
7. ② ③ ④
8. ② ③ ④
9. ② ③ ④
10. ② ③ ④

TRS Syllable Rhyming Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can hear ending syllable rhymes. The words are not printed on the **Syllable Rhyming Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Grading/Recording

Pass out the **Syllable Rhyming Assessment** to students. Say—“This is a short test to see if you hear which words rhyme and which words do not. Let’s practice together. If the words rhyme, show me a “thumbs up;” if the words do not rhyme, show me a “thumbs down.” The words are *match* and *catch*. Say the words. [Wait for student response.] Thumbs up or thumbs down? Shhh. Don’t say it. Show it. [Wait for student response.] The correct answer is “thumbs up,” because the two words rhyme. Let’s try another pair. The words are *late* and *page*. Say the words. [Wait for student response.] Thumbs up or thumbs down? [Wait for student response.] The correct answer is “thumbs down,” because the two words do not rhyme.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] The words are *fort* and *sport*. Repeat. [Wait for student response.] Circle the “thumbs up” if the words rhyme or circle the “thumbs down” if the words do not rhyme. [Wait for students to circle their answers.] The “thumbs up” should be circled because *fort* and *sport* rhyme. Let’s start with Number One. Ready? The words are *sad* and *bad*. Say the words. Circle your answer.” Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

- | | | |
|----------|------|---|
| 1. sad | bad | 👍 |
| 2. red | head | 👍 |
| 3. bit | lip | 👎 |
| 4. off | soft | 👎 |
| 5. tub | foot | 👎 |
| 6. may | day | 👍 |
| 7. eat | seat | 👍 |
| 8. smile | wide | 👎 |
| 9. broke | soak | 👍 |
| 10. cute | lose | 👎 |

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Example



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



TRS Phonemic Isolation Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can hear isolated vowel sounds and identify placement within words. The words are not printed on the **Phonemic Isolation Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Recording/Mastery

Pass out the **Phonemic Isolation Assessment** to students. Say—“This is a short test to see if you can hear the same sound in a pair of words and tell if that sound is at the beginning, middle, or end of both words. Let’s practice together. The words are *map* and *cat*. Is the same sound at the beginning, middle, or end of the words? *map* and *cat* [Wait for student response.] The correct answer is “middle,” because the /ă/ sound is in the middle of the two words *map* and *cat*. Let’s try another pair. The words are *blow* and *throw*. Is the same sound at the beginning, middle, or end of the words? *blow* and *throw* [Wait for student response.] The correct answer is “end,” because the long /ō/ sound is at the end of the two words *blow* and *throw*.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] Shade in the beginning circle, middle circle, or end circle to show where the same sound is located. The words are *eat* and *east*—Circle beginning, middle, or end—*eat* and *east*. [Wait for students to shade in their answers.] You should have shaded in the beginning circle because the /ē/ sound is at the beginning of the word. Let’s start with Number One. Ready? The words are *stay* and *weigh*. Circle beginning, middle, or end—*stay* and *weigh*.” Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

1.	stay	weigh	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
2.	cute	mute	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
3.	act	ask	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4.	grew	threw	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5.	odd	off	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6.	sit	kick	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
7.	sigh	try	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
8.	egg	edge	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9.	bread	stretch	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
10.	doubt	loud	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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Example	B	M	E
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- | | B | M | E |
|------------|-----------------------|-----------------------|-----------------------|
| 1. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 2. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 3. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 4. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 5. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 6. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 7. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 8. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 9. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| 10. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

TRS Phonemic Blending Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can recognize words from blended letter sounds. The words are not printed on the **Phonemic Blending Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Grading/Recording

Pass out the **Phonemic Blending Assessment** to students. Say—“This is a short test to see if you can hear words from the letter sounds that I say out loud. Let’s practice one together. The sounds are /t/ /r/ /ī/ /d/ [Do not add on the *uh* sound to the consonants/t/ /r/ /ī/ /d/. What is the word? [Wait for student response.] The word is *tried*, because /t/ /r/ /ī/ /d/ forms the word *tried*. Let’s practice another. This time, I will give you the sounds and two word choices. You tell me which word is formed from the sounds—the first or the second word I say. The sounds are /c/ /r/ /ī/ /d/. Is the word *light* or *cried*? [Wait for student response.] The second word is correct, because /c/ /r/ /ī/ /d/ forms the word *cried*.

On your test, find the Example and point to it. [Confirm that students have pointed to the Example.] Do not say the sounds or words out loud. Shade in the circle marked ①, if the sounds form the first word I say, or ②, if the sounds form the second word I say. The sounds are /b/ /l/ /ā/ /s/ /t/. Is it *blast* or *clap*? [Wait for students to shade in their answers.] You should have shaded in the bubble marked ① because /b/ /l/ /ā/ /s/ /t/ forms the word *blast*. Let’s start Number One. Ready? The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? Shade in 1 or 2. Follow this script for the rest of the test. Once the assessments have been scored, record a / on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

1. The sounds are /g/ /r/ /ā/ /t/. Is it *great* or *skate*? ①
2. The sounds are /p/ /l/ /ē/ /z/. Is it *street* or *please*? ②
3. The sounds are /n/ /ō/ /z/. Is it *most* or *nose*? ②
4. The sounds are /ū/ /z/ /d/. Is it *used* or *huge*? ①
5. The sounds are /b/ /r/ /ī/ /t/. Is it *bright* or *dried*? ①
6. The sounds are /f/ /r/ /ē/ /n/ /d/. Is it *sled* or *friend*? ②
7. The sounds are /wh/ /ī/ /ch/. Is it *which* or *thick*? ①
8. The sounds are /c/ /l/ /ā/ /s/. Is it *crash* or *class*? ②
9. The sounds are /t/ /r/ /ū/ /k/. Is it *luck* or *truck*? ②
10. The sounds are /s/ /t/ /ō/ /p/. Is it *stop* or *spot*? ①

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Example ① ②

1. ① ②
2. ① ②
3. ① ②
4. ① ②
5. ① ②
6. ① ②
7. ① ②
8. ① ②
9. ① ②
10. ① ②

TRS Phonemic Segmenting Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine whether students can count the number of letter sounds in a given word. The words are not printed on the **Phonemic Segmenting Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Grading/Recording

Pass out the **Phonemic Segmenting Assessment** to students. Say–“This is a short test to see if you can count the number of letter sounds in each of the words I say out loud. Let’s practice one together. The word is *pan*. [Do not isolate the letter sounds.] Say the word. [Wait for student response.] How many letter sounds did you hear? [Wait for student response.] There are three letter sounds in *pan*.

On your test, find the Example and point to it. [Confirm that all students have pointed to the Example.] The word is *child*. Say the word. [Wait for student response.] Shade in the number of letter sounds. [Wait for students to shade in their answers.] You should have shaded in the circle marked ④ because there are four letter sounds in *child*. All of the words I will say have two, three, or four letter sounds. Let’s start with Number One. Ready? The word is *lie*. Say the word. Shade in 2, 3, or 4.” Follow this script for the rest of the test.

Once the assessments have been scored, record a / on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** for each student not meeting the mastery criteria of 80%.

Test Items/Answers

- | | |
|-----------|---|
| 1. lie | ② |
| 2. bought | ③ |
| 3. way | ② |
| 4. stuck | ④ |
| 5. cute | ③ |
| 6. see | ② |
| 7. belt | ④ |
| 8. click | ④ |
| 9. past | ④ |
| 10. hole | ③ |

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Example ② ③ ④

- 1. ② ③ ④
- 2. ② ③ ④
- 3. ② ③ ④
- 4. ② ③ ④
- 5. ② ③ ④
- 6. ② ③ ④
- 7. ② ③ ④
- 8. ② ③ ④
- 9. ② ③ ④
- 10. ② ③ ④

TRS Alphabetic Awareness Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine which alphabet letter name students can and cannot accurately read. It does so in two ways: The first section of the test requires students to sequence lower case letters. Students are able or unable to complete this task by connecting the sounds of the “Alphabet Song” to the symbols of the alphabet. The second section of this test requires students to match upper case letters to their lower case counterparts, including font variations. Although, the test actually determines letter recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Directions/Grading/Recording

1. Arrange the desks or tables so that students will not be able to see each others’ cards. Shuffle each “deck” of lower case **Alphabet Study Cards**, and then pass out a deck to each student. Say–“Let’s see if you can put the letters of the alphabet into correct order on your desk (or table). You can hum the ‘Alphabet Song,’ but don’t say the letters out loud, because other students might hear.” Monitor student progress during this assessment, paying attention to how students arrange the cards. Students who choose to arrange the cards differently than the left-right sequence may not have print awareness skills. Pay special attention to these students as they take the additional whole class assessments as these rely on left-right item order. Provide no more than five minutes for this whole class assessment.
2. Shuffle each “deck” of upper case **Alphabet Study Cards**, and then pass out a deck to each student. Say–“Let’s see if you can match the upper case letters of the alphabet to their lower case letter partners on your desk (or table). Put these new upper case letters right below the lower case letters.” Demonstrate placement by holding up the lower case *a* above the upper case *A*. Provide no more than five minutes for this whole class assessment.

For students with one or more errors, record letter sequence and letter matching errors according to how students will be remediated. Using the “New Alphabet Song” (page 129) line divisions, record which line divisions have letter sequence and letter matching errors with a slash (/) in each box. Once the assessment results have been scored on the following matrix, teachers can record the number of un-mastered line divisions for each student as a diagnostic baseline on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix**.

Find these multiple choice reading assessments and many others on two CDs, blending and syllabication activities, phonemic awareness and phonics workshops, comprehension worksheets, multi-level fluency passages on eight CDs, 390 flashcards, posters, games, and more to differentiate reading instruction in the comprehensive *Teaching Reading Strategies* at www.penningtonpublishing.com.

TRS Alphabetic Awareness Assessment

Teacher _____ Class _____

Students	Letter Sequence						Letter Match					
	abcdefg	hijklmn	opq	rst	uvw	xyx	abcdefg	hijklmn	opq	rst	uvw	xyx

TRS Vowel Sounds Phonics Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine which vowel sounds students can and cannot accurately read. Although, the test actually determines word recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowledge. This is especially necessary for remedial reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

Directions/Grading/Recording

Pass out the **Vowel Sounds Phonics Assessment** to students. Say—“This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won’t repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the capital letter that best matches the spelling of that word I say. Let’s start with Number One. Ready? Number One is *hux* (repeat twice more).” Note that the teacher reads only the underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the Teacher Answer Key, the errors should be recorded on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** with a / for each vowel sound component not meeting mastery criteria of 80% for each student. The numerical mastery criteria are listed in the right-hand margins.

Helpful Hints

- Do not elongate the vowel sounds.
- Use the (rhyme) as a key to correct pronunciation.
- Keep a consistent pace of about seven seconds per test item. Any longer and students will lose their place or begin daydreaming.

Find these multiple choice reading assessments and many others on two CDs, blending and syllabication activities, phonemic awareness and phonics workshops, comprehension worksheets, multi-level fluency passages on eight CDs, 390 flashcards, posters, games, and more to differentiate reading instruction in the comprehensive *Teaching Reading Strategies* at www.penningtonpublishing.com.

TRS Vowel Sounds Phonics Assessment (Teacher Copy)

TEACHER DIRECTIONS: Read each underlined word three times. Use the (rhyme) as a key to correct pronunciation. Do not elongate the vowel sounds.

- | | | | | |
|--------|---------------|-----------------------|-----------------------|----------------------|
| ___ 1. | A. hox | B. hix | C. <u>hux</u> (ducks) | D. hax |
| ___ 2. | A. pem | B. pum | C. pim | D. <u>pom</u> (mom) |
| ___ 3. | A. gud | B. ged | C. <u>gid</u> (bid) | D. gad |
| ___ 4. | A. <u>meg</u> | B. mig | C. mog | D. mag |
| ___ 5. | A. kes | B. kus | C. kos | D. <u>kas</u> (pass) |
| ___ 6. | A. suef | B. <u>seaf</u> (deaf) | C. saef | D. sif |

Short Vowels 5/6 Mastery ___/6

- | | | | | |
|---------|-----------------------|-----------------------|------------------------|-----------------------|
| ___ 7. | A. bin | B. <u>bine</u> (fine) | C. bian | D. byan |
| ___ 8. | A. diak | B. dak | C. <u>dake</u> | D. diek |
| ___ 9. | A. yut | B. yeat | C. <u>yute</u> (chute) | D. yiout |
| ___ 10. | A. toup | B. <u>tope</u> (rope) | C. teop | D. taop |
| ___ 11. | A. buot | B. बात | C. buit | D. <u>bute</u> (mute) |
| ___ 12. | A. <u>fene</u> (bean) | B. feun | C. fen | D. faen |

Silent Final e 5/6 Mastery ___/6

- | | | | | |
|---------|-----------------------|--------------------------|--------------------------|-----------------------|
| ___ 13. | A. vaudy | B. vawdy | C. <u>vady</u> (lady) | D. viedy |
| ___ 14. | A. <u>fay</u> (bay) | B. fiay | C. foay | D. fuay |
| ___ 15. | A. kaek | B. keak | C. kik | D. <u>kaik</u> (rake) |
| ___ 16. | A. <u>bein</u> (rain) | B. boan | C. bian | D. baun |
| ___ 17. | A. motfew | B. <u>motfe</u> (motley) | C. motfeu | D. motfoa |
| ___ 18. | A. jeu | B. jiu | C. jeo | D. <u>jee</u> (me) |
| ___ 19. | A. cid | B. <u>ceid</u> (need) | C. cide | D. ceud |
| ___ 20. | A. kybo | B. kybi | C. <u>keby</u> (freebie) | D. keyb |
| ___ 21. | A. <u>deat</u> (meat) | B. diut | C. dight | D. diegt |
| ___ 22. | A. zean | B. zein | C. <u>zine</u> (bean) | D. zen |
| ___ 23. | A. pioson | B. piason | C. piuson | D. pison (bison) |
| ___ 24. | A. beu | B. <u>high</u> (high) | C. bei | D. bia |
| ___ 25. | A. ceter | B. caeter | C. <u>cyter</u> (writer) | D. couter |
| ___ 26. | A. mip | B. miap | C. mippe | D. <u>miep</u> (wipe) |
| ___ 27. | A. biuped | B. beoped | C. <u>boped</u> (moped) | D. baoped |

- ___ 28. A. koel (goal) B. kuol C. kiol D. kaol
- ___ 29. A. moip B. mup C. moop D. moap (soap)
- ___ 30. A. kow (show) B. kuiw C. keiw D. kaw
- ___ 31. A. puwtest B. poutest C. poitest D. putest (cutest)
- ___ 32. A. kuo B. kuh C. kew (few) D. kau
- ___ 33. A. bau B. bui C. bue (view) D. beo

Long Vowels/Vowel Digraphs 17/21 ___/21

- ___ 34. A. goot (boot) B. guite C. giot D. gueth
- ___ 35. A. croi B. crue (blue) C. crau D. criu
- ___ 36. A. saeyt B. soty C. siuty D. suty (duty)
- ___ 37. A. taed B. tewd (food) C. tid D. teed
- ___ 38. A. wut (foot) B. waht C. weut D. wat
- ___ 39. A. muek B. mowk C. mook (book) D. mauk
- ___ 40. A. mayl B. mawl C. mool D. mowel (towel)
- ___ 41. A. sud B. soad C. soud (loud) D. siud
- ___ 42. A. pown B. poun C. poan D. poin (coin)
- ___ 43. A. luy B. loy (boy) C. lowy D. luyh
- ___ 44. A. bawn (dawn) B. ban C. boun D. bown
- ___ 45. A. loind B. loond C. lound D. laund (fond)
- ___ 46. A. algo (also) B. owlgo C. ailgo D. argo
- ___ 47. A. rael B. roul C. rall (tall) D. rial

Diphthongs 11/14 ___/14

- ___ 48. A. loirt B. loort C. lawrt D. lort (sort)
- ___ 49. A. gar B. gur (fur) C. gier D. gor
- ___ 50. A. dorb B. dowb C. derv (serve) D. darb
- ___ 51. A. tir (sir) B. ture C. teer D. tier
- ___ 52. A. morve B. marve (carve) C. merve D. mawrv

r-controlled Vowels ___/5

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TRS Vowel Sounds Phonics Assessment

Name _____

- | | | | | | |
|---------|-----------|-----------|-----------|-----------|-------|
| ___ 1. | A. hox | B. hix | C. hux | D. hax | |
| ___ 2. | A. pem | B. pum | C. pim | D. pom | |
| ___ 3. | A. gud | B. ged | C. gid | D. gad | |
| ___ 4. | A. meg | B. mig | C. mog | D. mag | |
| ___ 5. | A. kes | B. kus | C. kos | D. kas | |
| ___ 6. | A. suef | B. seaf | C. saef | D. sif | ___/6 |
| ___ 7. | A. bin | B. bine | C. bian | D. byan | |
| ___ 8. | A. diak | B. dak | C. dake | D. diek | |
| ___ 9. | A. yut | B. yeat | C. yute | E. yiout | |
| ___ 10. | A. toup | B. tope | C. teop | D. taop | |
| ___ 11. | A. buot | B. buat | C. buit | D. bute | |
| ___ 12. | A. fene | B. feun | C. fen | D. faen | ___/6 |
| ___ 13. | A. vaudy | B. vawdy | C. vady | D. viedy | |
| ___ 14. | A. fay | B. fiay | C. foay | D. fuay | |
| ___ 15. | A. kaek | B. keak | C. kik | D. kaik | |
| ___ 16. | A. ceab | B. cawb | C. cabe | D. caub | |
| ___ 17. | A. bein | B. boan | C. bian | D. baun | |
| ___ 18. | A. jeu | B. jiu | C. jeo | D. jee | |
| ___ 19. | A. cid | B. ceid | C. cide | D. ceud | |
| ___ 20. | A. kybo | B. kybi | C. keby | D. keyb | |
| ___ 21. | A. deat | B. diut | C. dight | D. diegt | |
| ___ 22. | A. zean | B. zein | C. zine | D. zen | |
| ___ 23. | A. poison | B. piason | C. piuson | D. pison | |
| ___ 24. | A. beu | B. bigh | C. bei | D. bia | |
| ___ 25. | A. ceter | B. caeter | C. cyter | D. couter | |
| ___ 26. | A. mip | B. miap | C. mippe | D. miep | |
| ___ 27. | A. biuped | B. beoped | C. boped | D. baoped | |
| ___ 28. | A. koel | B. kuol | C. kiol | D. kaol | |
| ___ 29. | A. moip | B. mup | C. moop | D. moap | |

- | | | | | | |
|---------|------------|------------|------------|-----------|--------|
| ___ 30. | A. kow | B. kuiw | C. keiw | D. kaw | |
| ___ 31. | A. puwtest | B. pourest | C. poitest | D. putest | |
| ___ 32. | A. kuo | B. kuh | C. kew | D. kau | |
| ___ 33. | A. bau | B. bui | C. bue | D. beo | ___/21 |
| ___ 34. | A. goot | B. guite | C. giot | D. gueth | |
| ___ 35. | A. croi | B. crue | C. crau | D. criu | |
| ___ 36. | A. saeyt | B. soty | C. siuty | D. suty | |
| ___ 37. | A. taed | B. tewd | C. tid | D. teed | |
| ___ 38. | A. wut | B. waht | C. weut | D. wat | |
| ___ 39. | A. muek | B. mowk | C. mook | D. mauk | |
| ___ 40. | A. mayl | B. mawl | C. mool | D. mowel | |
| ___ 41. | A. sud | B. soad | C. soud | D. siud | |
| ___ 42. | A. pown | B. poun | C. poan | D. poin | |
| ___ 43. | A. luy | B. loy | C. lowy | D. luyh | |
| ___ 44. | A. bawn | B. ban | C. boun | D. bown | |
| ___ 45. | A. loind | B. loond | C. lound | D. laund | |
| ___ 46. | A. algo | B. owlgo | C. ailgo | D. argo | |
| ___ 47. | A. rael | B. roul | C. rall | D. rial | ___/14 |
| ___ 48. | A. loirt | B. loort | C. lawrt | D. lort | |
| ___ 49. | A. gar | B. gur | C. gier | D. gor | |
| ___ 50. | A. dorb | B. dowb | C. derv | D. darb | |
| ___ 51. | A. tir | B. ture | C. teer | D. tier | |
| ___ 52. | A. morve | B. marve | C. merve | D. mawrv | ___/5 |

TRS Consonant Sounds Phonics Assessment

Teacher Notes

The purpose of this “whole class” assessment is to determine which common consonant blends students can and cannot accurately read. Although, the test actually determines word recognition, rather than pronunciation, the correlation between the two is statistically significant and the results are valid and prescriptive. In other words, teachers can reliably use this diagnostic data to effectively differentiate instruction.

Using nonsense words helps eliminate the variable of sight word prior knowledge. This is especially necessary for remedial reading students, who may have acquired a bank of sight words, but still lack decoding ability. Nonsense words help students attend to the vowel sounds so that the teacher can accurately assess student decoding ability.

Directions/Grading/Recording

Pass out the **Consonant Sounds Phonics Assessment** to students. Say—“This is a short test to see if you can identify the nonsense words I say out loud. Listen carefully because I won’t repeat the words after the test is finished. On your test, find the first row of four words. [Pause] After I say each word, fill in the capital letter that best matches the word I say. Let’s start with Number One. Ready? Number One is *shud* (repeat twice more).” Note that the teacher reads only the underlined word in each row. Follow this script for the rest of the test.

Once the assessments have been scored using the Teacher Answer Key, the number of unmastered consonant blends should be recorded in the Consonant Blends Pre-test column on the **Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix** for each student as a diagnostic baseline.

Helpful Hints

- Do not elongate the sounds.
- Keep a consistent pace of about seven seconds per test item—any longer and students will lose their place or begin daydreaming.
- After the first three items, walk around the class to ensure that students are circling by row and not by column.

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TRS Consonant Sounds Phonics Assessment (Teacher Copy)

TEACHER DIRECTIONS: Read each underlined word three times. Do not elongate the consonant sounds.

- | | | | | |
|---------|----------------|-----------------|-----------------|-----------------|
| ___ 1. | A. <u>shud</u> | B. sced | C. slod | D. swud |
| ___ 2. | A. cwib | B. clab | C. <u>cheb</u> | D. creb |
| ___ 3. | A. woud | B. wyed | C. wrid | D. <u>whid</u> |
| ___ 4. | A. <u>thog</u> | B. trig | C. teng | D. tuog |
| ___ 5. | A. teelg | B. trong | C. <u>theeg</u> | D. traeg |
| ___ 6. | A. bwom | B. <u>blam</u> | C. baim | D. bhum |
| ___ 7. | A. buix | B. blox | C. <u>brux</u> | D. beux |
| ___ 8. | A. chid | B. cwed | C. clud | D. <u>cred</u> |
| ___ 9. | A. dief | B. <u>dref</u> | C. dlif | D. dwof |
| ___ 10. | A. <u>clim</u> | B. chom | C. crum | D. cwim |
| ___ 11. | A. <u>flon</u> | B. famn | C. frun | D. foln |
| ___ 12. | A. fouz | B. faez | C. fliz | D. <u>fraz</u> |
| ___ 13. | A. ghup | B. gaep | C. <u>glup</u> | D. grop |
| ___ 14. | A. glus | B. <u>gres</u> | C. ghos | D. geas |
| ___ 15. | A. pwet | B. phit | C. prot | D. <u>plit</u> |
| ___ 16. | A. plav | B. phev | C. <u>prov</u> | D. pouv |
| ___ 17. | A. <u>scad</u> | B. slod | C. sted | D. smad |
| ___ 18. | A. srib | B. <u>screb</u> | C. swelb | D. scurb |
| ___ 19. | A. scrim | B. sharm | C. strem | D. <u>shrim</u> |
| ___ 20. | A. stof | B. swif | C. <u>skof</u> | D. shef |
| ___ 21. | A. <u>slun</u> | B. swun | C. ston | D. shen |
| ___ 22. | A. stos | B. shas | C. snus | D. <u>smos</u> |
| ___ 23. | A. stul | B. <u>snul</u> | C. smel | D. stol |
| ___ 24. | A. stiv | B. scev | C. <u>spiv</u> | D. hov |
| ___ 25. | A. sprex | B. sloux | C. scrix | D. <u>splex</u> |
| ___ 26. | A. scret | B. <u>sprat</u> | C. shrut | D. smaft |
| ___ 27. | A. sneb | B. smub | C. <u>squb</u> | D. scib |
| ___ 28. | A. <u>stog</u> | B. scog | C. shug | D. slig |

- | | | | | |
|---------|-----------------|----------------|-----------------|-----------------|
| ___ 29. | A. shrom | B. squam | C. scrim | D. <u>stram</u> |
| ___ 30. | A. stin | B. <u>swen</u> | C. shon | D. sken |
| ___ 31. | A. <u>thrid</u> | B. thold | C. trusd | D. twird |
| ___ 32. | A. twaz | B. thoz | C. touz | D. <u>troz</u> |
| ___ 33. | A. <u>twaf</u> | B. trif | C. thef | D. toaf |
| ___ 34. | A. lult | B. lirt | C. <u>luft</u> | D. lest |
| ___ 35. | A. perd | B. pusd | C. pand | D. <u>peld</u> |
| ___ 36. | A. mork | B. <u>molk</u> | C. meck | D. mosk |
| ___ 37. | A. <u>hulm</u> | B. horm | C. huim | D. hism |
| ___ 38. | A. sawp | B. <u>selp</u> | C. surp | D. sesp |
| ___ 39. | A. bist | B. boft | C. burt | D. <u>bult</u> |
| ___ 40. | A. rurp | B. rilp | C. ronp | D. <u>rimp</u> |
| ___ 41. | A. lurch | B. lonsh | C. <u>lanch</u> | D. lamph |
| ___ 42. | A. <u>tond</u> | B. tuld | C. tusd | D. tord |
| ___ 43. | A. malg | B. <u>mang</u> | C. murg | D. mumg |
| ___ 44. | A. <u>denk</u> | B. dack | C. delk | D. dosk |
| ___ 45. | A. fept | B. fost | C. <u>funt</u> | D. fult |
| ___ 46. | A. <u>sept</u> | B. suft | C. sest | D. solt |
| ___ 47. | A. pulk | B. pock | C. pank | D. <u>posk</u> |
| ___ 48. | A. <u>risp</u> | B. rimp | C. ruwp | D. relp |
| ___ 49. | A. gilt | B. <u>gast</u> | C. gart | D. guft |
| ___ 50. | A. baln | B. bosn | C. <u>bawn</u> | D. birn |

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Consonant Sounds Phonics Assessment Name _____

- | | | | | |
|---------|----------|----------|----------|----------|
| ___ 1. | A. shud | B. sced | C. slod | D. swud |
| ___ 2. | A. cwib | B. clab | C. cheb | D. creb |
| ___ 3. | A. woud | B. wyed | C. wrid | D. whid |
| ___ 4. | A. thog | B. trig | C. teng | D. tuog |
| ___ 5. | A. teelg | B. trong | C. theeg | D. traeg |
| ___ 6. | A. bwom | B. blam | C. baim | D. bhum |
| ___ 7. | A. buix | B. blox | C. brux | D. beux |
| ___ 8. | A. chid | B. cwed | C. clud | D. cred |
| ___ 9. | A. dief | B. dref | C. dlif | D. dwof |
| ___ 10. | A. clim | B. chom | C. crum | D. cwim |
| ___ 11. | A. flon | B. famn | C. frun | D. foln |
| ___ 12. | A. fouz | B. faez | C. fliz | D. fraz |
| ___ 13. | A. ghup | B. gaep | C. glup | D. grop |
| ___ 14. | A. glus | B. gres | C. ghos | D. geas |
| ___ 15. | A. pwet | B. phit | C. prot | D. plit |
| ___ 16. | A. plav | B. phev | C. prov | D. pouv |
| ___ 17. | A. scad | B. slod | C. sted | D. smad |
| ___ 18. | A. strib | B. screb | C. swelb | D. scurb |
| ___ 19. | A. scrim | B. sharm | C. strem | D. shrim |
| ___ 20. | A. stof | B. swif | C. skof | D. shef |
| ___ 21. | A. slun | B. swun | C. ston | D. shen |
| ___ 22. | A. stos | B. shas | C. snus | D. smos |
| ___ 23. | A. stul | B. snul | C. smel | D. stol |
| ___ 24. | A. stiv | B. scev | C. spiv | D. hov |
| ___ 25. | A. sprex | B. sloux | C. scrix | D. splex |
| ___ 26. | A. scret | B. sprat | C. shrut | D. smaft |
| ___ 27. | A. sneb | B. smub | C. squb | D. scib |
| ___ 28. | A. stog | B. scog | C. shug | D. slig |
| ___ 29. | A. shrom | B. squam | C. scrim | D. stram |

- | | | | | |
|---------|----------|----------|----------|----------|
| ___ 30. | A. stin | B. swen | C. shon | D. sken |
| ___ 31. | A. thrid | B. thold | C. trusd | D. twird |
| ___ 32. | A. twaz | B. thoz | C. touz | D. troz |
| ___ 33. | A. twaf | B. trif | C. thef | D. toaf |
| ___ 34. | A. lult | B. lirt | C. luft | D. lest |
| ___ 35. | A. perd | B. pusd | C. pand | D. peld |
| ___ 36. | A. mork | B. molk | C. meck | D. mosk |
| ___ 37. | A. hulm | B. horm | C. huim | D. hism |
| ___ 38. | A. sawp | B. selp | C. surp | D. sesp |
| ___ 39. | A. bist | B. boft | C. burt | D. bult |
| ___ 40. | A. rurp | B. rilp | C. ronp | D. rimp |
| ___ 41. | A. lurch | B. lonsh | C. lanch | D. lamph |
| ___ 42. | A. tond | B. tuld | C. tusd | D. tord |
| ___ 43. | A. malg | B. mang | C. murg | D. mumg |
| ___ 44. | A. denk | B. dack | C. delk | D. dosk |
| ___ 45. | A. fept | B. fost | C. funt | D. fult |
| ___ 46. | A. sept | B. suft | C. sest | D. solt |
| ___ 47. | A. pulk | B. pock | C. pank | D. posk |
| ___ 48. | A. risp | B. rimp | C. ruwp | D. relp |
| ___ 49. | A. gilt | B. gart | C. gart | D. guft |
| ___ 50. | A. baln | B. bosn | C. bawn | D. birn |

TRS Phonemic Awareness, Phonics, Sight Words, and Fluency Mastery Matrix

Directions: Record any un-mastered components with a and record subsequent mastery with a or record pre and post scores.

Teacher _____	Alphabetic Awareness	Syllable Awareness	Syllable Rhyming	Phonemic Isolation	Phonemic Blending	Phonemic Segmenting	Short Vowels	Silent Final <i>e</i>	Long Vowels / Vowel Digraphs	Diphthongs	<i>r</i> -controlled Vowels	Consonant Blends /50	Outlaw Words /99	Rimes /79	Sight Syllables /49	Fluency Words Pre-test	Fluency Words Mid-test	Fluency Words Post-test
Class _____																		