

Teaching Reading Strategies

Table of Contents

Topic	Pages
Introduction.....	1-2
Learn How to Teach This Program in 10 Minutes.....	3
Instructional Design.....	4-6
Teaching to Your Students: Learning Characteristics..... and Instructional Implications for Remedial Readers	7-11
Reading Intervention Models: Pros and Cons.....	12-15

Reading Assessments

Whole Class Reading Assessments.....	16
Phonemic Awareness Assessments	
• Syllable Awareness.....	17-18
• Syllable Rhyming.....	19-20
• Phonemic Isolation.....	21-22
• Phonemic Blending.....	23-24
• Phonemic Segmenting.....	25-26
Alphabetic Awareness Assessments	
• Upper and Lower Case Letter Match.....	27
• Lower Case Sequencing.....	28
Vowel Sounds Phonics Assessment.....	29-33
Consonant Sounds Phonics Assessment.....	34-38
Outlaw Words Assessment.....	39-47
Rimes Assessment.....	48-54
Sight Syllables Assessment.....	55-59
Individual Fluency Assessment.....	60-62
Phonemic Awareness, Phonics, Sight Words, and Fluency.....	63
Mastery Matrix	

Whole Class Reading Instruction

Whole Class Reading Instruction.....	64
Sound-by-Sound Spelling Blending.....	65-69
Animal Sound-Spelling Card and Consonant Blend Card Games.....	70-71
Vowel Transformers.....	72-89
Syllable Blending and Syllable Division Worksheets	90-119

Topic	Pages
Small Group Reading Instruction	
Small Group Reading Instruction.....	120
Phonemic Awareness Remediation.....	121-122
• Alphabetic Awareness Workshops.....	123-126
• Rhyming Workshops.....	127-129
• Syllable Awareness and Syllable Manipulation Workshops.....	130-131
• Phonemic Isolation Workshops.....	132-134
• Phonemic Blending Workshops.....	135-137
• Phonemic Segmenting Workshops.....	138-144
Phonics Remediation.....	145-146
Phonics Workshops and Formative Assessments	
• Short Vowel Sounds.....	147-152
• Silent Final <i>e</i>	153-158
• Consonant Digraphs.....	159-164
• Consonant Blends.....	165-170
• Long Vowel Sounds and Vowel Team.....	171-176
• Diphthongs.....	177-182
• <i>r</i> and <i>l</i> -controlled Vowels.....	183-188
Sight Words Remediation.....	189-190
Outlaw Words Workshops.....	191-193
Rimes Workshops.....	194-196
Sight Syllables Workshops.....	197-200
Fluency Remediation.....	201-204
Animal Fluency Passage Timings Bar Graphs.....	205-208
Animal Fluency Passages.....	209-251

Comprehension Instruction

The SCRIP Comprehension Strategies.....	252
How to Use Context Clues.....	253-254
Comprehension Worksheets.....	255-302
The SCRIP Comprehension Worksheets Answers.....	303-312

Teaching Reading Strategies Appendix: Study Cards, Posters, and Bookmarks

Alphabet Cards.....	313-319
Animal Sound-Spelling Cards	320-324
Consonant Blend Cards	325-329
Outlaw Words Cards.....	330-339
Rimes Cards.....	340-347
Sight Syllables Cards.....	348-352
The P.A.W.S. Writing Model.....	353
SCRIP Comprehension Strategies Posters.....	354-358
SCRIP Comprehension Strategies Bookmarks.....	359

Phonemic Awareness and Phonics Toolkit Table of Contents

Topic	Pages
Phonemic Awareness	
Phonemic Awareness Remediation.....	1
The 43 Phonemes.....	2
Rhyming Awareness Phonics Workshops.....	3-6
Alphabetic Workshops.....	7-9
Syllable Awareness and Syllable Manipulation Workshops.....	10-11
Phonemic Isolation Workshops.....	12-14
Phonemic Blending Workshops.....	15-17
Phonemic Segmentation Workshops.....	18-24
Phonemic Awareness Assessments.....	25-36
Phonics	
Phonics Remediation.....	37
The 43 Phonemes and Spellings.....	38
Short Vowels Phonics Workshops.....	39-42
Short Vowels Formative Assessment.....	43-44
Silent Final <i>e</i> Phonics Workshops.....	45-48
Silent Final <i>e</i> Formative Assessment.....	49-50
Consonant Digraphs Phonics Workshops.....	45-48
Consonant Digraphs Formative Assessment.....	49-50
Consonant Blends Phonics Workshops.....	45-48
Silent Final <i>e</i> Formative Assessment.....	49-50
Silent Final <i>e</i> Phonics Workshops.....	45-48
Silent Final <i>e</i> Formative Assessment.....	49-50
Silent Final <i>e</i> Phonics Workshops.....	45-48
Silent Final <i>e</i> Formative Assessment.....	49-50
Consonant Digraphs Phonics Workshops.....	51-54
Consonant Digraphs Formative Assessment.....	55-56
Consonant Blends Phonics Workshops.....	57-60
Consonant Blends Formative Assessment.....	61-62
Long Vowels/Digraphs Phonics Workshops.....	63-66
Long Vowels/Digraphs Formative Assessment.....	67-68
Diphthong Phonics Workshops.....	69-72
Diphthong Formative Assessment.....	73-74
<i>r</i> and <i>l</i> -controlled Vowels Phonics Workshops.....	75-78
<i>r</i> and <i>l</i> -controlled Vowels Formative Assessment.....	79-80
Study Cards.....	81-105
Vowel Sounds Phonics Assessment.....	106-110
Consonant Sounds Phonics Assessment.....	111-115
Phonemic Awareness and Phonics Assessment Matrix.....	116

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.]

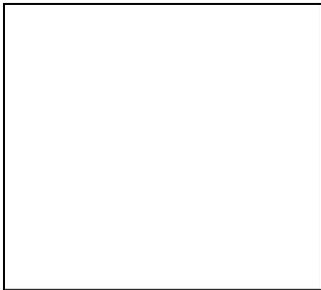
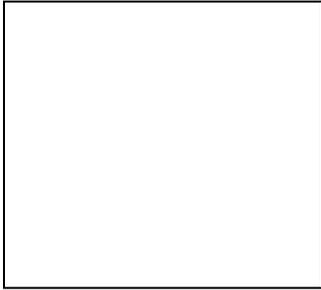
Students: “table”

Teacher: “How many?”

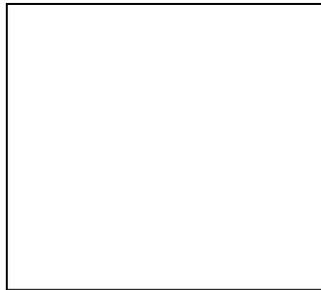
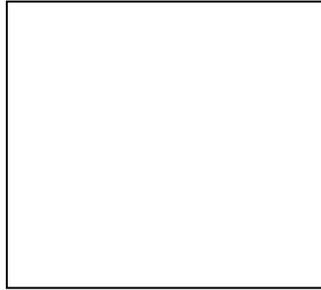
Students: “Two”

Phonemic Isolation Boxes

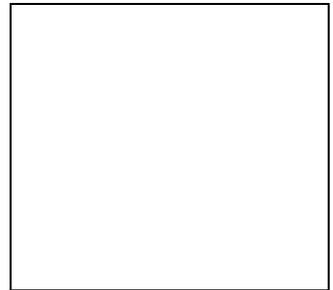
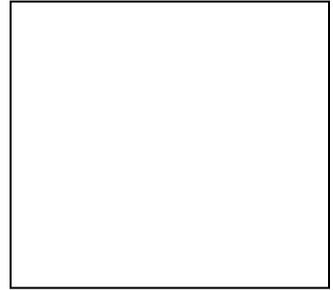
Fruit



Nut



Vegetable



Phonemic Isolation Boxes

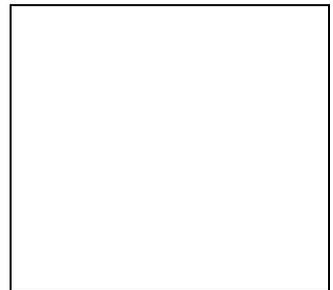
Beginning



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

<p>9 19 29 38 46 48 56 67 80 91 96 109 123 139 156 169 176 189 204 218 232 246 251 270 289 311 329 351 355 374 393 412 429 448</p>	<p>The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.</p> <p>Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.</p> <p>Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, bald eagles swoop down over the water and grab the fish with their feet, called talons. If the fish is too heavy for the eagle to carry, it might have to swim in the water. Many eagles aren't able to swim very well. Sometimes, bald eagles will steal their food from other birds that are smaller.</p> <p>At about five years old, bald eagles find mates. They pick partners as their mates for life. Sometimes, if the pair cannot have a baby, they will find new partners. Babies are hatched from eggs in their nests, which are made out of twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take turns watching the eggs while the mate finds food or adds on to the nest.</p> <p>The bald eagle is also an important symbol of the United States of America. It is known as the national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to symbolize the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned towards an olive branch.</p> <p>The bald eagle used to be a common sight in the United States. But, over the nation's history, this eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers. Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was banned as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.</p>										
	<table border="1" style="width: 100%;"> <tr> <td>Total Number of Words Read</td> <td>Total Number of Words Read</td> <td></td> </tr> <tr> <td>- Total Number of Mistakes</td> <td>- Total Number of Mistakes</td> <td></td> </tr> <tr> <td>= Total Number of Words Read</td> <td>= Total Number of Words Read</td> <td></td> </tr> </table>	Total Number of Words Read	Total Number of Words Read		- Total Number of Mistakes	- Total Number of Mistakes		= Total Number of Words Read	= Total Number of Words Read		
Total Number of Words Read	Total Number of Words Read										
- Total Number of Mistakes	- Total Number of Mistakes										
= Total Number of Words Read	= Total Number of Words Read										

TRS “The Eagle” Comprehension Worksheet #2

The eagle is a huge bird. One type of eagle is the bald eagle. This bird of prey has a yellow beak shaped like a hook and a pure white head. Its body is brown with a white tail. Female bald eagles are much bigger than males.

Bald eagles live all over North and South America. They make their nests near rivers, ponds, and lakes. There they can find many fish. Bald eagles build the biggest nests of any bird in America. Mostly, the birds stay away from people. Some birds move their nests frequently.

Bald eagles eat whatever they can find. But, mostly they eat fish. Some of their favorite meals are trout and salmon. To catch fish, bald eagles swoop down over the water and grab the fish with their feet, called **talons**. If the fish is too heavy for the eagle to carry, it might have to swim in the water. Many eagles aren't able to swim very well. Sometimes, bald eagles will steal their food from other birds that are smaller.

At about five years old, bald eagles find mates. They pick partners as their mates for life. Sometimes, if the pair cannot have a baby, they will find new partners. Babies are hatched from eggs in their nests, which are made out of twigs and branches. Nests are usually in trees near open water. Mother and father eagles will take turns watching the eggs while the mate finds food or adds on to the nest.

The bald eagle is also an important symbol of the United States of America. It is known as the national bird of the United States. In 1782, the Continental Congress named the bald eagle as the national bird. Ben Franklin once wrote that he thought that it was a bad choice. He said the bald eagle was too cowardly to **symbolize** the nation. Instead, he suggested the turkey. Today, the bald eagle appears on official seals of the United States on the backs of several coins. It was on the back of the quarter until 1999, with its head turned towards an olive branch.

The bald eagle used to be a common sight in the United States. But, over the nation's history, this eagle's population has slowly decreased. This decrease is due to hunting and the use of pest spray by farmers. Many farmers used to spray DDT to reduce pests on their crops. This spray, when breathed by eagles, made them unable to have babies. Fortunately, the bald eagle population has begun to increase since DDT was **banned** as a pest spray. The bald eagle was officially removed from the list of endangered species in 1995.

(1) Why might bald eagles move their nests so often?

Interpret



(2) Why might eagles be poor swimmers?

Re-think



(3) Why would the location near water be important?

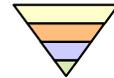
Connect



(4) Summarize the selection of the bald eagle as the national bird.

(5) Why might the future of the bald eagle be safer than that of other endangered species?

Summarize



Predict



The SCRIP Comprehension Worksheets Answers

“The Ape” Comprehension Worksheet #1

- (1) Deforestation of the rain forest.
- (2) They swing from trees; they eat the plants and leaves of the trees.
- (3) They live as single adults; females raise the babies; males fight for the females.
- (4) Student answers will vary.
- (5) Protecting the rain forest; banning ownership of orangutans as pets; reducing palm farming.

“The Eagle” Comprehension Worksheet #2

- (1) To protect their nests from predators; to adjust to changing weather conditions.
- (2) Their wings and feet are not designed for swimming.
- (3) Prey is located in water or near water areas.
- (4) Despite opposition from Ben Franklin, the Continental Congress selected the eagle in 1782.
- (5) Student answers will vary. Perhaps because it is the national bird of the United States.

“The Ibex” Comprehension Worksheet #3

- (1) Darker fur in the non-snowy seasons would provide more camouflage.
- (2) Hard feet would be more comfortable, produce less injuries, and provide better support.
- (3) Fruit is less likely to grow in the mountains.
- (4) Males stay separate to fight for the females.
- (5) The male heads were prized by hunters; ibexes were also hunted for their medicinal value.

“The Okapi” Comprehension Worksheet #4

- (1) No. Their body shapes and short horns make them unlikely predators.
- (2) Okapi prefer mountain and forest areas and need open land to graze.
- (3) Okapi live only in one country in mountain and forest areas.
- (4) Student answers will vary.
- (5) Loggers, miners, farmers are moving into their territory; also, poachers want their skins.

“The Mule” Comprehension Worksheet #5

- (1) The mix produces the useful abilities of both the horse and the donkey.
- (2) These areas are generally poor and mules are needed for farming and transportation there.
- (3) They need to plan whether they want a more horse-like or donkey-like foal.
- (4) They are smart and proud animals with good memories.
- (5) There is no threat of extinction; the mule population is in balance.

FP'S BAG SALE

When you come to an unknown word, apply the steps of the **FP'S BAG SALE** strategy in the following order until you get a good clue about the meaning of an unknown word.

Finish the sentence.

See how the word fits into the whole sentence.

Pronounce the word out loud.

Sometimes hearing the word will give you a clue to meaning.

Syllables—Examine each word part.

Word parts can be helpful clues to meaning.

Before—Read the sentence before the unknown word.

The sentence before can hint at what the word means.

After—Read the sentence after the unknown word.

The sentence after can define, explain, or provide an example of the word.

Grammar—Determine the part of speech.

Pay attention to where the word is placed in the sentence, the ending of the word, and its grammatical relationship to other known words for clues to meaning.

Synonym—Sometimes an unknown word is defined by the use of a synonym.

Synonyms appear in apposition, in which case commas, dashes, or parentheses are used.

The wardrobe, or closet, opened the door to a brand new world.

Antonym—Sometimes an unknown word is defined by the use of an antonym.

Antonym clues will often use Signal Words e.g., however, not, but, in contrast

Example: He signaled a looey, not a right turn.

Logic—Your own knowledge about the content and text structure may provide clues to meaning.

Logic clues can lead to a logical guess as to the meaning of an unknown word.

Example: He petted the canine, and then made her sit up and beg for a bone.

Example—When part of a list of examples or if the unknown word itself provides an example, either provides good clues to meaning.

Example clues will often use Signal Words e.g., for example, like, such as

Example: Adventurous, rowdy, and crazy pioneers all found their way out West.

Sight Words and Syllabication Toolkit

Table of Contents

Topic	Pages
Sight Words	
Sight Words Remediation.....	1
Outlaw Words Assessment.....	2-10
Rimes Assessment.....	11-20
Sight-Syllable Assessment.....	21-25
Sight Word Workshops.....	26
Outlaw Words Workshops.....	27-28
Rimes Workshops.....	29-32
Sight-Syllable Workshops.....	33-36
Essential Word Parts.....	37
Outlaw Words Study Cards.....	38-47
Rimes Study Cards.....	48-55
Sight-Syllable Study Cards.....	56-61
High Frequency Study Cards.....	62-71
Syllabication	
Top Ten Syllable Rules.....	72
Syllable Transformers.....	73
Open and Closed Syllables Transformers.....	74-76
Silent Final <i>e</i> Syllables Transformers.....	77-81
Vowel Digraphs Syllables Transformers.....	82-90
Closed Syllable Blending.....	91-92
Open Syllable Blending.....	93-94
Silent Final <i>e</i> Syllable Blending.....	95-96
Vowel Team Syllable Blending.....	97-98
<i>r</i> -controlled Syllable Blending.....	99-100
Double Consonant Syllable Blending.....	101-102
Inflected Ending Syllable Blending.....	103-104
Consonant-“le” Syllable Blending.....	105-106
Vowel Pronunciation Shift Syllable Blending.....	107-108
Consonant Pronunciation Shift.....	109-110
Schwa Syllable Blending.....	111-112
Accent Shift.....	113-114
Prefix Syllable Blending.....	115-116
Suffix Syllable Blending.....	117-118

TRS Sight Words Workshops

Outlaw Words

through	have	heard	world	could	should	guy
one	only	again	two	four	does	another
father	want	were	what	where	there	mother
they	work	says	said	learn	your	almost
water	who	any	many	other	been	already
some	come	from	very	door	floor	bought
their	often	would	friend	walk	talk	guess
love	gone	give	live	whose	above	muscle
whole	sure	month	son	won	buy	wolf
build	busy	front	thought	nothing	move	doubt
against	listen	pretty	people	laugh	rough	truth
tough	enough	cough	clothes	heart	eye	money
half	answer	beautiful	prove	great	height	hour
break	straight	touch	ocean	island	country	lose
the						

Rimes

ack	ad	am	ap	ash	an	and
ank	at	aw	ed	ell	en	est
et	ick	id	ill	in	ip	it
ob	ock	od	op	ot	uck	ug
ump	unch	unk	ut	ade	ail	ain
ait	ake	ale	ate	ay	ead	eal
eat	eed	_eel	ice	ide	ight	ine
ite	oan	oke	old	one	ow (ō)	oot
ute	ar	ark	art	air	are	ear (ā)
ear (ē)	eer	er	ern	earn	ir	irl
irt	ore	orn	ort	ur	urn	oy
oil	ow (cow)					

Common Prefixes

anti	co, con_, col_ com_	de	dis_	en_, em_	fore
in_, im_, il_, ir_	inter_	mid_	mis_	non_	over_
pre	re	semi	sub_	super_	trans_
un_	under_				

Common Suffixes

_able, _ible	_al, _ial	_ed	_en	_er	_est
_ful	_ic	_ily	_ing	_ion, _tion, _ation, _ition	
_ity, _ty	_ive, _ative, _itive	_less	_ment	_ness	
_ous, _eous, _ious	_s, _es	_y	_ify	_ology	

TRS Outlaw Words Workshop

The teacher should pass out the corrected **Outlaw Words Assessment** to each student. Have students select the Outlaw Words Study cards that they missed on the “Outlaw Words Assessment” and separate these cards from the other mastered **Outlaw Words Study Cards**. Tell students that these are the most common words that are not phonetically regular. Tell students that these words must be memorized perfectly, so that when they are seen, they are known automatically, without sounding them out.

Outlaw Words Flashcard Games

-Speed Racer

Students shuffle their **Outlaw Words Study Cards** and the teacher says “Go!” Students are to read out loud as many as possible in one minute. Some students will revisit the same study cards. Score one point per each Outlaw Word read during the timing.

-Outlaw Sentences

The teacher passes out large construction or butcher paper. Students are to combine their **Outlaw Words Study Cards** that they missed on the **Outlaw Words Assessment** with other words to complete sentences on the paper. Award a prize for the student who uses the most Outlaw Words in one sentence.

through	have	heard	world	could	should	guy
one	only	again	two	four	does	another
father	want	were	what	where	there	mother
they	work	says	said	learn	your	almost
water	who	any	many	other	been	already
some	come	from	very	door	floor	bought
their	often	would	friend	walk	talk	guess
love	gone	give	live	whose	above	muscle
whole	sure	month	son	won	buy	wolf
build	busy	front	thought	nothing	move	doubt
against	listen	pretty	people	laugh	rough	truth
tough	enough	cough	clothes	heart	eye	money
half	answer	beautiful	prove	great	height	hour
break	straight	touch	ocean	island	country	lose
the						

TRS Outlaw Words Fluency

This fluency contains 114 of the most common Outlaw Words, which are printed in boldface. Students should do repeated readings and record their timings. The number of Outlaw Words appearing in each line are listed in the right margin.

“My Best Friend”

My **busy mother** and **father**, whose advice is **great**, **often said**, _____/7
“**Son**, you are a nice **guy**, but you **should learn to listen more** and **talk** _____/8
less with **your** friends.” _____/1
They are right and I do respect **their** advice. I **guess I do talk** too _____/5
much. I do **have** one good **friend who** really **does** know how to listen. _____/4
We **two could walk through** the **country** and **laugh** and **talk** to each _____/7
other straight from the heart. Well, to tell the **whole truth**, I’m not **sure** _____/8
if I ever **heard** him really **answer** me. In fact, I **doubt** if I **could prove** _____/5
that he did. I **always thought** he sounded kind of like a **wolf** with **that** _____/4
rough cough of his. His **one eye muscle** made him blink **too** much, and _____/7
he **would touch** it to make it stop. _____/2
My friend did not **want any pretty clothes**. In fact, he **always** _____/4
wore the **very** same **coat**. I **guess** he thought one was **enough**. I wanted _____/4
to **give** him **another**, but he was **always against** my plan. If I had _____/4
bought him another, he would take it **off that very hour**. _____/5
Like **many people**, if I **were** ever to strike it rich, I would **want to** _____/5
quit **work**, and **move** to a **beautiful** island—some place **half** way across _____/4
the **world**. **There I would build** a house right in **front** of the **ocean** with _____/6
the bottom **floor height** just **above water** level. One day my dream _____/4
came true. I **won** a lot of **money** and I took my friend to **live** on that _____/3
island.

We had **only been gone** for a **month** when something bad _____/4
happened. I thought **nothing** could **break** our special friendship, but _____/2
one day my friend ran away. I had to **come** home **again, where** I found _____/3
what I needed at the local animal shelter. I hated to **lose** my old friend, _____/2
but I **love** my new dog, and he is **already** my new best friend. My mom _____/2
always **says**, “When **one door** closes, **another** one opens” and she is _____/4
right.

Total _____/114

TRS Rimes Workshops

The teacher should pass out the corrected **Rimes Assessment** to each student. Have students select the **Rimes Study Cards** that they missed on the **Rimes Assessment** and separate these cards from the other mastered rimes cards. Tell students that these are the most common word parts and must be memorized perfectly, so that when they are seen, they are known automatically, without sounding them out.

Rimes Flashcard Games

-Consonant Blend and Rime Webs

Students match the Rimes Study cards that they missed on the **Rimes Assessment** with the **Consonant Blend Study Cards**. The rime card goes in the middle and the consonant blend cards attaches to the left, right, top, or bottom of middle card. The winners are the students who have composed the most words in the given time. Of course, some student will have more cards to work with, so keep the time short.

-Consonant Sound and Rime Webs

Students match the **Rimes Study Cards** that they missed on the **Rimes Assessment** with the **Consonant Sound Animal Cards**. The rime card goes in the middle and the **Rimes Study Cards** to the left, right, top, or bottom of middle card. The winners are the students who have composed the most words in the given time. Of course, some student will have more cards to work with, so keep the time short.

-Guess the Word

The teacher should pair students, and these pairs should sit facing each other. The pairs exchange their **Rimes Study Cards** that they missed on the **Rimes Assessment**. The first student selects a card and shows the rime word part to the second student, hiding the example words. The second student has five seconds to use the rime in a word. If the student names a word, he or she takes the card and receives a point. If the student doesn't name a word, the card goes at the bottom of the flashcard deck. The students alternate until the teacher calls "time."

-Guess the Rime

The teacher should pair students, and these pairs should sit facing each other. The pairs exchange their **Rimes Study Cards** that they missed on the **Rimes Assessment**. The first student selects a card and shows the example words to the second student, hiding the rime. The second student has three seconds to name the rime. If the student names the rime, he or she takes the card and receives a point. If the student doesn't name a rime, the card goes at the bottom of the flashcard deck. The students alternate until the teacher calls "time."

The Top Ten Syllable Rules

Knowing the Top Ten Syllable Rules can help improve reading, pronunciation, and spelling.

1. Every syllable has only one vowel sound. Some syllables have just one vowel; others have two. But even when there are two vowels, there can be only one vowel sound in each syllable, so the two vowels say one sound.

For example, out-side.

2. When the vowel's at the end of a syllable, it has a long sound. Reading specialists call the Vowel-Consonant-Vowel (VCV) pattern an *open syllable*.

For example, be-low.

3. When the vowel is not at the end of a syllable, it has a short sound. Reading specialists call the Consonant-Vowel-Consonant (CVC) pattern a *closed syllable*.

For example, bas-ket.

4. Divide syllables between doubled consonants, unless the doubled consonant is part of a syllable that is a base word.

For example, din-ner and tell-er.

5. Usually keep vowel teams together in the same syllable.

For example, boat-ing.

6. Keep the silent final "e" and the vowel before in the same syllable. The silent final "e" makes the vowel before a long sound if there is only one consonant in between the vowel and the "e".

For example, basement.

7. Keep the "r"-control vowels (ar, er, ir, or, and ur) in the same syllable.

For example, or-al-ly.

8. Keep the consonant-"le" sounds (ble, cle, dle, fle, gle, and ple) in the same syllable. These syllables have the schwa sound between the consonant and the "le". The schwa sound sounds like a nasal short *u*.

For example, cra-dle.

9. All words have one syllable that has a primary accent. The vowel in the accented syllable receives the stress. Words may also have secondary accents. The primary accent is usually found on the vowel in the root, not the prefix or suffix. Also, the syllable before a double consonant is usually accented.

For example, slów-ly and swím-ming.

10. Unaccented vowel sounds frequently have the schwa sound, especially when there is only one letter in the syllable. All vowels can have the schwa sound.

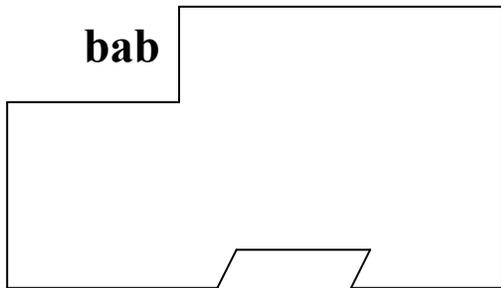
For example, a-boút.

Syllable Transformers

Knowing how syllabication affects spelling is an important step toward acquiring conventional spelling proficiency. The following **Syllable Transformers** is a whole class activity, designed to teach students to recognize how changes in spelling affect pronunciation and syllabication through extensive teacher modeling and student practice.

The **Syllable Transformers** activity takes only five minutes of concentrated, whole class practice, twice per week. It is beneficial for remedial, grade-level, and accelerated spellers alike. The nonsense syllables review every consonant blend and vowel sound-spelling pattern and inductively teaches each of the **Syllable Rules** listed above. This activity is designed to use the overhead projector, so you will need to make transparencies of the **Syllable Transformers**. The font size is large enough to be seen by most of your students from the back of the room. Arrange student desks so that all students will be able to see the screen as you sit or stand in front of the overhead projector. Turn off only one light so that you can watch student responses.

Make a card with one corner cut off as a rectangle to isolate each word part and cut a bottom flap to more easily slide the card on the transparency.



Directions

Teach students to respond out loud, whole class, as soon as the nonsense syllable is isolated on the overhead (Nonsense syllables are used in the activity because intermediate spellers have extensive sight word vocabularies, which can interfere with learning how changes in spelling affect pronunciation and syllabication). Continue at a rapid pace for five minutes. Mark where you leave off on the transparency to show where to begin instruction the next time.

Begin with the **Open and Closed Syllables** and continue to review these examples until the rule generalization is universally mastered. Then, move on to the **Silent Final "e"** and then, finally, to the **Vowel Digraphs**. Refer to the **Syllable Rules** above as you work through the lists. Once you feel that the class has mastered all of these, reinforce with once a week practice.

Open and Closed Syllables

ba-bab

gleb-gle

bi-bif

clob-clo

bu-bub

blad-bla

de-dem

sid-si

stod-sto

plud-plu

fa-fam

cref-cre

fī-fīd

fo-fom

bruf-bru

dag-da

ge-ged

smig-smi

stog-sto

gu-gud

ska-skaf

strek-stre

kli-klib

ko-kom

TRS**Closed Syllable Blending**

robin

ominous

cavernous

laminated

disaster

editing

exactly

energetic

liberate

inartistic

banishment

trusting

lemon

orange

scholar

gravel

menu

panic

urbanite

actively

chisel

topic

fidget

Gemini

enamel

shortest

Saturn

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. A syllable following begins after that consonant.
Examples: **rob-in**, **bas-ket**.



Closed Syllable Blending Worksheet

Name _____

Directions: Print the Syllable Blending words in the spaces provided. Carefully divide the words into syllables with / marks. Then, write the accent mark (') above the primary vowel accent.

Closed Syllable Rule: A vowel before a syllable-ending consonant (VC) is usually short. This pattern is called a *closed syllable*. A syllable following begins after that consonant.
Examples: **rob-in**, **bas-ket**.

- | | | |
|----------|-----------|-----------|
| 1. _____ | 10. _____ | 19. _____ |
| 2. _____ | 11. _____ | 20. _____ |
| 3. _____ | 12. _____ | 21. _____ |
| 4. _____ | 13. _____ | 22. _____ |
| 5. _____ | 14. _____ | 23. _____ |
| 6. _____ | 15. _____ | 24. _____ |
| 7. _____ | 16. _____ | 25. _____ |
| 8. _____ | 17. _____ | 26. _____ |
| 9. _____ | 18. _____ | 27. _____ |

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

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

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.

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 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 |

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.



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 |

