

TEACHING READING STRATEGIES

MARK PENNINGTON



**ASSESSMENT
AND PRACTICE**



**COMPREHENSIVE
READING
INTERVENTION
PROGRAM**



Sam and Friends

Guided Reading Phonics Books



- ✓ 54 illustrated guided reading books with running records
- ✓ Decodable text with sight words, word fluency timings, comprehension questions



Syllable Awareness Assessment

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. The teacher may play the audio file: [Syllable Awareness Assessment](#) or administer the assessment using this script: 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 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 |

Syllable Awareness Assessment

Name _____

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 |

Syllable Rhyming Assessment

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. The teacher may play the audio file: [Syllable Rhyming Assessment](#) or administer the assessment using this script: 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 |  |

Syllable Rhyming Assessment

Name _____

Example



1.



2.



3.



4.



5.



6.



7.



8.



9.



10.



Phonemic Isolation Assessment

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. The teacher may play the audio file: [Phonemic Isolation Assessment](#) or administer the assessment using this script: 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.	cube	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"/>

Phonemic Isolation Assessment

Name _____

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"/>

Phonemic Blending Assessment

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. The teacher may play the audio file: [Phonemic Blending Assessment](#) or administer the assessment using this script: 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

Phonemic Blending Assessment

Name _____

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

Phonemic Segmenting Assessment

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 Segmentation Assessment** because this is a sounds recognition phonemic awareness test.

Directions/Grading/Recording

Pass out the **Phonemic Segmentation Assessment** to students. The teacher may play the audio file: [Phonemic Segmenting Assessment](#) or administer the assessment using this script: 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 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 |



Phonemic Segmenting Assessment

Name _____

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 |

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

Record un-mastered skills with a  and subsequent mastery with a . Record pre and post assessment scores.

Teacher	Alphabetic Awareness	Syllable Awareness	Syllable Rhyming	Phonemic Isolation	Phonemic Blending	Phonemic Segmenting	Short Vowels	Silent Final e	Consonant Digraphs	Phonemic Segmenting	Diphthongs	r-controlled Vowels	Consonant Blends Pre-test /50	Consonant Blends Post-test /50	Outlaw Words Pre-test /99	Outlaw Words Post-test /99	Rimes Pre-test /79	Rimes Post-test /79	Sight Syllables Pre-test /86	Sight Syllables Post-test /86	Fluency
Class																					
Student Names																					
Totals																					