TEACHING READING STRATEGIES

MARK PENNINGTON

ASSESSMENT AND PRACTICE
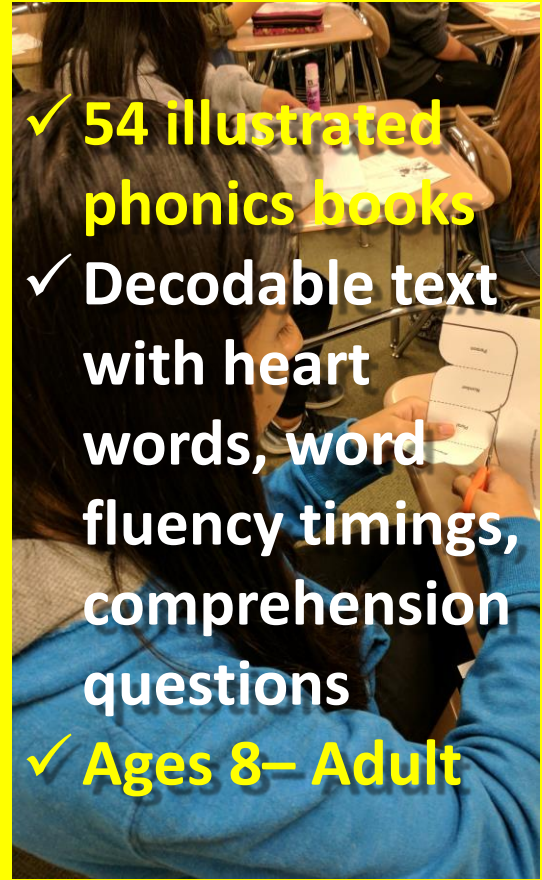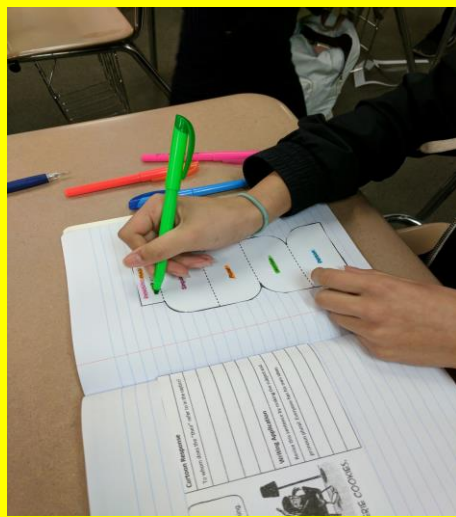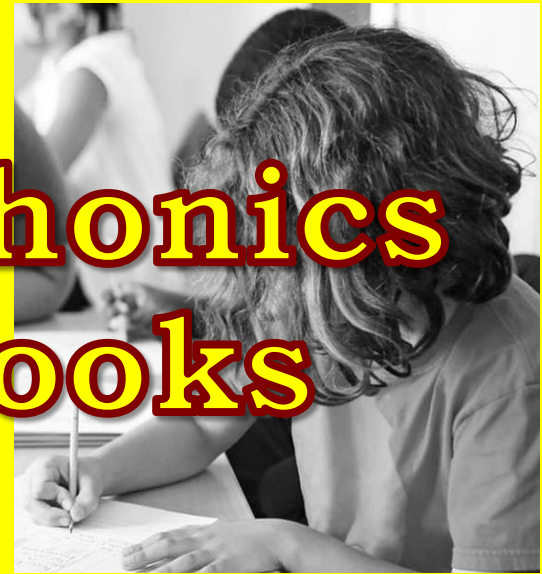
COMPREHENSIVE READING INTERVENTION PROGRAM

Sam and Friends

Phonics Books

- ✓ **54 illustrated phonics books**
- ✓ **Decodable text with heart words, word fluency timings, comprehension questions**
- ✓ **Ages 8– Adult**

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Consonant Sounds Phonics Assessment Directions

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. Play this audio file, which includes the following directions and test administration: Consonant Sounds Phonics Assessment (**12:07**). Teachers may also choose to administer the assessment in self-grading Google Forms (includes audio file):
https://docs.google.com/forms/d/1z2oS5C0TLNHZknDPs5tCFFl3XYy87cChNZby8jWGQK8/copy

"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 copy of the assessment, the number of unmastered consonant blends should be recorded in the Consonant Blends Pre-test column on the **Reading Mastery Matrix** for each student as a diagnostic baseline. eachers may also choose to upload results in Google Sheets: https://docs.google.com/spreadsheets/d/18u_nFc-K-L1lR8BO4rPBk1f0gMYOdxLHYTSIwK7dFug/copy

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.

Consonant Sounds Phonics Assessment (Teacher Pages)

TEACHER DIRECTIONS: Read each <u>underlined</u> 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. strib	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>squib</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

Consonant Sounds Phonics Assessment _____

___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
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___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
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|			
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___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. gast	C. gart	D. guft
___50.	A. baln	B. bosn	C. bawn	D. birn

Reading Mastery Matrix

Record un-mastered skills with a ▱ and subsequent mastery with a ⊠. Record pre and post assessment scores.
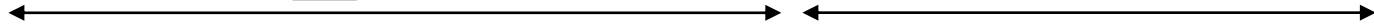
Teacher _____ Class _____ Student Names	Alphabetic Awareness	Syllable Awareness	Syllable Rhyming	Phonemic Isolation	Phonemic Blending	Phonemic Segmenting	Short Vowels	Silent Final *e*	Consonant Digraphs	Long Vowels	Diphthongs	*r*-controlled Vowels	Consonant Sounds Pre-test /50	Consonant Sounds Post-test /50	Heart Words Pre-test /99	Heart Words Post-test /99	Rimes Pre-test /79	Rimes Post-test /79	Sight Syllables Pre-test /86	Sight Syllables Post-test /86	Fluency Pre-test	Fluency Post-test
Totals																						

Spelling Mastery Matrix

Record un-mastered skills with a ◿ and subsequent mastery with a ⊠ .

Sound-Spellings:	Short Vowels						Silent Final *e*									Consonant Digraphs				
Worksheet #s	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Teacher _____ Class _____ Student Names	u	o	i	e	a	ea as in *bread*	i_e Long *i* Sound	a_e Long *a* Sound	u_e Long *u* Sound	o_e Long *o* Sound	u_e *oo* as in *rooster*	se *z* as in *ease*	_le *l* as in *lion*	_ve *v* as in *vulture*	i_e Long *e*	sh	ch and _tch	th	wh	ph
Totals																				

Spelling Mastery Matrix

Record un-mastered skills with a ▱ and subsequent mastery with a ⊠.

Sound-Spellings:	Long /a/					Long /e/					Long /i/					Long /o/				Long /u/		
Worksheet #s	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41
Teacher _____ Class _____ Student Names	a	_ay	ai_	ei	e	_ee	[c] ei	_y	ea	i-Vowel	i	_igh	_y	_ie	o	_oe	oa_	ow	u	_ew	_ue
Totals																					

Spelling Mastery Matrix

Record un-mastered skills with a ⬜ **and subsequent mastery with a** ⬜ **.**

Sound-Spellings as in the word:	Long /oo/ rooster				Short /oo/ woodpecker		/ow/ cow		/oi/ koi		/aw/ hawk				r-controlled Vowels ermine			arm	orca	Hard/Soft c and g cut juicy get gem			
Worksheet #s	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64
Teacher _____ **Class** _____ **Student Names**	oo	_ue	u	_ew	oo	u_	_ow	ou_	oi_	_oy	aw	au	al	all	ur	er	ir	ar	or	Hard c	Soft c	Hard g	Soft g
Totals																							

Spelling Mastery Matrix

Record un-mastered skills with a ◻ and subsequent mastery with a ⊠.

Sound-Spellings:	Soft *y*		C. Doubling		/j/		"ie" "ei"			Plurals				Silent Letters		Final *e*		/ch/		/k/	
Worksheet #s	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85
Teacher _____ **Class** _____ **Student Names**	Soft *y* Long /e/	Soft *y* Long /i/	Double Consonant before Suffix	Single Consonant before Suffix	/j/ " dge"	/j/ " ge"	*i* before *e*	*e* before *i*	Add *s* after Vowel-*o* and *y*	Add " es" after /x/, /ch/, /sh/, /s/, and /z/	Change *y* to *i* and add " es"	Change " fe" to " ves"	Irregular Plurals	Silent Vowel Letters	Silent Consonant Letters	Drop Final *e* before Suffix	Keep Final *e* before Suffix	/ch/ " tch"	/ch/ " ch"	/k/ " c" and " ck"	/k/ " k"
Totals																					

Spelling Mastery Matrix

Record un-mastered skills with a ▱ and subsequent mastery with a ⊠.

Sound-Spellings:	Final *y*		*l, f, s, z*		"rh"	"ch"		/ion/			C.–le		Schwa		"able""ible""ance""ence"			
Worksheet #s	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102
Teacher _____ Class _____ Student Names	Drop Final *y* before Suffix	Keep Final *y* before Suffix	Double *l, f, s, z*	Drop *l* with "all," "till," and "full"	Greek /er/ "rh"	Greek /k/ "ch"	/ion/ "sion"	/ion/ "cian"	/ion/ "tion"	Short Vowel-Consonant-le	Other Vowels-Consonant-le	Short Schwa	Long Schwa	"able"	"ible"	"ance"	"ence"
Totals																	

Notes: