



# TARGETED INDEPENDENT PRACTICE

- ✓ Reading Fluency and Comprehension
- ✓ Spelling
- ✓ Phonics
- ✓ Grammar, Usage, and Mechanics
- ✓ Literacy Knowledge
- ✓ Executive Function and Study Skills



# Targeted Independent Practice: Phonics

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Thank you,

Mark Pennington

# Targeted Independent Practice: Phonics

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# Phonics Instruction and Targeted Independent Worksheets

Phonics is the method we use to connect the alphabetic symbols (spellings) to the speech sounds (phonemes) of our language. We use about 89 common spellings to represent 43 common English speech sounds. Simply put, phonics instruction is the most efficient and effective approach to teach reading (Adams, 1988; Stanovich, 1986; Foorman, Francis, Novy, & Liberman 1991).

The **Targeted Independent Practice: Phonics** program uses research-based explicit, systematic phonics instruction to quickly and efficiently fill in the gaps as determined by the Vowel Sounds Phonics Assessment and the Consonant Sounds Phonics Assessment.

## Directions

First, administer the **Vowel Sounds Phonics Assessment** and the **Consonant Sounds Phonics Assessments**. Record the data on the **Phonics Assessment Mastery Matrix**. Using the diagnostic, assign phonics instruction and practice in this order.

1. Short Vowel Sounds
2. Consonant-Final *e*
3. Consonant Digraphs
4. Consonant Clusters
5. Long Vowels
6. Vowel Diphthongs
7. *r*-controlled vowels

Each of the seven phonics components takes 4 to 5 days of 15–20 minutes instruction and practice.

The instructional design of the **Targeted Independent Practice: Phonics** program is the same for each of the seven phonics components lessons above.

- ✓ The teacher introduces the phonics focus and introductory lesson for Phonics Worksheet #1, using the Animal Sound-Spelling Cards.
- ✓ Students complete Phonics Worksheet #1 as independent practice and self-correct.
- ✓ The teacher provides a quick review and lesson for Phonics Worksheets #s 2 and 3.
- ✓ Students complete Phonics Worksheets #s 2 and 3 as independent practice and self-correct.
- ✓ The teacher administers a 30-second individual formative assessment after students complete the worksheets and records mastery on the Phonics Assessment Mastery Matrix.
- ✓ If the student does not meet the mastery criterion, inform the student that this phonics skill will be reviewed later. 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.

No prep. Scripted instruction for the brief teacher lessons. No outside correction. Easy progress-monitoring. Students only work on un-mastered phonics skills, as indicated by the diagnostic assessments.



## Vowel Sounds Phonics Assessment Directions

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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 vulnerable 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. Play this audio file, which includes the following directions and test administration: [Vowel Sounds Phonics Assessment \(10:42\)](#).

Teachers may also choose to administer the assessment in self-grading Google Forms (includes audio file):

[https://docs.google.com/forms/d/1xCFTV9gfn91sE-P1W3WiRNPM\\_6yASdFi2So45017KZY/copy](https://docs.google.com/forms/d/1xCFTV9gfn91sE-P1W3WiRNPM_6yASdFi2So45017KZY/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 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 copy of the assessment, the errors should be recorded on the **Reading 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. Teachers may also choose to upload results in Google Sheets:

[https://docs.google.com/spreadsheets/d/1sQq53Shd5CwA\\_T-6MJLIUje\\_Edczr6s92v590HV2myE/copy](https://docs.google.com/spreadsheets/d/1sQq53Shd5CwA_T-6MJLIUje_Edczr6s92v590HV2myE/copy)

### 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.



## Vowel Sounds Phonics Assessment (Teacher Pages)

**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. hux (ducks)                      D. hax
- \_\_\_2. A. pem                      B. pum                      C. pim                      D. pom (mom)
- \_\_\_3. A. gud                      B. ged                      C. gid (bid)                      D. gad
- \_\_\_4. A. meg (peg)                      B. mig                      C. mog                      D. mag
- \_\_\_5. A. kes                      B. kus                      C. kos                      D. kas (pass)
- \_\_\_6. A. suef                      B. seaf (deaf)                      C. saef                      D. sif

### Short Vowels 5/6 Mastery \_\_\_/6

- \_\_\_7. A. bin                      B. bine (fine)                      C. bian                      D. byan
- \_\_\_8. A. diak                      B. dak                      C. dake (rake)                      D. diek
- \_\_\_9. A. yut                      B. yeat                      C. yate (chute)                      D. yiout
- \_\_\_10. A. toup                      B. tope (rope)                      C. teop                      D. taop
- \_\_\_11. A. buot                      B. बात                      C. buit                      D. bute (mute)
- \_\_\_12. A. fene (bean)                      B. feun                      C. fen                      D. faen

### Consonant-Final e 5/6 Mastery \_\_\_/6

- \_\_\_13. A. vaudy                      B. vawdy                      C. vady (lady)                      D. viedy
- \_\_\_14. A. fay (bay)                      B. fiay                      C. foay                      D. fuay
- \_\_\_15. A. kaek                      B. keak                      C. kik                      D. kaik (rake)
- \_\_\_16. A. bein (rain)                      B. boan                      C. bian                      D. baun
- \_\_\_17. A. motfew                      B. motfe (motley)                      C. motfeu                      D. motfoa
- \_\_\_18. A. jeu                      B. jiu                      C. jeo                      D. jee (me)
- \_\_\_19. A. cid                      B. ceid (need)                      C. cide                      D. ceud
- \_\_\_20. A. kybo                      B. kybi                      C. keby (freebie)                      D. keyb
- \_\_\_21. A. deat (meat)                      B. diut                      C. dight                      D. diegt
- \_\_\_22. A. zaen                      B. zein                      C. zien (bean)                      D. zen
- \_\_\_23. A. pioson                      B. piason                      C. piuson                      D. pison (bison)
- \_\_\_24. A. beu                      B. bigh (high)                      C. bei                      D. bia
- \_\_\_25. A. ceter                      B. caeter                      C. cyter (writer)                      D. couter



- \_\_\_26. A. mip                      B. miap                      C. mippe                      D. miep (wipe)
- \_\_\_27. A. biuped                      B. beoped                      C. boped (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 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. wet                      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. loind                      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**



**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. seif   | ___/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. बात    | 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. bein   | B. boan   | C. bian   | D. baun   |       |
| ___17. | A. motfew | B. motfe  | C. motfeu | D. motfoa |       |
| ___18. | A. jeu    | B. jiu    | C. jeo    | D. jee    |       |
| ___19. | A. cid    | B. ccid   | C. cide   | D. ceud   |       |
| ___20. | A. kybo   | B. kybi   | C. keby   | D. keyb   |       |
| ___21. | A. deat   | B. diut   | C. dight  | D. diegt  |       |
| ___22. | A. zaen   | B. zein   | C. zien   | 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. poutest | 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. weht    | D. wat    |        |
| ___39. | A. muek    | B. mowk    | C. moek    | D. mauk   |        |
| ___40. | A. mayl    | B. mawl    | C. moal    | 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. dorh    | 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  |



# Consonant Sounds Phonics Assessment Directions

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## 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/1z2oS5C0TLNHZknDPs5tCFFI3XYy87cChNZby8jWGQK8/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. Teachers may also choose to upload results in Google Sheets: [https://docs.google.com/spreadsheets/d/18u\\_nFc-K-L1IR8BO4rPBk1f0gMYOdxLHYTSIwK7dFug/copy](https://docs.google.com/spreadsheets/d/18u_nFc-K-L1IR8BO4rPBk1f0gMYOdxLHYTSIwK7dFug/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 underlined word three times. Do not elongate the consonant sounds.

- \_\_\_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. wid
- \_\_\_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. dh 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. plev C. prov D. pouv
- \_\_\_17. A. scad B. scod C. sted D. smad
- \_\_\_18. A. srib 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. squib 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>peid</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. rotp         | 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. bram  
\_\_\_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. fraz 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. srib B. screb C. swelb D. scurb  
\_\_\_19. A. scrim B. sharn 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. squib | 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. bult  | D. bult  |
| ___40. | A. rurp  | B. rilp  | C. rimp  | 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. mung  |
| ___44. | A. denk  | B. dack  | C. delk  | D. dosk  |
| ___45. | A. fept  | B. fost  | C. funt  | D. fult  |
| ___46. | A. sept  | B. soft  | C. sest  | D. solt  |
| ___47. | A. pulk  | B. peck  | 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  |



# Phonics Assessment Mastery Matrix

Record un-mastered skills with a ☐ and subsequent mastery with a ☒. Mastery criteria = 80%. Record pre and post assessment scores.

Teacher									
Class	Short Vowels	Consonant-Final e	Consonant Digraphs	Consonant Clusters	Long Vowels	Diphthongs	Controlled Vowels	Consonant Blends Pre-test /50	Consonant Blends Post-test /50
Student Names									
Totals									

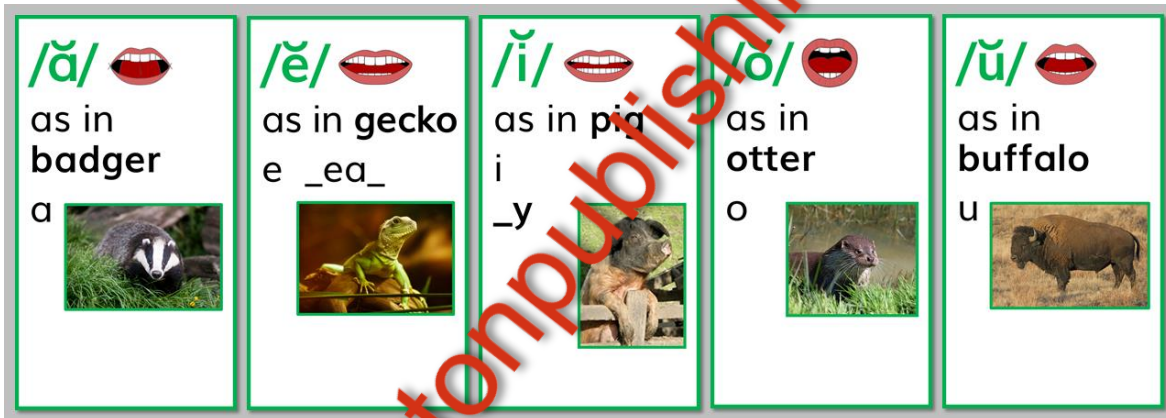
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# Short Vowels Phonics

## Teacher Introduction to Short Vowels Phonics Worksheet #1

- Take out the green Short Vowel Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, "Shape your lips like that. Now, look at my mouth as we say the sound." Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, "Name?" (pause for their unison answer) "Sound?" (pause for their unison answer). "Spelling?" (pause for their unison answer).
- Read and explain the **Closed Syllable Rule** and the example words.
- Brainstorm and write single syllable words for each of the short vowel sounds on the board.



- Teach students that a root is the syllable or syllables that provides the key meaning of the word. A syllable added to the beginning of the root is called a *prefix*, and a syllable added to the end is called a *suffix*. Write and explain these examples on the board:

**fund**

The *fund* syllable is known as a base, because it carries the key meaning of a word.

**un + fund = unfund**

A *fund* is a collection of money.

The *un* syllable at the start of a word is a *prefix* and means *not*. Prefixes are often added to bases to add or change the meaning.

**un + fund + ed = unfunded**

The *ed* syllable at the end of a word is a *suffix* and makes the word into a past tense verb or an adjective.

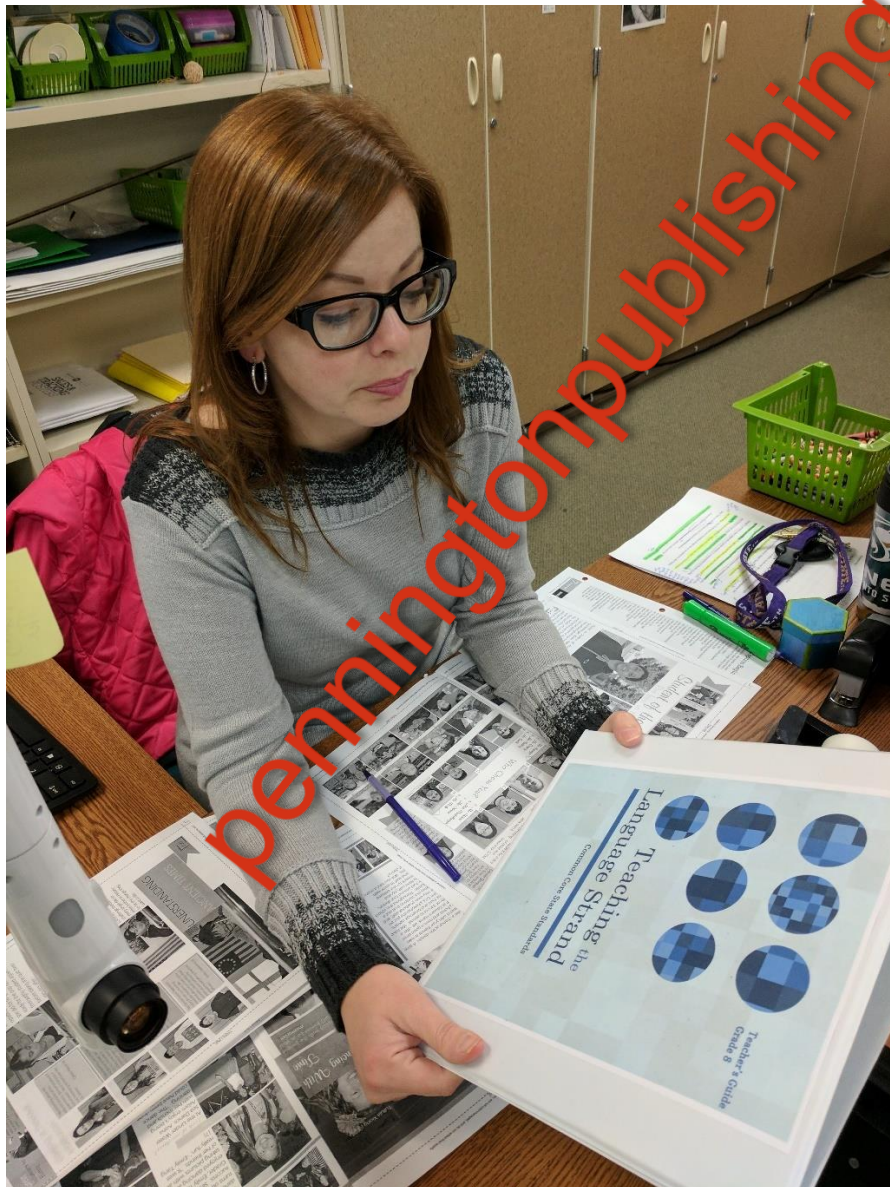


## Teacher Introduction to Short Vowels Phonics Worksheet #2

- Review the **Closed Syllable Rule**.
- Read the **One Vowel Sound per Syllable Rule** with the example sentences.
- Show how to mark short vowel sounds on the first word in the first task: c ã n n ö t.

## Teacher Introduction to Short Vowels Phonics Worksheet #3

- Remind students that a word part which includes a vowel is called a *syllable*. A syllable added to the beginning of another syllable is called a *prefix* and a syllable added to the end is called a *suffix*.
- Read the **Single Consonant–Suffix Syllable Rule** and **Double Consonant–Suffix Syllable Rule** with the example sentences.



## Short Vowels Phonics Worksheet #1

**Closed Syllable Rule:** When a vowel (a, e, i, o, u) is followed by a consonant in the same syllable, it has a short sound. **Examples:** mǎd, pěn, hĭm, gőt, hŭg

1. Brainstorm short vowel words for objects in the room. Circle the vowels in the words.

ă	_____	_____	_____
ě	_____	_____	_____
ĩ	_____	_____	_____
õ	_____	_____	_____
ũ	_____	_____	_____

2. Work with your group to find real word rhymes for the following nonsense words.

cad	_____	chab	_____
zen	_____	ged	_____
fick	_____	min	_____
rog	_____	fos	_____
bup	_____	ug	_____
tid	_____	mus	_____
chot	_____	mag	_____
shub	_____	kes	_____

3. **Book Search!** Work on your own to find words with the following short vowel sounds. Write the page number where you found each word.

Book Titles: \_\_\_\_\_

/ă/ \_\_\_\_\_ p. \_\_\_\_

/ě/ \_\_\_\_\_ p. \_\_\_\_ /ĩ/ \_\_\_\_\_ p. \_\_\_\_

/õ/ \_\_\_\_\_ p. \_\_\_\_ /ũ/ \_\_\_\_\_ p. \_\_\_\_



## Short Vowels Phonics Worksheet #2

**One Vowel Sound Syllable Rule:** Each syllable has only one vowel sound.

**Examples:** The one-syllable word *sad* has just one vowel sound – the /ă/ as in (s/ă/d).

The two-syllable word *sadden* has two vowel sounds—the /ă/ and the /ĕ/ as in s/ă/dd/ĕ/n.

1. Write the short vowel marks where they belong in these words.

c a n n o t          b a s k e t          h i m s e l f          u r l i f t  
w i t h i n          p i c k u p          b a c k h a n d          d i s h p a n  
u p o n          s e t b a c k          s u n f i s h          c r o s s c u t  
b e d r o c k          j a c k p o t          c h e c k l i s t          b l a c k s m i t h

2. How many syllables are in each of these nonsense words? Write the number in the blank following each word.

jaspeding    \_\_\_          shonudlick    \_\_\_          lupandogred    \_\_\_  
chutin    \_\_\_          theswodlaten    \_\_\_          whegundipan    \_\_\_

3. Fill in the blanks with short vowel sounds to complete each word in the sentences. Don't mark the short vowel sounds.

J\_\_ck    \_\_nd    J\_\_ll    w\_\_nt    \_\_p the h\_\_ll.  
L\_\_ttle    T\_\_m    t\_\_cks    \_\_n    h\_\_s    j\_\_ck\_\_t.  
B\_\_g    y\_\_llow    d\_\_ck    l\_\_st    h\_\_s    qu\_\_ck.  
Green    fr\_\_g    j\_\_mps    \_\_n    th\_\_t    lily p\_\_d.

4. **Book Search!** Work on your own to find words with two-syllable words which have at least one of these short vowel sounds. Mark each of the short vowel sounds. Write the words and the page numbers where you found each word.

Book Titles: \_\_\_\_\_

/ă/ \_\_\_\_\_ p. \_\_\_

/ĕ/ \_\_\_\_\_ p. \_\_\_    /ī/ \_\_\_\_\_ p. \_\_\_

/ō/ \_\_\_\_\_ p. \_\_\_    /ū/ \_\_\_\_\_ p. \_\_\_



## Short Vowels Phonics Worksheet #3

**Single Consonant–Suffix Syllable Rule:** If a single consonant is followed by these syllables: “ing,” “er,” “ed” or “y,” the vowel before the single consonant is long.

**Example:** diner She eats at her favorite *diner*.

**Double Consonant–Suffix Syllable Rule:** If a double consonant is followed by these syllables: “ing,” “er,” “ed” or “y,” the vowel before the double consonant is short.

**Example:** dinner I ate chicken for *dinner*.

1. Mark the first syllable vowel as either long or short. Examples: tāble and tătting

pinning	bitter	cubed	pining	filling	biter
matting	holy	slopped	holly	later	sloped
mating	latter	clubbed	filer	skinny	shiny

2. Finish this story, using at least two words for each of the e short vowels: /ă/, /ĕ/, /ĭ/, /ō/, and /ŭ/. “The scary sound grew louder. My heart pounded harder. Suddenly, I...”

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3. **Book Search!** Work on your own to find 5 words in a book that follow each of Rules #1 and #2 listed above. Write the page number where you found each word.

Book Titles: \_\_\_\_\_

**Rule #1 Words**

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

**Rule #2 Words**

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_

\_\_\_\_\_ p. \_\_\_\_



# Short Vowels Phonics Assessment

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## 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. After the test, ask the student to recite the **Memory Verse**.

## 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 **Phonics Assessment 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.

Student Name \_\_\_\_\_ Test Date \_\_\_\_\_

___ 1. catfish	___ 6. suntan
___ 2. hatbox	___ 7. widment
___ 3. upset	___ 8. bocktip
___ 4. litrut	___ 9. masleg
___ 5. unexpected	___ 10. shotgun

## Short Vowels Phonics Assessment

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1. catfish
2. hatbox
3. upset
4. litrut
5. unexpected
6. suntan
7. widment
8. bocktip
9. masleg
10. shotgun

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## Consonant-Final e Phonics

### Teacher Introduction to Consonant-Final e Phonics Worksheet #1

- Take out the bear, seagull, and red Long Vowel Animal Cards, and tell students to select the same from their deck of cards. Spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer). Note that the brackets indicate different spellings including the sound. For example, with the eagle card spellings include “ei” as in *either* and “cei” as in *receive*.

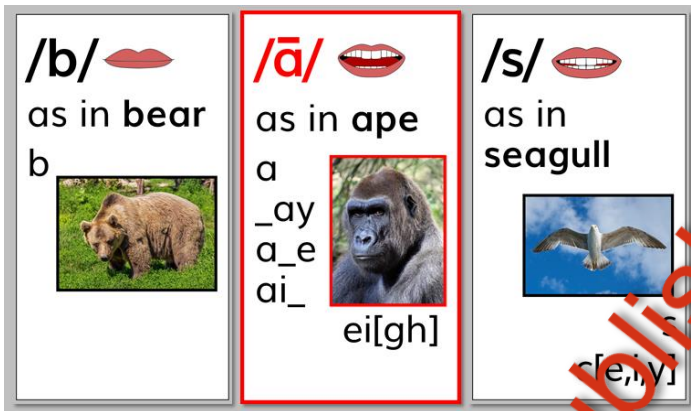
<p><b>/ā/</b> </p> <p>as in <b>ape</b></p> <p>a _ay a_e ai_</p>  <p>ei[gh]</p>	<p><b>/ē/</b> </p> <p>as in <b>eagle</b></p> <p>e [c]ei ea _ee _ie_ e_e</p>  <p>_y_ey</p>	<p><b>/ī/</b> </p> <p>as in <b>ibex</b></p> <p>i i_e _igh _y_ey</p> 	<p><b>/ō/</b> </p> <p>as in <b>okapi</b></p> <p>o o_e _oe oa_ ow</p> 	<p><b>/ū/</b> </p> <p>as in <b>mule</b></p> <p>u u_e _ew _ue</p> 
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- Point to the consonant-final e spelling on the ape card and say “a blank e” as you touch the *a*, the *blank*, and the *e*. Tell students to do the same on their cards. Follow the same procedure for the “i\_e,” “o\_e,” and “u\_e” spellings. Tell students that a consonant goes in these *blanks*.
- Read and explain the **Consonant-Final e Rules #1 and 2** with the example sentences.



## Teacher Introduction to Consonant-Final e Phonics Worksheet #1

- Spread out the bear, ape, and seagull cards in order on a desk, table, or projector. Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).
- Use the blending motion and say, “Word?” Say *base* in unison with your students.



- Write *base* on the board as shown below. Point to the letters as you say “a blank e.” Next, you point and the students say the letter spellings. Tell students that when you write out the long vowel spellings in the phonics Worksheets, you will use a red marker. Note: Even though other cards have colors, it is not necessary to use these colors when spelling words during the phonics worksheets.

**base**



## Teacher Introduction to Consonant-Final e Phonics Worksheet #2

- Review the **Consonant-Final e Rules #1 and 2**.
- Write *base*, *badge*, and *curve* on the board as shown below. Show students that all three words end in a consonant-final *e*, but the single consonant *s* in *base* makes the vowel before it a long *a* vowel. In contrast, the two consonants *d* and *g* in *badge* and *r* and *v* in *curve* make the vowels before these consonants *different* vowel sounds.

*base*      *badge*      *curve*

- Tell students that there are exceptions to the **Consonant-Final e Rules #1 and #2**, such as in the words *have* and *where*. Write *have* and *where* on the board as shown below. Explain how the consonant-final *e* following a single consonant does not “make the vowel say its name” in these words. The part or parts in these words in which the sound-spellings do not match we have to learn by heart. Draw hearts on top of the “ave” in *have* and the “ere” in *where*.

*have*      *where*

## Teacher Introduction to Consonant-Final e Phonics Worksheet #2

- Review the **Consonant-Final e Rules #1 and 2**.
- Tell students that that a spelling rule helps us decide when to drop and when to keep the consonant-final *e*. Ask students to read the **Memory Rap** as you play the [audio file](#).



# Consonant-Final e Phonics Worksheet #1

**Consonant-Final e Rule #1:** If there is only one consonant between the consonant-final *e* and a vowel in the same syllable, the vowel is a long vowel sound (it does say its name).

**Example:** base (b ā s e) The consonant-final *e* makes the vowel (*a*) before the single consonant sound (/s/) a long sound (say its name).

**Consonant-Final e Rule #2:** If there are two consonants between the consonant-final *e* and a vowel in the same syllable, the vowel is *not* a long vowel sound (it does *not* say its name).

**Examples:** carve, bridge, nerve, twelve

**Book Search!** Work on your own to find words with “a\_e,” “i\_e,” “o\_e,” and “u\_e” long vowel spelling words to fill in the chart.

Book Titles: \_\_\_\_\_

“a\_e”

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_

“i\_e”

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_

“o\_e”

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_

“u\_e”

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_  
p. \_\_\_\_



## Consonant-Final e Phonics Worksheet #2

**Directions:** From the Heart Words list below, find words that end in e, but don't have a long vowel sound. Sort them into the following categories:

“e\_e” /ā/ as in ape

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“i\_e” /ī/ as in pig

---



---

o\_e /ū/ as in buffalo

---



---



---



---

o\_e /oo/ as in rooster

---



---



---



---

o\_e /ō/ as in otter

---



---

“a\_e” /ā/ as in ape

---



---

“ure” /er/ as in ermine

---



---

“ere” /er/ as in ermine

---



---

### Heart Words

won	the	was	where	a	from	give
to	friend	of	love	want	buy	what
says	hour	ocean	come	move	could	heard
wolf	said	you	father	work	some	money
should	does	water	they	clothes	people	who
would	talk	walk	to	wash	been	have
your	do	don't	won't	there	are	done
find	learn	kind	warm	were	one	gone
height	both	mother	son	old	busy	again
because	nothing	against	through	guess	many	live
only	four	front	door	thought	enough	pretty
carry	very	any	lose	guy	listen	answer
whole	truth	whose	other	build	though	above
floor	tough	world	prove	rough	eye	laugh
doubt	half	break	heart	straight	great	island
country	touch	cough				



## Consonant-Final e Phonics Worksheet #3

1. Read the **Memory Rap** that describes when to keep and when to drop the consonant-final *e* when an ending suffix is added.

### Memory Rap

Drop the final *e* when adding on an ending if it starts with a vowel up front.  
Keep the final *e* when adding on an ending if it starts with a consonant.  
Also keep the *e* when you hear soft “c” or “g”  
Before “able” or “o-u-s”  
Mostly keep the *e* when the ending is “y-e”,  
“e-e”, or even “o-e”.

2. Match these consonant-final *e* words to each **Memory Rap** line, using the best answer for each.

eyeing, concretely, pasting, seeing, outrageous, canoeing, changeable

### Memory Rap Lines

Drop the final *e* when adding on an ending  
if it starts with a vowel up front.  
Keep the final *e* when adding on an ending  
if it starts with a consonant.  
Also keep the *e* when you hear soft “c” or “g”  
before “able” or “o-u-s”

Mostly keep the *e* when the ending is “y-e”,  
“e-e”, or even “o-e”.

### Consonant-Final *e* Words

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

3. **Book Search:** Work on your own to find 3 words that remain as real words when the final *e* is either added or taken away. Examples: past-paste, pine-pin, fin-fine, note-not. Write down both words for each.

Book Titles: \_\_\_\_\_

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



# Consonant-Final e Phonics Assessment

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## 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 **Phonics Assessment 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. cutter                           | ___ 6. mave (rhymes with <i>have</i> )  |
| ___ 2. stute (rhymes with <i>cute</i> ) | ___ 7. promote                          |
| ___ 3. hile (rhymes with <i>smile</i> ) | ___ 8. lospe (rhymes with <i>wasp</i> ) |
| ___ 4. wrote                            | ___ 9. pavement                         |
| ___ 5. giraffe                          | ___ 10. carve                           |



## Consonant-Final e Phonics Assessment

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1. cutter
2. stuse
3. hiley
4. wrote
5. giraffe
6. mave
7. promete
8. lospe
9. pavement
10. carve

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## Consonant Digraphs Phonics

### Teacher Introduction to Consonant Digraphs Worksheet #1

- Take out the sheep, whale, python, sloth, cheetah, lemming, and television blue Consonant Digraph Animal Cards, and spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer). Be careful not to add an ending /uh/ sound to the consonant digraph sounds.



- Teach your students that these Animal Cards each have spellings with two or three consonants, but each spelling makes only one sound. Tell students that all other consonants each say their own sounds, even when combined.
- Write “sh” on the board as shown below. Point to the spelling and say /sh/. Now write “st” to the right of the “sh” and say /s/ /t/ as two separate sounds. Now blend the /s/ /t/, making sure not to elongate the /t/ as *tuh*. Ask student how many sounds are in “sh” (1) and how many sounds are in “st” (2). Point to both spellings and have students practice the pronunciation of the consonant digraph “sh” and the consonant cluster “st.” Continue the same procedure to contrast the other consonant digraph and consonant cluster pairs.

sh-st, wh-bl, th-nd, ch-cr,  
ng-nt, zh-fl

- Brainstorm and write words on the board which use each of the consonant digraphs.





## Teacher Introduction to Consonant Digraphs Worksheet #2

- Take out the sheep, whale, python, sloth, cheetah, lemming, and television blue Consonant Digraph Animal Cards, and spread out these cards in order on a desk, table, or projector.
- Review the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer). Be careful not to add an ending /uh/ sound to the consonant digraph sounds.



- Teach students that there are less common consonant digraphs. Write the following list on the board. Point under the first consonant digraph “\_mb” and say the /mb/ sound. Repeat with students saying the /mb/ out loud. Say, “as in” and point to *limb* and have students say the example word. Continue with this procedure for the rest.

\_mb      limb      ph      graph  
\_dge      edge      \_tch      scratch  
\_ck      tack      kn\_      knot

## Teacher Introduction to Consonant Digraphs Worksheet #3

- Review the less common consonant digraphs: **mb, \_dge, \_ck, ph, \_tch, kn\_**
- Print the first of the following words on the board. Use continuous blending to blend the spellings and ask students to provide the sounds. Ask students how many sounds are in the word. Continue this procedure with the the rest of the words.

sheep (3), shelf (4), whale (3), which (3), that (3), with (3), chimp (4), crutch (4) wrong (3)



# Consonant Digraphs Phonics Worksheet #1

**Definition:** Consonant digraphs are two or three consonants in the same syllable that together make only one sound.

1. Read the following words to hear the one sound of the consonant digraphs. Then underline the consonant digraphs in the following words:

chop	this	song	hash
which	church	ship	hash
shush	why	white	with
thick	hitch	cash	these
shake	thin	wish	much
crash	chime	thing	long

2. **Book Search!** Work on your own to find words with words with these consonant digraphs: *ch*, *sh*, *\_wh*, *\_ng*, and *th*

Book Titles: \_\_\_\_\_

*ch* 1. \_\_\_\_\_ p. \_\_\_\_

*sh* 2. \_\_\_\_\_ p. \_\_\_\_

*wh\_* 3. \_\_\_\_\_ p. \_\_\_\_

*ng* 4. \_\_\_\_\_ p. \_\_\_\_

*th* 5. \_\_\_\_\_ p. \_\_\_\_

and with these less common consonant digraphs.

*\_mb* or *ph* 5. \_\_\_\_\_ p. \_\_\_\_

*\_dge* or *\_tch* 6. \_\_\_\_\_ p. \_\_\_\_

*\_ck* or *kn\_* 7. \_\_\_\_\_ p. \_\_\_\_



## Consonant Digraphs Phonics Worksheet #2 \_\_\_\_\_

**You Should Know:** English does have a few less common consonant digraphs. These too make only one sound: **mb, \_dge, \_ck, ph, \_tch, kn\_**

1. How many sounds are in the following words? Example: The word *chap* has 3 sounds.

- A. chew \_\_\_ B. knock \_\_\_ C. shift \_\_\_ D. dodge \_\_\_ E. show \_\_\_  
F. duck \_\_\_ G. when \_\_\_ H. this \_\_\_ I. throne \_\_\_ J. itch \_\_\_  
K. strung \_\_\_ L. thin \_\_\_ M. numb \_\_\_ N. phonics \_\_\_ O. whisk \_\_\_

2. Add letters to the following consonant digraphs to complete real words. Don't use any of the consonant digraph words above.

Example: \_\_\_\_\_th(er) = fath(er)

- \_\_\_\_\_sh    th\_\_\_\_\_    ch\_\_\_\_\_    \_\_\_\_\_th(ing)    \_\_\_\_\_th(ly)  
\_\_\_\_\_ch    wh\_\_\_\_\_    sh\_\_\_\_\_    \_\_\_\_\_sh(ed)    \_\_\_\_\_ch(er)  
\_\_\_\_\_ng    \_\_\_\_\_tch(ing)

3. Include as many words from #1 and #2 in a short paragraph beginning with—

I have never been more afraid... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



# Consonant Digraphs Phonics Worksheet #3 \_\_\_\_\_

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1. **Book Search!** Work on your own to find words with 4 words with different consonant digraphs at the start of each word, 2 words with different consonant digraphs in the middle of the word, and 2 words with different consonant digraphs at the end of each word.

Book Titles: \_\_\_\_\_

## Start

1. \_\_\_\_\_ p. \_\_\_\_
2. \_\_\_\_\_ p. \_\_\_\_
3. \_\_\_\_\_ p. \_\_\_\_
4. \_\_\_\_\_ p. \_\_\_\_

## Middle

1. \_\_\_\_\_ p. \_\_\_\_
2. \_\_\_\_\_ p. \_\_\_\_

## End

1. \_\_\_\_\_ p. \_\_\_\_
2. \_\_\_\_\_ p. \_\_\_\_

2. **Book Search Bonus!** Find a few less common consonant digraphs: **mb, \_dge, \_ck, ph, \_tch, kn\_**.

\_\_\_\_\_

\_\_\_\_\_

3. Students write a sentence including consonant digraphs at the start, middle, and end of words, using no words from phonics Worksheets #s 1, 2, or 3.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Consonant Digraphs Phonics Assessment

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## 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 **Phonics Assessment 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. chung                           | ___ 6. maycher (rhymes with <i>nature</i> ) |
| ___ 2. shad (rhymes with <i>brad</i> ) | ___ 7. teeshob (tee-shob)                   |
| ___ 3. whib (rhymes with <i>fib</i> )  | ___ 8. nuwhek (nu-whek)                     |
| ___ 4. chess                           | ___ 9. thunder                              |
| ___ 5. lashing                         | ___ 10. rather                              |



## Consonant Digraphs Phonics Assessment

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1. chung
2. shad
3. whib
4. chess
5. lashing
6. maycher
7. teeshob
8. nuwhek
9. thunder
10. rather



















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# Consonant Clusters Phonics

## Teacher Introduction to Consonant Clusters Worksheet #1

- Take out the black Consonant Cluster Cards, 3 cheetah cards, 3 green pig cards, the blue whale card, the black seagull card, and the black newt card, and spread out these cards in order on a desk, table, or projector as shown below.

<p><b>/wh/</b> </p> <p>as in <b>whale</b> wh_</p> 	<p><b>/i/</b> </p> <p>as in <b>pig</b> i _y</p> 	<p><b>/ch/</b> </p> <p>as in <b>cheetah</b> ch_ tch</p> 	
<p><b>/s/</b> </p> <p>as in <b>seagull</b></p>  s c[e,i,y]	<p><b>/n/</b> </p> <p>as in <b>newt</b> n kn_</p> 	<p><b>/i/</b> </p> <p>as in <b>pig</b> i _y</p> 	<p><b>/ch/</b> </p> <p>as in <b>cheetah</b> ch_ tch</p> 
<p><b>sn_</b></p> <p>as in <b>snack</b></p> <p>63</p>	<p><b>/i/</b> </p> <p>as in <b>pig</b> i _y</p> 	<p><b>/ch/</b> </p> <p>as in <b>cheetah</b> ch_ tch</p> 	



## Teacher Introduction to Consonant Clusters Worksheet #1

- Tell students that *unlike* consonant digraphs, consonant clusters are two or three consonants together in the same syllable, each of which says its own sound. For example, the “sn\_” consonant cluster is blended as /s//n/.
- Point to each of the sounds and spellings in the words formed with the cards, saying the sounds and spellings as you point. Use the same three teacher cues to blend each word:
  1. “Say ‘em as I blend ‘em!”
  2. “Say ‘em as you blend ‘em!”
  3. “Word?” “Say the word and tap on your knee to count the sounds you hear.”

Note that the example word, *snitch*, contains no stop sounds (/p/, /b/, /t/, /d/, /k/, /g/), so *snitch* should be blended as /s/ /n/ /i/ /ch/. Make sure not to add the /uh/ sound to the end of the consonant digraphs. Then tell students to say the sounds as you point to each.

- After blending, instruct students to show the number of phonemes for all three words with their fingers in response to the teacher cue: “Show with your fingers how many sounds you hear.” which (3) snitch (4) snitch (4)
- Hold up Consonant Cluster Card #46 “bl\_”. Tell students that a vowel goes in the blank.
- Point underneath the “b” and say, ““Sound?”” Wait for the students unison response. Point underneath the “l” and say, ““Sound?”” Wait for the students unison response. Note: Don’t blend the consonant clusters; make sure that students practice the separate sounds. Practicing the consonant clusters help students map these sound-spelling combinations to their memory banks and builds automaticity.
- Ask students, “What sound or sounds can be added to this consonant cluster to form words?” Wait for the students responses and repeat each correct word out loud.
- Repeat the same procedures for all 45 Consonant Cluster Cards. Pause at #74 “\_ft” and remind students that a vowel must go in the blank before an ending consonant cluster. **Note:** Spanish does not use the following consonant clusters: sc, scr, sk, sl, sm, sn, sp, spl, spr, squ, st, str

## Teacher Introduction to Consonant Clusters Worksheet #2

- Take out the black Consonant Cluster Cards.
- Remind students that consonant clusters are two or three consonants together in the same syllable, each of which says its own sound. Also remind students that a vowel must go in the blank—either before or after the consonant cluster.
- Flip through the first half of the 45 Consonant Cluster Cards, and point to each letter, cueing students to say each sound in unison. Ask students for an example word for each consonant cluster. Ask for both beginning and ending consonant clusters.

## Teacher Introduction to Consonant Clusters Worksheet #3

- Take out the black Consonant Cluster Cards.
- Flip through the remaining half of the 45 Consonant Cluster Cards, and point to each letter, cueing students to say each sound in unison. Ask students for an example word for each consonant cluster. Ask for both beginning and ending consonant clusters.





# Consonant Clusters Phonics Worksheet #1 \_\_\_\_\_

**Definition:** Consonant clusters are two or three consonants together in the same syllable, each of which says its own sound.

1. Underline all the beginning consonant clusters in the following words and write the number of sounds in each word in the space provided.

- A. black \_\_\_    B. bright \_\_\_    C. cluck \_\_\_    D. crest \_\_\_  
E. drift \_\_\_    F. flake \_\_\_    G. fright \_\_\_    H. glide \_\_\_  
I. greed \_\_\_    J. plot \_\_\_    K. prop \_\_\_    L. scam \_\_\_  
M. scrap \_\_\_    N. blast \_\_\_    O. skunk \_\_\_    P. slob \_\_\_  
Q. smudge \_\_\_    R. snail \_\_\_    S. smoke \_\_\_    T. split \_\_\_  
U. spray \_\_\_    V. squish \_\_\_    W. stock \_\_\_    X. strut \_\_\_  
Y. sweat \_\_\_    Z. thrash \_\_\_    AA. tramp \_\_\_    BB. twine \_\_\_

2. Write the longest sentence you can think of, using as many of the beginning consonant clusters as possible.

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## Consonant Clusters Phonics Worksheet #2 \_\_\_\_\_

**Definition:** Consonant clusters are two or three consonants together in the same syllable, each of which says its own sound.

1. Underline all the ending consonant clusters in the following words and write the number of sounds in each word in the space provided.

- A. c l e f t \_\_\_\_    B. m i l d \_\_\_\_    C. s t a m p \_\_\_\_    D. e l m \_\_\_\_  
E. g u l p \_\_\_\_    F. q u i l t \_\_\_\_    G. b r a n d \_\_\_\_    H. s c r i m p \_\_\_\_  
I. c r u s h \_\_\_\_    J. s t r i p e \_\_\_\_    K. t r a s h \_\_\_\_    L. b l u n t \_\_\_\_  
M. l e a p t \_\_\_\_    N. m a s k \_\_\_\_    O. g r a s p \_\_\_\_    P. l i s t \_\_\_\_  
Q. d r u m \_\_\_\_

2. Read the limerick and underline each of the consonant clusters. Write a second verse for this limerick, using as many consonant clusters as possible.

**Example:**

### **Crazy, Scary, Thieving Old Clown**

There once was a crazy old clown  
who scared all the children around.  
The circus he left  
just after his theft  
of twenty-three English bloodhounds.

\_\_\_\_\_ (Title)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Consonant Clusters Phonics Worksheet #3 \_\_\_\_\_

1. Add letters to the following consonant clusters to complete real words.

**Example:** \_\_\_\_\_st(ood) = underst(ood)

\_\_\_\_\_bl(er) br\_\_\_\_\_ cl\_\_\_\_\_ \_\_\_\_\_dr(y) fl\_\_\_\_\_

\_\_\_\_\_fr(ee) \_\_\_\_\_gl(er) gr\_\_\_\_\_ \_\_\_\_\_pr(ess) sc\_\_\_\_\_

\_\_\_\_\_sk sl\_\_\_\_\_ sm\_\_\_\_\_ sn\_\_\_\_\_ \_\_\_\_\_sp

\_\_\_\_\_st(ern) sw\_\_\_\_\_ \_\_\_\_\_tr(y) spl\_\_\_\_\_ thr\_\_\_\_\_

2. **Book Search!** Work on your own to find 4 words with different consonant clusters at the beginning of each word, and 4 words with different consonant clusters at the end of each word.

Book Titles: \_\_\_\_\_

### Beginning

1. \_\_\_\_\_ p. \_\_\_\_\_
2. \_\_\_\_\_ p. \_\_\_\_\_
3. \_\_\_\_\_ p. \_\_\_\_\_
4. \_\_\_\_\_ p. \_\_\_\_\_

### End

1. \_\_\_\_\_ p. \_\_\_\_\_
2. \_\_\_\_\_ p. \_\_\_\_\_
3. \_\_\_\_\_ p. \_\_\_\_\_
4. \_\_\_\_\_ p. \_\_\_\_\_



# Consonant Clusters Phonics Assessment

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## Directions

Test students individually, saying “Pronounce these nonsense words.” Nonsense words require students to decode.

## 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 **Phonics Assessment 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 \_\_\_\_\_

Beginning	End	
___ 1.	___ 2.	<u>pr</u> ist
___ 3.	___ 4.	<u>tw</u> aft
___ 5.	___ 6.	<u>sk</u> ump
___ 7.	___ 8.	<u>thr</u> elk
___ 9.	___ 10.	<u>cr</u> adge



## Consonant Clusters Phonics Assessment

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1. prist
2. twaft
3. skump
4. threlk
5. cradge

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# Long Vowels Phonics

## Teacher Introduction to Long Vowels Phonics Worksheet #1

- Take out the red Long Vowel Animal Cards, and spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer). Note that the brackets indicate different spellings including the sound. For example, with the eagle card spellings include “ei” as in *either* and “cei” as in *receive*.



- Tell students that our focus will be to practice both the single vowel and vowel team long vowel spellings. Remind students that a long vowel “says its name” and other vowel sounds do not.
- Tell students that each long vowel sound can also be spelled with more than one vowel. Tell students that these vowels are called *vowel teams*.
- Teach students that a consonant goes in the *blank* for long vowel spellings. Also remind students that the consonant–final *e* is not a vowel.
- Point to the “a” spelling on the ape card and say “a” with an elongated /aa/ sound. Now, point to the “\_ay” spelling and say “blank– a–y as you touch the *blank*, *a*, and *y*.” The students say the same in unison response. Next, point to the “a\_e” spelling on the ape card and say “a–blank–e” as you touch the *a*, the *blank*, and the *e*.
- Ask students to share a word with each Long Vowel /ā/ spelling.



## Teacher Introduction to Long Vowels Phonics Worksheet #2

- Take out the red Long Vowel Animal Cards, and spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).

<p><b>/ā/</b> </p> <p>as in <b>ape</b></p> <p>a _ay a_e ai_</p>  <p>ei[gh]</p>	<p><b>/ē/</b> </p> <p>as in <b>eagle</b></p> <p>e [c]ei ea</p> <p>_ee _ie_ e_e</p>  <p>_y _ey</p>	<p><b>/ī/</b> </p> <p>as in <b>ibex</b></p> <p>i i_e _igh _y _ie</p> 	<p><b>/ō/</b> </p> <p>as in <b>okapi</b></p> <p>o o_e _oe oa_ ow</p> 	<p><b>/ū/</b> </p> <p>as in <b>mule</b></p> <p>u u_e _ew _ue</p> 
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- Teach students that the long /i/ “y” is used in accented syllables, such as in crý-ing. The long /e/ “y” is used in unaccented syllables, such as in bá-by. The “\_y” spellings indicate that no English syllables or words begin with a long /e/ or /i/ “y” spelling. Note that this is not the case for proper names, such as in Yvette or Yvonne.
- Ask students to share a word with each Long Vowel /ē/ and /ī/ spelling.



### Teacher Introduction to Long Vowels Phonics Worksheet #3

- Take out the red Long Vowel Animal Cards, and spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).

<p><b>/ā/</b> </p> <p>as in <b>ape</b></p> <p>a _ay a_e ai_</p>  <p>ei[gh] _y _ey</p>	<p><b>/ē/</b> </p> <p>as in <b>eagle</b></p> <p>e [c]ei ea</p> <p>_ee _ie_ e_e</p>  <p>_y _ey</p>	<p><b>/ī/</b> </p> <p>as in <b>ibex</b></p> <p>i i_e _igh _y _ie</p> 	<p><b>/ō/</b> </p> <p>as in <b>okapi</b></p> <p>o o_e _oe oa_ ow</p> 	<p><b>/ū/</b> </p> <p>as in <b>mule</b></p> <p>u u_e _ew _ue</p> 
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- Ask students to share a word with each Long Vowel /ō/ and /ū/ spelling.



# Long Vowels Phonics Worksheet #1 \_\_\_\_\_

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**Definition:** Long vowel sounds are single sounds that say the letter names *a*, *e*, *i*, *o*, and *u*.

**Directions:** Sort the following words into the long vowel sound-spelling categories and write them in the spaces provided.

hi, cycle, stage, twine, me, nation, stake, he, flabby, so, stone, bugle, cube, lane, male, be, any, triangle, fine, biceps, dying, time, mute, future, go, music, lobe, hungry, cradle, no, sole, cuter, trying

<b>a</b>	<b>a_e</b>	<b>e</b>	<b>_y (long ē)</b>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
<b>i</b>	<b>i_e</b>	<b>_y (long ī)</b>	
_____	_____	_____	
_____	_____	_____	
_____	_____	_____	
<b>o</b>	<b>o_e</b>	<b>u</b>	<b>u_e</b>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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## Long Vowels Phonics Worksheet #2 \_\_\_\_\_

**Definition:** Vowel teams are two or three vowels in the same syllable that together make only one sound.

**Directions:** Sort the following words into the vowel team sound-spelling categories and write them in the spaces provided.

cried, neat, strain, street, clay, sleigh, creed, mean, receive, lied, does, dew, raining, eight, goes, bloat, grown, flight, barbecue, grew, perceive, higher, load, stow, fuel, stray

**\_ay**

\_\_\_\_\_  
\_\_\_\_\_

**ai\_**

\_\_\_\_\_  
\_\_\_\_\_

**ei (long ē)**

\_\_\_\_\_  
\_\_\_\_\_

**\_ee**

\_\_\_\_\_  
\_\_\_\_\_

**ea (long ē)**

\_\_\_\_\_  
\_\_\_\_\_

**[c]ei**

\_\_\_\_\_  
\_\_\_\_\_

**\_igh**

\_\_\_\_\_  
\_\_\_\_\_

**\_ie (long ī)**

\_\_\_\_\_  
\_\_\_\_\_

**\_oe**

\_\_\_\_\_  
\_\_\_\_\_

**oa\_**

\_\_\_\_\_  
\_\_\_\_\_

**ow (long ō)**

\_\_\_\_\_  
\_\_\_\_\_

**\_ew**

\_\_\_\_\_  
\_\_\_\_\_

**\_ue**

\_\_\_\_\_  
\_\_\_\_\_



## Long Vowels Phonics Worksheet #3

**Directions:** In the short story that follows, use the Long Vowel Animal Cards to help you correct the spellings errors in the spaces below. Don't write down any words that are spelled correctly.

The laydy                      lighked                      shoawing                      off her whyte  
\_\_\_\_\_

hi                                  heal                                  shoes soe                      much tha shea  
\_\_\_\_\_

uesd                              her cell phoan camera to taik pictures,                      then emayled  
\_\_\_\_\_

a fu                                of theise                              phowtographs to her friend, Jein.  
\_\_\_\_\_

Her friend trid                      to oepen                              the picture fiels                      but couldn't fynd them.  
\_\_\_\_\_

Mabe                              a good excew e                      to have her friend sea thoase shoes in person!  
\_\_\_\_\_



# Long Vowels Phonics Assessment

---

## 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 **Phonics Assessment 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. sigh	___ 6. cleeb (cleeb)
___ 2. blain (rhymes with <i>stain</i> )	___ 7. wouter (rhymes with <i>boater</i> )
___ 3. baying (rhymes with <i>saying</i> )	___ 8. shein (rhymes with <i>stain</i> )
___ 4. stoeb (rhymes with <i>lobe</i> )	___ 9. tries
___ 5. receive	___ 10. please



## Long Vowels Phonics Assessment

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1. sigh
2. blain
3. baying
4. stoeb
5. receive
6. cleeb
7. woater
8. shein
9. tries
10. please

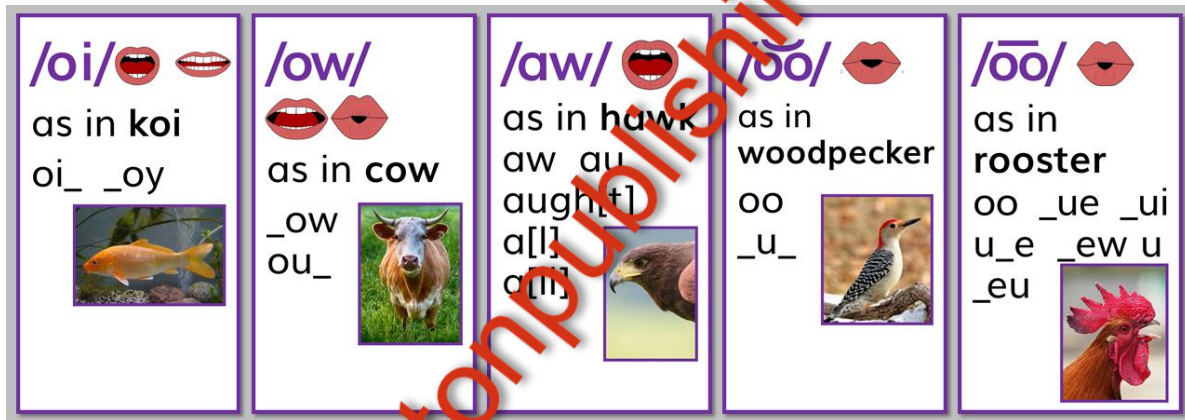
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# Diphthongs Phonics

## Teacher Introduction to Diphthongs Phonics Worksheet #1

- Take out the purple Diphthong Animal Cards, and spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer). Note that the brackets indicate different spellings including the sound. For example, with the hawk card spellings include “a” as in *swap*; “al” as in *almost*; and “all” as in *tail*.



- Ask students to share a word with each diphthong /oi/ spelling.
- Remind students that single long vowel and vowel teams both “say the names of their vowels”: /ā/, /ē/, /ī/, /ē/, /ū/. For example, the single long vowel “a” and the vowel team “ai\_” both say long /a/, as in *nation* and *rain*.
- Tell students that diphthongs are different than vowel teams. Diphthongs are two or three vowels together in the same syllable that each make individual sounds. Readers must blend the sounds together.
- Point to the purple /ow/ sound on the cow card. Say /ow/ slowly, elongating the first, but not the second, sound. Have students point to the spelling and say the /ow/ sound with you. Ask students what happens to the lips when saying this sound. (They close together on the second sound.) Diphthongs make two sounds.

**Teacher Notes:** Spanish pronounces vowels as the following: *a* as /aw/, *e* as /ā/ or /ě/, *i* as /ē/, *o* as /ō/, *u* as long /oo/ (rooster). Spanish has no vowel teams, only diphthongs, so every written vowel is pronounced except for the *u* after *g* before *e* or *i*, “gue” or “gui” in which the *u* is usually silent.



## Teacher Introduction to Diphthongs Phonics Worksheet #2

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- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).



- Ask students to share a word with each diphthong /ow/ and /aw/ spelling.

**Teacher Notes:** Some English-speakers pronounce the /aw/ diphthong as short vowel /ɔ̯/.



### Teacher Introduction to Diphthongs Phonics Worksheet #3

- Take out the purple Diphthong Animal Cards, and spread out these cards in order on a desk, table, or projector.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).



- Ask students to share a word with each diphthong /oo/ as in woodpecker and /oo/ as in rooster spelling.





## Diphthongs Phonics Worksheet #1

---

**Definition:** Diphthongs are two or three vowels together in the same syllable that each make individual sounds.

**Definition:** Vowel teams are two or three vowels in the same syllable that together make only one sound.

**Directions:** For the following words, write **D** if the word contains a diphthong and write **VT** if the word contains a vowel team in the space provided. Use the sound-spellings chart below for help.

1. few \_\_\_\_
2. maybe \_\_\_\_
3. out \_\_\_\_
4. show \_\_\_\_
5. rain \_\_\_\_
6. coin \_\_\_\_
7. glue \_\_\_\_
8. plow \_\_\_\_
9. boy \_\_\_\_
10. suit \_\_\_\_
11. sleigh \_\_\_\_
12. week \_\_\_\_
13. cause \_\_\_\_
14. belief \_\_\_\_
15. new \_\_\_\_
16. pound \_\_\_\_
17. tall \_\_\_\_
18. point \_\_\_\_
19. blue \_\_\_\_
20. frown \_\_\_\_
21. joy \_\_\_\_
22. mule \_\_\_\_
23. goat \_\_\_\_
24. fault \_\_\_\_
25. woe \_\_\_\_
26. haul \_\_\_\_
27. stray \_\_\_\_
28. hue \_\_\_\_
29. cruise \_\_\_\_
30. soy \_\_\_\_
31. almost \_\_\_\_
32. oats \_\_\_\_
33. prowl \_\_\_\_
34. true \_\_\_\_
35. spoil \_\_\_\_
36. house \_\_\_\_
37. vein \_\_\_\_
38. blew \_\_\_\_
39. moon \_\_\_\_
40. peeled \_\_\_\_
41. cue \_\_\_\_
42. book \_\_\_\_
43. law \_\_\_\_
44. sigh \_\_\_\_
45. haul \_\_\_\_
46. perceive \_\_\_\_



## Diphthongs Phonics Worksheet #2

**Definition:** Diphthongs are two or three vowels together in the same syllable that each make individual sounds.

**Directions:** Add two words, including diphthongs, for each diphthong sound-spelling.

**long oo (rooster)**

moon  
broom  
smooth

\_\_\_\_\_

\_\_\_\_\_

**\_ue**

glue  
blue  
true

\_\_\_\_\_

\_\_\_\_\_

**u (rooster sound)**

duty  
lunar  
tumor

\_\_\_\_\_

\_\_\_\_\_

**\_ew**

stew  
new  
blew

\_\_\_\_\_

\_\_\_\_\_

**short oo (woodpecker)**

foot  
good  
book

\_\_\_\_\_

\_\_\_\_\_

**aw**

awful  
hawk  
law

\_\_\_\_\_

\_\_\_\_\_

**au**

cause  
fault  
haul

\_\_\_\_\_

\_\_\_\_\_

**al**

almost  
also  
although

\_\_\_\_\_

\_\_\_\_\_

**all**

stall  
mall  
ball

\_\_\_\_\_

\_\_\_\_\_

**ou\_**

out  
pound  
house

\_\_\_\_\_

\_\_\_\_\_

**ow**

plow  
frown  
prowl

\_\_\_\_\_

\_\_\_\_\_

**\_oi**

coin  
point  
loin

\_\_\_\_\_

\_\_\_\_\_

**oy**

soy  
joy  
boy

\_\_\_\_\_

\_\_\_\_\_



## Diphthongs Phonics Worksheet #3

**Definition:** Diphthongs are two or three vowels together in the same syllable that each make individual sounds. **Vowel teams** are two or three vowels in the same syllable that together make only one sound.

**Directions:** In the short story that follows, correct the spellings errors in the spaces below from the spellings on the Animal Cards. Don't write down any words that are spelled correctly.

The boi                      watched the broun      hauk                      sayl  
\_\_\_\_\_  
hie                              over the grein              meadoes,                      lukiing  
\_\_\_\_\_  
for choyce                      feald                              miece.                              The bird flue  
\_\_\_\_\_  
arownd                              a trea,                              then srewped                      doun  
\_\_\_\_\_  
loa                                      and tuk                              the smawl,                              yet very cuete,  
\_\_\_\_\_  
mowse                              in its claus                              awl                                      in one mowtion.  
\_\_\_\_\_

**Book Search!** Work on your own to find words with /oi/, /ow/, /aw/, /oo/ as in *woodpecker*, and /oo/ as in *rooster*; sounds to fill in the chart. Refer to the Animal Cards for the spellings of these sounds.

Book Titles: \_\_\_\_\_

/oi/ \_\_\_\_\_ p. \_\_\_\_                      /ow/ \_\_\_\_\_ p. \_\_\_\_

/aw/ \_\_\_\_\_ p. \_\_\_\_

/oo/ as in *woodpecker* \_\_\_\_\_ p. \_\_\_\_

/oo/ as in *rooster* \_\_\_\_\_ p. \_\_\_\_



# Diphthongs Phonics Assessment

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## 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 **Phonics Assessment 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. pudding                             | ___ 6. droy (rhymes with <i>boy</i> )     |
| ___ 2. haub (rhymes with <i>job</i> )      | ___ 7. splew (rhymes with <i>chew</i> )   |
| ___ 3. gawyer (rhymes with <i>lawyer</i> ) | ___ 8. oiter (rhymes with <i>loiter</i> ) |
| ___ 4. chow                                | ___ 9. sounded                            |
| ___ 5. crook                               | ___ 10. spoon                             |



## Diphthongs Phonics Assessment

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1. pudding
2. haub
3. gawyer
4. chow
5. crook
6. droy
7. splew
8. oiter
9. sounded
10. spoon

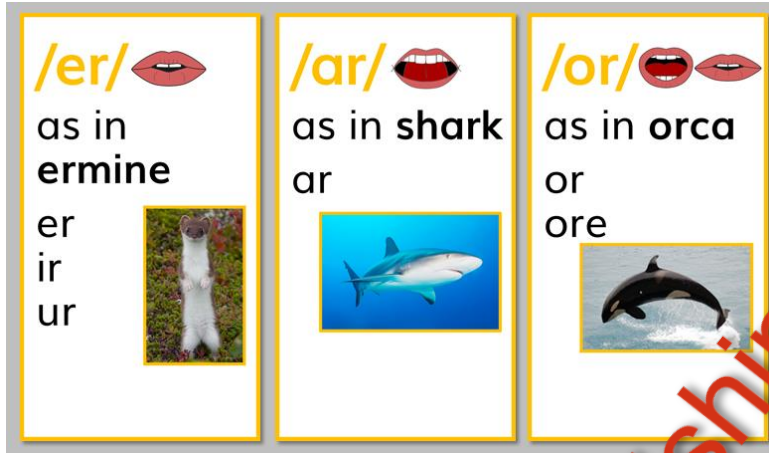
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## r-controlled Vowels Phonics

### Teacher Introduction to r-controlled Vowels Phonics Worksheet #1

- Take out the three gold r-controlled vowel Animal Cards, and spread out the cards in order on a desk, table, or projector.



- Teach your students that when the *r* consonant follows a vowel, the *r* makes the vowel change how it sounds. We call the vowel a *controlled vowel* because the *r* consonant *controls* how the vowel sounds.
- Say, “The controlled vowel sound differs from word to word. For example, listen to the pronunciations of these words.” Write the following on the board:

bury pure war car

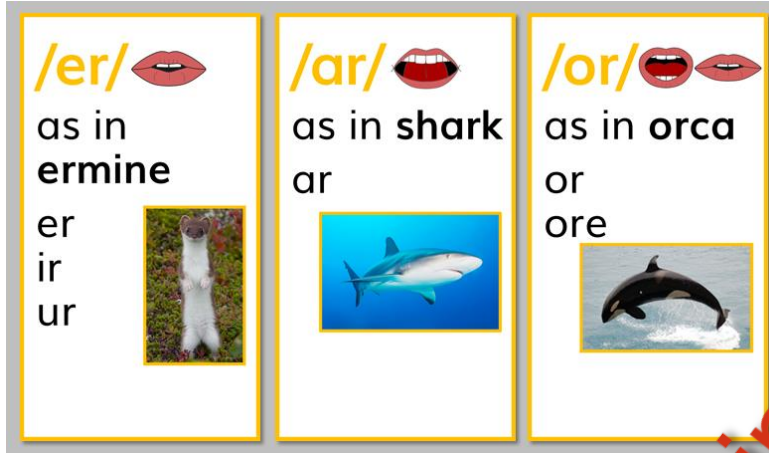
- Say, “Also, people with different English dialects pronounce these *r*-controlled vowels differently. For example, some Americans pronounce the first word to rhyme with *scary*, while others pronounce the word to rhyme with *hurry*.”
- Remind students that the “*r*” and *r*-controlled vowels always stay in the same syllable.
- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).
- Ask students to share a word with each /er/ as in ermine spelling.
- The *l* as in lion may also act as a control vowel. Write the following *l*-controlled vowels on the board. Pronounce each and have the students identify the vowel sounds they hear.

scald held wolf milk gulp



## Teacher Introduction to *r*-controlled Vowels Phonics Worksheet #2

- Take out the three gold *r*-controlled vowel Animal Cards, and spread out the cards in order on a desk, table, or projector.

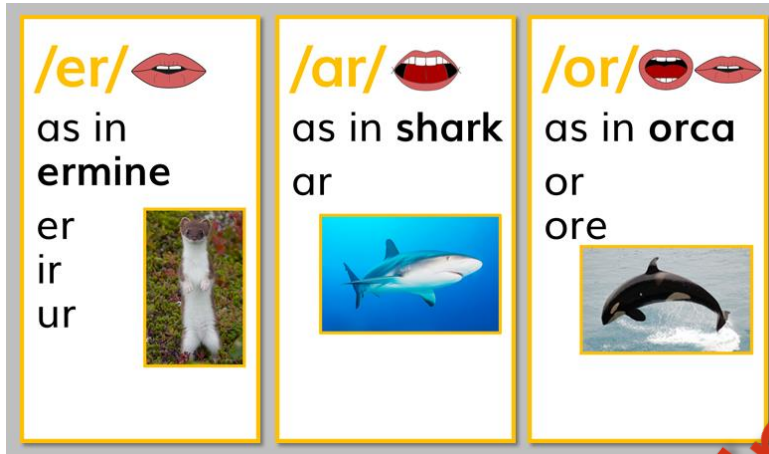


- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).
- Ask students to share words with the /ar/ as in shark spelling.



## Teacher Introduction to *r*-controlled Vowels Phonics Worksheet #3

- Take out the three gold *r*-controlled vowel Animal Cards, and spread out the cards in order on a desk, table, or projector.



- Practice the names, sounds, and spellings of each card. Point to the picture when saying the name. Point to the /sound/ when saying the sound. If speech articulation needs correction, point to mouth and say, “Shape your lips like that. Now, look at my mouth as we say the sound.” Point to each of the letters (and blanks) when saying the spellings. Tell students to point to the name, sound, and spellings on their cards when you cue them saying, “Name?” (pause for their unison answer) “Sound?” (pause for their unison answer). “Spelling?” (pause for their unison answer).
- Ask students to share words with the /or/ as in orca spelling.
- Remind students that English has many different *r*-controlled vowel sounds and a variety of spellings. Write the following *r*-controlled vowel /sounds/ with examples on the board. Pronounce each and have the students identify the vowel sounds they hear.

**One sound /r/:**  
paint/**er**, whir, **ur**/gent, **cour**/age

**Two sounds /air/:**  
hair, **wear**, heir, **bare**/ly

**Two sounds /or/:**  
ac/**tor**, **store**, di/no/**saur**, **court**

**Two sounds /eer/:**  
**near**/ly, **beer**

**Two sounds /oo/:**  
**tour**/ist, **pure**

**Three sounds /our/:**  
**hour**/ly





# r-controlled Vowels Phonics Worksheet #1 \_\_\_\_\_

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

fur \_\_\_\_\_

her \_\_\_\_\_

fir \_\_\_\_\_

far \_\_\_\_\_

for \_\_\_\_\_

2. **Book Search!** Work on your own to find words with example words to fit each r-controlled vowel spelling.

Book Titles: \_\_\_\_\_

ur \_\_\_\_\_ p. \_\_\_\_\_

er \_\_\_\_\_ p. \_\_\_\_\_

ir \_\_\_\_\_ p. \_\_\_\_\_

ar \_\_\_\_\_ p. \_\_\_\_\_

or \_\_\_\_\_ p. \_\_\_\_\_

3. **Book Search!** Work on your own to find words with example words to fit each l-controlled vowel spelling.

Book Titles: \_\_\_\_\_

al or all \_\_\_\_\_ p. \_\_\_\_\_

ble or cle \_\_\_\_\_ p. \_\_\_\_\_

del or fle \_\_\_\_\_ p. \_\_\_\_\_

gle or kle \_\_\_\_\_ p. \_\_\_\_\_

ple or tle \_\_\_\_\_ p. \_\_\_\_\_

sle or zle \_\_\_\_\_ p. \_\_\_\_\_



## **r-controlled Vowels Phonics Worksheet #2** \_\_\_\_\_

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1. Sort the following *r*-controlled vowel words into the vowel letter categories below:

here, care, first, bore, large, chore, pure, third, dear, insure,  
chair, board, bear, cure, tire, hair, fire, clear, sour, sure

**a words**

\_\_\_\_\_

**e words**

\_\_\_\_\_

**i words**

\_\_\_\_\_

**o words**

\_\_\_\_\_

**u words**

\_\_\_\_\_

2. Write a very long sentence in which you use as many of these *r* and *l*-controlled vowel words as possible.

here, care, first, bore, large, chore, pure, third, dear, insure, almost, tall, bubble, popsicle, cradle,  
rifle, bugle, ankle, purple, title, puzzle, chair, board, bear, cure, tire, hair, fire, clear, sour, sure

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **r-controlled Vowels Phonics Worksheet #3**

---

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

**hold** \_\_\_\_\_

**elf** \_\_\_\_\_

**milk** \_\_\_\_\_

**tall** \_\_\_\_\_

**balm** \_\_\_\_\_

**pulp** \_\_\_\_\_

**belt** \_\_\_\_\_

2. **Book Search!** Work on your own to find words with example words to fit each *r* and *l*-controlled vowel spelling.

Book Titles: \_\_\_\_\_

**One sound /r/** as in paint/**er**, whir/**l**, gent, cour/**age** \_\_\_\_\_ p.\_\_\_\_

**Two sounds /air/** as in hair, wear, heir, bare/**ly** \_\_\_\_\_ p.\_\_\_\_

**Two sounds /or/** as in ac**tor**, store, di/no/**saur**, cour**t** \_\_\_\_\_ p.\_\_\_\_

**Two sounds /eer/** as in near**ly**, beer \_\_\_\_\_ p.\_\_\_\_

**Two sounds /oo/** as in tou**r**/ist, pure \_\_\_\_\_ p.\_\_\_\_

**Three sounds /our/** as in hou**r**/ly \_\_\_\_\_ p.\_\_\_\_



## r-controlled Vowels Phonics Assessment

---

### 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

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Student Name \_\_\_\_\_ Test Date \_\_\_\_\_

\_\_\_ 1. morning

\_\_\_ 2. dar (rhymes with *far*)

\_\_\_ 3. number

\_\_\_ 4. fallen

\_\_\_ 5. stirring

\_\_\_ 6. seld (rhymes with *held*)

\_\_\_ 7. nare (rhymes with *stare*)

\_\_\_ 8. tult (rhymes with *cult*)

\_\_\_ 9. borch (rhymes with *porch*)

\_\_\_ 10. churn



## **r-controlled Vowels Phonics Assessment**

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1. morning
2. dar
3. number
4. fallen
5. stirring
6. seld
7. nare
8. tult
9. borch
10. churn

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# Phonics Worksheet Answers: Short Vowels

## Short Vowel Phonics Worksheet #1

No Answers

## Short Vowel Phonics Worksheet #2

1. c ä n n ö t      b ä s k e t      h ĩ m s ě l f      ŭ p l ĩ f t  
w ĩ t h ĩ n      p ĩ c k ŭ p      b ä c k h ä n d      d ĩ s h p ä n  
ŭ p ö n      s e t b ä c k      s ū n f ĩ s h      c r ö s s c ŭ t  
b e d r ö c k      j ä c k p ö t      c h e c k l ĩ s t      b l ä c k s m ĩ t h
2.      j a s p e d i n g 3      s h o n u d l i c k 3      h p . n d o g r e d 4  
c h u t i n 2      t h e s w o d l a t e n 4      w h e g u n d i p a n 4
4. Jack and Jill went up the hill  
Little Tom tucks in his jacket.  
Big yellow duck lost his quack.  
Green frog jumps on that lily pad.

## Short Vowel Phonics Worksheet #3

1. p ĩ n n i n g      b ĩ t t e r      c ŭ b e d      p ĩ n i n g      f ĩ l l i n g      b ĩ t e r  
m ä t t i n g      h ö l y      f l o p p e d      h ö l l y      l ä t e r      s l ö p e d  
m ā t i n g      l ä t t e r      c l ä b b e d      f ĩ l e r      s k ĩ n n y      s h ĩ n y



# Phonics Worksheet Answers: Consonant-Final e

## Consonant-Final e Phonics Worksheet #1

No Answers

## Consonant-Final e Phonics Worksheet #2

“e\_e” /ā/

where  
there

“i\_e” /ī/

give  
live

o\_e /ū/

one  
some  
love  
come  
above

o\_e /oo/ as in rooster

prove  
whose  
move  
lose

o\_e /ō/

gone

“a\_e” /ā/

have

“ure” /er/

sure

“e\_e” /er/

were

## Consonant-Final e Phonics Worksheet #3

### 2. Memory Rap Lines

Drop the final *e* when adding on an ending  
if it starts with a vowel up front.

Keep the final *e* when adding on an ending  
if it starts with a consonant.

Also keep the *e* when you hear soft “c” or “g”  
before “a-le” or “o-u-s”

Mostly keep the *e* when the ending is “y-e”,  
“e-e”, or even “o-e”.

### Consonant-Final e Words

pasting

concretely

changeable

outrageous

eyeing

seeing

canoeing



## Phonics Worksheet Answers: Consonant Digraphs

---

### Consonant Digraphs Phonics Worksheet #1

<u>ch</u> op	<u>th</u> is	so <u>ng</u>	hu <u>sh</u>
<u>wh</u> ich	<u>ch</u> urch	<u>sh</u> ip	ha <u>sh</u>
<u>sh</u> ush	<u>w</u> hy	<u>w</u> hite	wi <u>th</u>
<u>th</u> ick	hi <u>ch</u>	ca <u>sh</u>	<u>th</u> ese
<u>sh</u> ake	<u>th</u> in	wi <u>sh</u>	mu <u>ch</u>
cr <u>ash</u>	<u>ch</u> ime	<u>th</u> ing	<u>l</u> ong

### Consonant Digraphs Phonics Worksheet #2

A. chew 2	B. knock 3	C. shift 4	D. dodge 3	E. show 2
F. duck 3	G. when 3	H. this 3	I. throne 4	J. itch 2
K. strung 5	L. thin 3	M. numb 3	N. phonics 6	O. whisk 5

### Consonant Digraphs Phonics Worksheet #3

No Answers





## Phonics Worksheet Answers: Consonant Clusters

---

### Consonant Clusters Phonics Worksheet #1

- |    |            |            |            |            |
|----|------------|------------|------------|------------|
| 1. | A.black 4  | B.bright 4 | C.cluck 4  | D.crest 5  |
|    | E.drift 5  | F.flake 4  | G.fright 4 | H.glide 4  |
|    | I.greed 4  | J.plot 3   | K.prop 4   | L.scam 4   |
|    | M.scrap 5  | N.blast 5  | O.skunk 5  | P.slob 4   |
|    | Q.smudge 4 | R.snail 4  | S.spoke 4  | T.pit 5    |
|    | U.spray 4  | V.squish 4 | W.stock 4  | X.strut 5  |
|    | Y.sweat 4  | Z.thrash 5 | AA.tramp 4 | BB.twine 4 |

### Consonant Clusters Phonics Worksheet #2

- |    |           |            |           |            |
|----|-----------|------------|-----------|------------|
| 1. | A.cleft 5 | B.mild 4   | C.stamp 4 | D.elm 3    |
|    | E.gulp 4  | F.quilt 5  | G.brand 5 | H.scrimp 5 |
|    | I.crush 4 | J.stripe 5 | K.trash 4 | L.blunt 5  |
|    | M.leapt 4 | N.mask 4   | O.grasp 5 | P.list 4   |
|    | Q.drum 4  |            |           |            |

### Consonant Clusters Phonics Worksheet #3

No Answers



# Phonics Worksheet Answers: Long Vowels

## Long Vowels Phonics Worksheet #1

<b>a</b>	<b>a_e</b>	<b>e</b>	<b>_y (long ē)</b>
nation	stage	me	flabby
ladle	stake	he	any
cradle	male	be	hungry
<b>i</b>	<b>i_e</b>	<b>_y (long ī)</b>	
hi	twine	cycle	
trident	fine	dying	
biceps	time	trying	
<b>o</b>	<b>o_e</b>	<b>u</b>	<b>u_e</b>
so	stone	bugle	mute
go	lobe	future	cuter
no	sole	music	cube

## Long Vowels Phonics Worksheet #2

<b>_ay</b>		<b>ai_</b>		<b>ei (long ā)</b>
clay		strain		sleigh
stray		raining		eight
	<b>_ee</b>		<b>ea (long ē)</b>	<b>[c]ei</b>
	street		eat	receive
	creed		mean	perceive
<b>_igh</b>		<b>_ie (long ī)</b>		
flight		cried		
higher		lie		
	<b>_oe</b>		<b>oa_</b>	<b>ow (long ō)</b>
	does		bloat	grown
	goes		load	stow
<b>_ew</b>		<b>_ue</b>		
dew		barbecue		
grew		fuel		

## Long Vowels Phonics Worksheet #3

The lady liked showing off her white high heel shoes so much that she used her cell phone camera to take pictures, then emailed a few of these photographs to her friend, Jane. Her friend tried to open the picture files but couldn't find them. Maybe a good excuse to have her friend see those shoes in person!

## Phonics Worksheet Answers: Diphthongs

---

### Diphthongs Phonics Worksheet #1

- |              |               |              |                 |               |             |
|--------------|---------------|--------------|-----------------|---------------|-------------|
| 1. few VD    | 2. maybe VD   | 3. out D     | 4. show VD      | 5. rain VD    | 6. coin D   |
| 7. glue D    | 8. plow D     | 9. boy D     | 10. suit D      | 11. sleigh VD | 12. week VD |
| 13. cause D  | 14. belief VD | 15. new D    | 16. pound D     | 17. tall D    | 18. point D |
| 19. blue D   | 20. frown D   | 21. joy D    | 22. mule D      | 23. goat VD   | 24. fault D |
| 25. woe VD   | 26. haul D    | 27. stray VD | 28. hue VD      | 29. cruise D  | 30. soy D   |
| 31. almost D | 32. oats VD   | 33. prowl D  | 34. true D      | 35. spoil D   | 36. house D |
| 37. vein VD  | 38. blew D    | 39. moon D   | 40. peeled VD   | 41. cue VD    | 42. book D  |
| 43. law D    | 44. sigh VD   | 45. haul D   | 46. perceive VD |               |             |

### Diphthongs Phonics Worksheet #2

No Answers

### Diphthongs Phonics Worksheet #3

The boy watched the brown hawk sail high over the green meadows, looking for choice field mice. The bird flew around a tree, then swooped down low and took the small, yet very cute, mouse in its claws all in one motion.



## Phonics Worksheet Answers: *r* – controlled Vowels

---

### *r*-controlled Vowels Phonics Worksheet #1

No Answers

### *r*-controlled Vowels Phonics Worksheet #2

#### *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

### *r*-controlled Vowels Phonics Worksheet #3

No Answers

/ē/ 

as in eagle  
e [c]ei ea



\_ey

\_y

\_ee

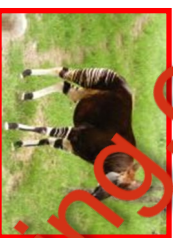
\_ie\_

e [c]ei ea

2

/ō/ 

as in okapi



ow

\_oe\_

oo \_ue\_ ui

4

/oo/ 

as in rooster



\_eu

oo \_ue\_ ui

oo \_ue\_ ui

6

/ow/   


as in cow



ou\_

\_ow

8

/aw/ 

as in hawk  
aw augh[t]



au

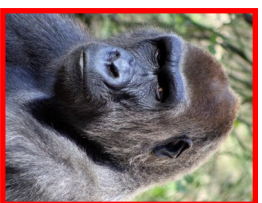
a[l]

a[l]

10

/ä/ 

as in ape



a

\_ay

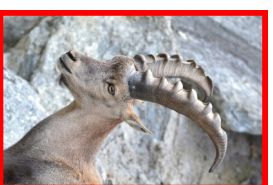
a\_e

ai\_

1

/ī/   


as in ibex



i\_i\_e

\_igh

\_y

\_ie

3

/ū/ 

as in mule



u

u\_e

\_ew

\_ue

5

/ö/ 

as in woodpecker



oo

\_u\_

7

/oi/   


as in koi



oi\_

\_oy

9

**/ar/** 

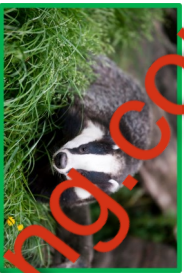
as in  
shark  
ar



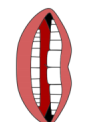
12

**/ä/** 

as in  
badger  
ä



14

**/i/** 

as in *pig*  
i  
-y



16

**/ü/** 

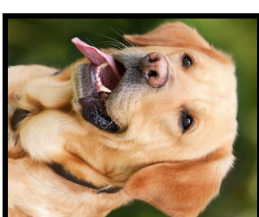
as in  
buffalo  
ü



18

**/d/** 

as in  
dog  
d



20

**/er/** 

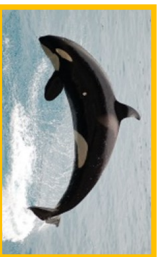
as in  
ermine  
er  
ir  
ur



11

**/or/**  

as in  
orca  
or  
ore



13

**/è/** 

as in  
gecko  
e \_ed



15

**/ö/** 

as in  
otter  
ö



17

**/b/** 

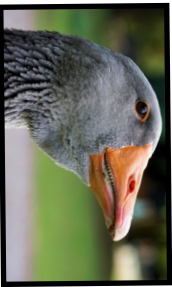
as in  
bear  
b




19

**/g/** 

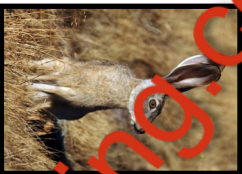
as in goose  
g[ɑ, o, u]




22

**/j/** 

as in  
jackrabbit  
j [dʒeɪ, j]



24

**/l/** 

as in lion

l



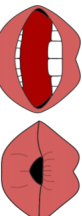
26

**/n/** 

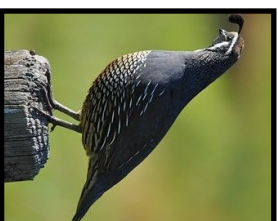
as in newt  
n kn\_



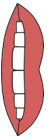
28

**/q/** 

as in quail  
qu



30

**/f/** 

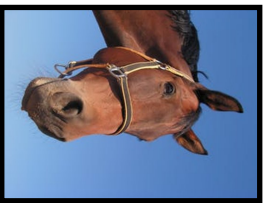
as in ferret  
f ph




21

**/h/** 

as in horse  
h



23

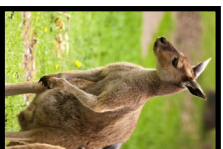
**/k/** 

as in  
kangaroo  
k [i, e]

\_c

\_ck

c [ɑ, o, u]



25

**/m/** 

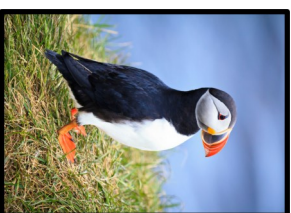
as in mouse  
m



27

**/p/** 

as in  
puffin  
p



29

**/s/** 

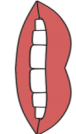
as in

seagull

s [c,e,i,y]



32

**/v/** 

as in

vulture

v



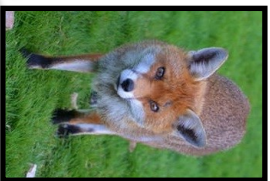
34

**/x/** 



as in fox

x



36

**/z/** 

as in zebra

z

\_s



38

**/wh/** 

as in whale

wh\_



40

**/r/** 

as in

raccoon

r

wr\_



31

**/t/** 

as in tiger

t

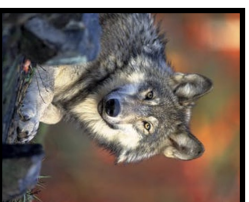


33

**/w/** 

as in wolf

w



35

**/y/** 

as in yak

y\_



37

**/sh/** 

as in sheep

sh

\_ci\_

\_si\_

\_ti\_



39



**/tʰ/** 

unvoiced

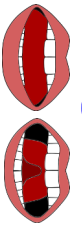
as in sloth

th



42

**/ŋg/** 



as in

lemming

-ng

\_n



44

**bl\_**

as in black

46

**cl\_**

as in close

48

**dr\_**

as in draw

50

**/tʰ/** 

voiced as in

python

th\_



41

**/tʃ/** 

as in

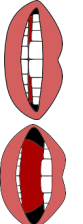
cheetah

ch \_tch



43

**/zʰ/** 



as in

television

-ge

\_s\_



45

**br\_**

as in brown

47

**cr\_**

as in crow

49

fr \_

as in **frame**

52

gr \_

as in **green**

54

pr \_

as in **print**

56

scr \_

as in **screw**

58

sk \_

as in **skirt**

60

fl \_

as in **flower**

51

gl \_

as in **glass**

53

pl \_

as in **play**

55

sc \_

as in **scope**

57

shr \_

as in **shrunk**

59

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**sm\_**

as in **small**

62

**sp\_**

as in **spell**

64

**spr\_**

as in **spray**

66

**st\_**

as in **start**

68

**sw\_**

as in **swim**

70

**sl\_**

as in **slide**

61

**sn\_**

as in **snack**

63

**spl\_**

as in **splash**

65

**squ\_**

as in **squid**

67

**str\_**

as in **street**

69

tr\_

as in try

72

\_ft

as in lift

74

\_lk

as in elk

76

\_lp

as in help

78

\_mp

as in pump

80

thr\_

as in threat

71

tw\_

as in twin

73

\_ld

as in child

75

\_lm

as in film

77

\_lt

as in belt

79

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**\_nd**

as in sand

82

**\_nt**

as in point

84

**\_sk**

as in ask

86

**\_st**

as in first

88

**\_xt**

as in next

90

**\_nch**

as in lunch

81

**\_nk**

as in trunk

83

**\_pt**

as in kept

85

**\_sp**

as in crisp

87

**\_wn**

as in clown

89

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