

***Phonics From A to Z* Online Resources**

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Name _____ Date _____

Letter-Name Assessment

	Uppercase	Accuracy	Speed
1	O		
2	B		
3	A		
4	C		
5	X		
6	P		
7	S		
8	E		
9	H		
10	T		
11	W		
12	M		
13	R		

	Uppercase	Accuracy	Speed
14	K		
15	D		
16	F		
17	L		
18	Y		
19	Z		
20	G		
21	J		
22	N		
23	I		
24	Q		
25	U		
26	V		

Accuracy _____ / 26

Speed _____ / 26

Letters Mastered _____

Focus Letters for Next Instructional Cycle:

Name _____ Date _____

Letter-Name Assessment

	Lowercase	Accuracy	Speed
1	o		
2	b		
3	a		
4	c		
5	x		
6	p		
7	s		
8	e		
9	h		
10	t		
11	w		
12	m		
13	r		

	Lowercase	Accuracy	Speed
14	k		
15	d		
16	f		
17	l		
18	y		
19	z		
20	g		
21	j		
22	n		
23	i		
24	q		
25	u		
26	v		

Accuracy _____ / 26

Speed _____ / 26

Letters Mastered _____

Focus Letters for Next Instructional Cycle:

Name _____ Date _____

Letter-Sound Assessment

		Accuracy	Speed
1	c		
2	a		
3	b		
4	t		
5	p		
6	s		
7	k		
8	o		
9	j		
10	z		
11	f		
12	d		
13	m		

		Accuracy	Speed
14	v		
15	e		
16	g		
17	l		
18	h		
19	n		
20	r		
21	q		
22	i		
23	w		
24	x		
25	u		
26	y		

Accuracy _____ / 26

Speed _____ / 26

Letters Mastered _____

Focus Letters for Next Instructional Cycle:

Phonemic Awareness Assessment

Preparing the Test

- Print the test and make a copy to record the student's responses. Note that an answer sheet is provided.
- Print and cut apart the picture cards to use for sections C and D.

Administering the Test

- Administer the test to one student at a time.
- Follow the guidelines on the test for each section.
- Put a check mark on the answer sheet beside each correct answer.

Scoring the Test

- Note areas that the student needs more work on. Students should get a minimum of four correct answers in each section.

Name _____ Date _____

Phonemic Awareness Assessment

Rhyme

A. Ask the student if the following word pairs rhyme.

1. cat/hat	4. can/man
2. pig/wig	5. let/pen
3. box/lip	6. sun/run

B. State aloud the following rhyming word pairs. Ask the student to provide another rhyming word.

1. rack, sack	4. goat, coat
2. pop, hop	5. wide, hide
3. wing, king	6. bake, lake

Phonemic Awareness Assessment

Oddity Tasks

- C.** Assemble picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names **begin** with the same sound. Circle the student's choices.

1. sun, sock, fish	4. pig, pan, dog
2. mop, sun, man	5. dog, ten, top
3. pig, leaf, log	6. fan, leaf, fish

- D.** Assemble picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names **end** with the same sound. Circle the student's choices.

1. bat, rock, nut	4. bus, glass, bat
2. cup, top, pen	5. sock, cup, rake
3. ten, fan, cup	6. dog, leg, leaf

Name _____ Date _____

Phonemic Awareness Assessment

Oral Blending

E. Say the first sound of a word and then the rest of the word. Have the student say the word as a whole.

1. /s/ . . . at	4. /l/ . . . ock
2. /m/ . . . op	5. /t/ . . . ape
3. /f/ . . . ish	6. /b/ . . . ox

F. Say each word sound by sound. Ask the student to say the word as a whole.

1. /m/ /ē/	4. /s/ /u/ /n/
2. /s/ /ā/	5. /m/ /ā/ /k/
3. /f/ /ē/ /t/	6. /l/ /ā/ /z/ /ē/

Phonemic Awareness Assessment

Oral Segmentation

G. Say each word. Ask the student to clap the **number of syllables** he or she hears in each word.

1. pencil	4. bookmark
2. map	5. elephant
3. tomato	6. rock

H. Say each word. Have the student say the **first sound** he or she hears in each word.

1. sun	4. top
2. mop	5. candle
3. leaf	6. yellow

I. Say each word. Have the student say the **last sound** he or she hears in each word.

1. bat	4. take
2. hop	5. glass
3. red	6. leaf

J. Say each word. Have the student say each word sound by sound.

1. see	4. rain
2. my	5. tub
3. lake	6. rocks

Name _____ Date _____

Phonemic Awareness Assessment

Phonemic Manipulation

K. Say each word. Have the student say the word without the first sound.

1. sun	4. ship
2. mat	5. bike
3. leaf	6. stop

L. Say each word. Have the student replace the first sound in the word with /s/.

1. mad	4. pick
2. run	5. hand
3. cat	6. chip

Phonemic Awareness Assessment

Rhyme

A. Ask the student if the following word pairs rhyme.

- | | |
|------------------|------------------|
| 1. cat/hat (yes) | 4. can/man (yes) |
| 2. pig/wig (yes) | 5. let/pen (no) |
| 3. box/lip (no) | 6. sun/run (yes) |

B. State aloud the following rhyming word pairs. Ask the student to provide another rhyming word.

- | | |
|------------------------|------------------------|
| 1. rack, sack
_____ | 4. goat, coat
_____ |
| 2. pop, hop
_____ | 5. wide, hide
_____ |
| 3. wing, king
_____ | 6. bake, lake
_____ |

Oddity Tasks

C. Assemble picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names **begin** with the same sound. Circle the student's choices.

- | | |
|---|---|
| 1. sun, sock, fish (<i>sun, sock</i>) | 4. pig, pan, dog (<i>pig, pan</i>) |
| 2. mop, sun, man (<i>mop, man</i>) | 5. dog, ten, top (<i>ten, top</i>) |
| 3. pig, leaf, log (<i>leaf, log</i>) | 6. fan, leaf, fish (<i>fan, fish</i>) |

D. Assemble picture cards for the following word sets. Display each picture-card set. Ask the student to find the two pictures whose names **end** with the same sound. Circle the student's choices.

- | | |
|---------------------------------------|--|
| 1. bat, rock, nut (<i>bat, nut</i>) | 4. bus, glass, bat (<i>bus, glass</i>) |
| 2. cup, top, pen (<i>cup, top</i>) | 5. sock, cup, rake (<i>sock, rake</i>) |
| 3. ten, fan, cup (<i>ten, fan</i>) | 6. dog, leg, leaf (<i>dog, leg</i>) |

Oral Blending

E. Say the first sound of a word and then the rest of the word. Have the student say the word as a whole.

- | | |
|--------------------------------|--------------------------------|
| 1. /s/ ... at (<i>sat</i>) | 4. /l/ ... ock (<i>lock</i>) |
| 2. /m/ ... op (<i>mop</i>) | 5. /t/ ... ape (<i>tape</i>) |
| 3. /f/ ... ish (<i>fish</i>) | 6. /b/ ... ox (<i>box</i>) |

F. Say each word sound by sound. Ask the student to say the word as a whole.

- | | |
|--------------------------------|------------------------------------|
| 1. /m/ /ē/ (<i>me</i>) | 4. /s/ /u/ /n/ (<i>sun</i>) |
| 2. /s/ /ā/ (<i>say</i>) | 5. /m/ /ā/ /k/ (<i>make</i>) |
| 3. /f/ /ē/ /t/ (<i>feet</i>) | 6. /l/ /ā/ /z/ /ē/ (<i>lazy</i>) |

Oral Segmentation

G. Say each word. Ask the student to clap the **number of syllables** he or she hears in each word.

- | | |
|---------------|-----------------|
| 1. pencil (2) | 4. bookmark (2) |
| 2. map (1) | 5. elephant (3) |
| 3. tomato (3) | 6. rock (1) |

H. Say each word. Have the student say the **first sound** he or she hears in each word.

- | | |
|---------------|-----------------|
| 1. sun (/s/) | 4. top (/t/) |
| 2. mop (/m/) | 5. candle (/k/) |
| 3. leaf (/l/) | 6. yellow (/y/) |

I. Say each word. Have the student say the **last sound** he or she hears in each word.

- | | |
|--------------|----------------|
| 1. bat (/t/) | 4. take (/k/) |
| 2. hop (/p/) | 5. glass (/s/) |
| 3. red (/d/) | 6. leaf (/f/) |

J. Say each word. Have the student say each word sound by sound.

- | | |
|-----------------------|----------------------------|
| 1. see (/s/ /ē/) | 4. rain (/r/ /ā/ /n/) |
| 2. my (/m/ /ī/) | 5. tub (/t/ /u/ /b/) |
| 3. lake (/l/ /ā/ /k/) | 6. rocks (/r/ /o/ /k/ /s/) |

Phonemic Manipulation

K. Say each word. Have the student say the word without the first sound.

- | | |
|------------------------|------------------------|
| 1. sun (<i>un</i>) | 4. ship (<i>ip</i>) |
| 2. mat (<i>at</i>) | 5. bike (<i>ike</i>) |
| 3. leaf (<i>eof</i>) | 6. stop (<i>top</i>) |

L. Say each word. Have the student replace the first sound in the word with /s/.

- | | |
|-----------------------|-------------------------|
| 1. mad (<i>sad</i>) | 4. pick (<i>sick</i>) |
| 2. run (<i>sun</i>) | 5. hand (<i>sand</i>) |
| 3. cat (<i>sat</i>) | 6. chip (<i>sip</i>) |

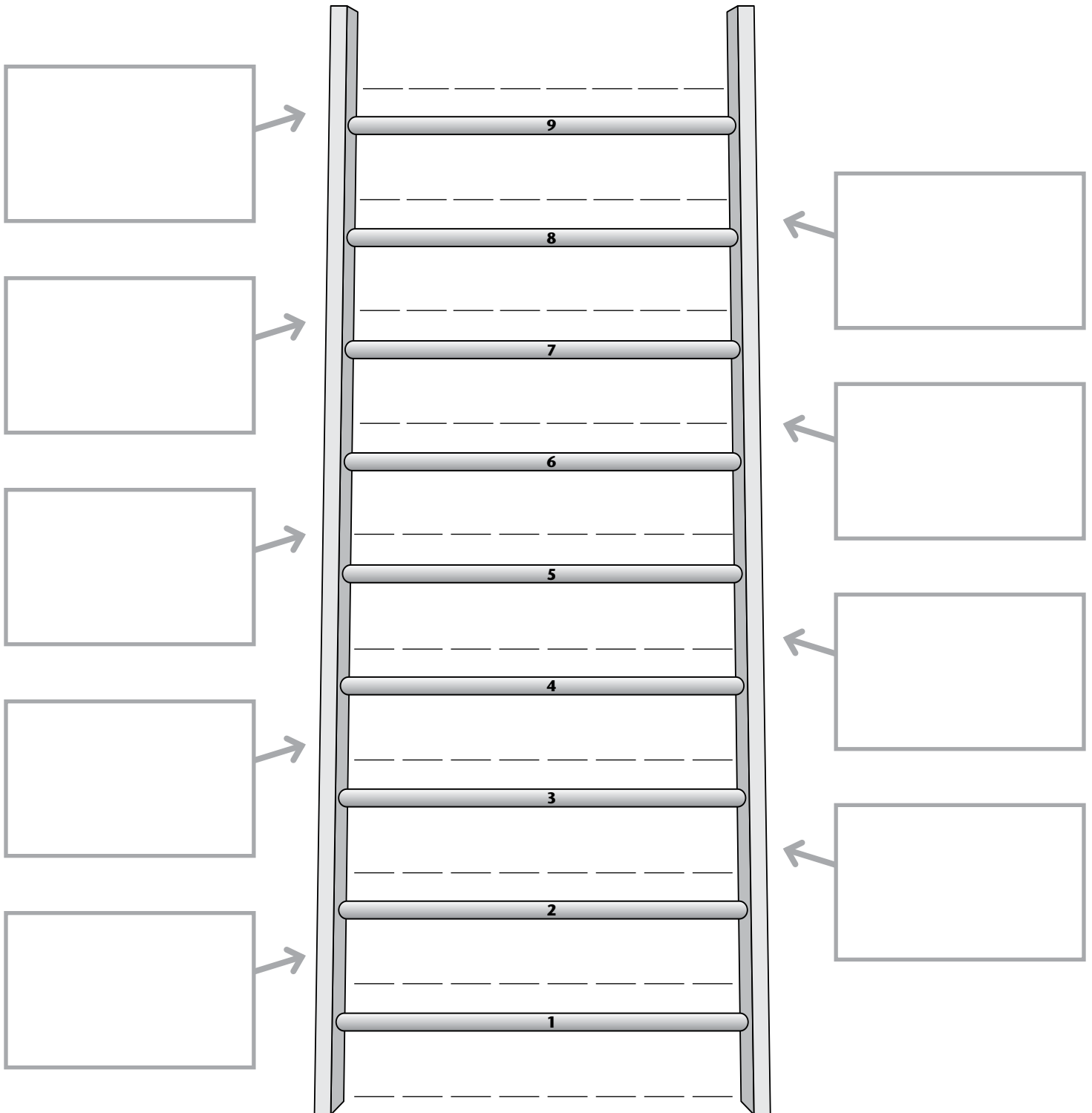
Phonemic Awareness Picture Cards (for sections C and D)



Word Ladder

Directions:

1. Read the clues, then write the words.
2. Start at the bottom and climb to the top.



Dolch Basic Sight Vocabulary 220

a	call	funny	just	only	small	use
about	came	gave	keep	open	so	very
after	can	get	kind	or	some	walk
again	carry	give	know	our	soon	want
all	clean	go	laugh	out	start	warm
always	cold	goes	let	over	stop	was
am	come	going	light	own	take	wash
an	could	good	like	pick	tell	we
and	cut	got	little	play	ten	well
any	did	green	live	please	thank	went
are	do	grow	long	pretty	that	were
around	does	had	look	pull	the	what
as	done	has	made	put	their	when
ask	don't	have	make	ran	them	where
at	down	he	many	read	then	which
ate	draw	help	may	red	there	white
away	drink	her	me	ride	these	who
be	eat	here	much	right	they	why
because	eight	him	must	round	think	will
been	every	his	my	run	this	wish
before	fall	hold	myself	said	those	with
best	far	hot	never	saw	three	work
better	fast	how	new	say	to	would
big	find	hurt	no	see	today	write
black	first	I	not	seven	together	yellow
blue	five	if	now	shall	too	yes
both	fly	in	of	she	try	you
bring	for	into	off	show	two	your
brown	found	is	old	sing	under	
but	four	it	on	sit	up	
buy	from	its	once	six	upon	
by	full	jump	one	sleep	us	

Note: These words are available as word cards.

Dolch Basic Sight Vocabulary 220

a

always

are

ate

about

am

around

away

after

an

as

be

again

and

ask

because

all

any

at

been

Dolch Basic Sight Vocabulary 220

before

blue

buy

carry

best

both

by

clean

better

bring

call

cold

big

brown

came

come

black

but

can

could

Dolch Basic Sight Vocabulary 220

cut

don't

eight

find

did

down

every

first

do

draw

fall

five

does

drink

far

fly

done

eat

fast

for

Dolch Basic Sight Vocabulary 220

found

gave

going

had

four

get

good

has

from

give

got

have

full

go

green

he

funny

goes

grow

help

Dolch Basic Sight Vocabulary 220

her

hot

in

jump

here

how

into

just

him

hurt

is

keep

his

I

it

kind

hold

if

its

know

Dolch Basic Sight Vocabulary 220

laugh

live

many

my

let

long

may

myself

light

look

me

never

like

made

much

new

little

make

must

no

Dolch Basic Sight Vocabulary 220

not

on

or

pick

now

once

our

play

of

one

out

please

off

only

over

pretty

old

open

own

pull

Dolch Basic Sight Vocabulary 220

put

right

say

show

ran

round

see

sing

read

run

seven

sit

red

said

shall

six

ride

saw

she

sleep

Dolch Basic Sight Vocabulary 220

small

stop

that

there

so

take

the

these

some

tell

their

they

soon

ten

them

think

start

thank

then

this

Dolch Basic Sight Vocabulary 220

those

too

upon

want

three

try

us

warm

to

two

use

was

today

under

very

wash

together

up

walk

we

Dolch Basic Sight Vocabulary 220

well

where

will

write

went

which

wish

yellow

were

white

with

yes

what

who

work

you

when

why

would

your

The Most Frequent Words

This chart contains the 150 most frequent words (in order of frequency) in printed school English according to the *American Heritage Word Frequency Book*.

the	can	been	three	had	made	right
of	an	long	word	not	over	look
and	your	little	must	will	did	think
a	which	very	because	each	down	such
to	their	after	does	about	only	here
in	said	words	part	how	way	take
is	if	called	even	up	find	why
you	do	just	place	out	use	things
that	into	where	well	them	may	help
it	has	most	as	then	water	put
he	more	know	with	she	go	years
for	her	get	his	many	good	different
was	two	through	they	some	new	away
on	like	back	at	so	write	again
are	him	much	be	these	our	off
but	see	before	this	would	used	went
what	time	also	from	other	me	old
all	could	around	I	its	man	number
were	no	another	have	who	too	
when	make	came	or	now	any	
we	than	come	by	people	day	
there	first	work	one	my	same	

Note: These words are available as word cards.

The Most Frequent Words

the

can

been

three

of

an

long

word

and

your

little

must

a

which

very

because

to

their

after

does

The Most Frequent Words

had

made

right

in

not

over

look

is

will

did

think

you

each

down

such

that

about

only

here

it

The Most Frequent Words

said

words

part

how

if

called

even

up

do

just

place

out

into

where

well

them

has

most

as

then

The Most Frequent Words

way

take

he

more

find

why

for

her

use

things

was

two

may

help

on

like

water

put

are

him

The Most Frequent Words

know

with

she

go

get

his

many

good

through

they

some

new

back

at

so

write

much

be

these

our

The Most Frequent Words

years

but

see

before

different

what

time

also

away

all

could

around

again

were

no

another

off

when

make

came

The Most Frequent Words

this

would

used

went

from

other

me

old

I

its

man

number

have

who

too

we

or

now

any

there

The Most Frequent Words

than

come

by

people

first

work

one

my

day

same

The Names Test

Preparing the Test

- Print copies of the Names Test, one to display to students and a class set to serve as answer sheets. If you have students who might be overwhelmed by the size of the list, write each name on a note card.

Administering the Test

- Administer the test to one student at a time.
- Explain that the student is to pretend to be a teacher and read the list of names as if taking attendance.
- Tell the student that you will not help with any names; then have the student read the entire list.
- Write a check mark on the answer sheet for each name the student reads correctly. Count first and last names separately. (Count a word correct if all the syllables are pronounced correctly. It doesn't matter where the student places the accent.) Write phonetic spellings for the names misread.

Scoring the Test

- Count words where the vowel sound depends on which syllable the consonant is placed with (for example, Ho/mer or Hom/er) correct for either pronunciation.
- Total the number of names read correctly. Analyze the mispronounced names, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- The average second grader scores 23 correct out of 50.

The Names Test

(developed by Patricia Cunningham, 1990)

Student _____ Date _____

Jay Conway _____ Wendy Swain _____

Tim Cornell _____ Glen Spencer _____

Chuck Hoke _____ Fred Sherwood _____

Yolanda Clark _____ Flo Thornton _____

Kimberly Blake _____ Dee Skidmore _____

Roberta Slade _____ Grace Brewster _____

Homer Preston _____ Ned Westmoreland _____

Gus Quincy _____ Ron Smitherman _____

Cindy Sampson _____ Troy Whitlock _____

Chester Wright _____ Vance Middleton _____

Ginger Yale _____ Zane Anderson _____

Patrick Tweed _____ Bernard Pendergraph _____

Stanley Shaw _____

Nonsense Word Test

Preparing the Test

Print two copies of the next page for each student you plan to assess—one for the student and one for you to use as an answer sheet on which to record the student's responses.

Administering the Test

Administer the test to one student at a time.

1. Explain to the student that he or she is to read each word. Point out that the words are nonsense, or made-up, words.
2. Have the student read the entire list.
3. Write a check mark on the answer sheet for each word read correctly.

Scoring the Test

1. Count a word correct if the pronunciation is correct according to common sound-spelling relationships.
2. Total the number of words the student read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
3. Focus future instruction on those sound-spelling relationship categories (short vowels, long vowels, and so on) in which the student made three or more errors.

Nonsense Word Test

A. Short Vowels

1.	lat
2.	ped
3.	sib
4.	mog
5.	vun
6.	fim
7.	hep
8.	yot
9.	rud
10.	cag

C. Long Vowels

1.	sote
2.	mabe
3.	foap
4.	weam
5.	glay
6.	shain
7.	dright
8.	hupe
9.	heest
10.	sny

B. Digraphs, Blends

1.	sheg
2.	chab
3.	stot
4.	whid
5.	thuzz
6.	bruck
7.	cliss
8.	smend
9.	thrist
10.	phum

D. Other Vowels

1.	doit
2.	spoud
3.	clar
4.	foy
5.	jern
6.	moof
7.	lurst
8.	porth
9.	stook
10.	flirch

Name _____ Date _____

Nonsense Word Test: Individual Scoring Sheet

Circle correct responses. Record the child's incorrect responses on the lines.

A. Short Vowels	C. Long Vowels
1. lat _____	1. sote _____
2. ped _____	2. mabe _____
3. sib _____	3. foap _____
4. mog _____	4. weam _____
5. vun _____	5. glay _____
6. fim _____	6. shain _____
7. hep _____	7. dright _____
8. yot _____	8. hupe _____
9. rud _____	9. heest _____
10. cag _____	10. sny _____

B. Consonant Blends and Digraphs	D. Complex Vowels
1. sheg _____	1. doit _____
2. chab _____	2. spoud _____
3. stot _____	3. clar _____
4. whid _____	4. foy _____
5. thuzz _____	5. jern _____
6. bruck _____	6. moof _____
7. cliss _____	7. lurst _____
8. smend _____	8. porth _____
9. thrist _____	9. stook _____
10. phum _____	10. flirch _____

Number correct: _____

Speed: slow/labored moderate fast

Number correct: _____

Speed: slow/labored moderate fast

The San Diego Quick Assessment

The San Diego Quick Assessment (LaPray & Ross, 1969) contains words common to children's reading materials at a number of grade levels. I've included only the portion of the test pertaining to the elementary grades.

Preparing the Test

1. To prepare word list cards, print a copy of the next page. Cut apart the word lists and glue each to a note card. Write the grade level on the back of each card for your reference.
2. Print a copy of the next page for each student you plan to assess to use as an answer sheet on which to record the student's responses.

Administering the Test

Administer the test to one student at a time.

1. Start with a card that is at least two years below the student's grade level. Have the student read aloud the words in the list. If he or she misreads any words, go to an easier list until the student makes no errors. This indicates the base reading level.
2. Then have the student read each subsequent card in sequence, and record all incorrect responses. Encourage the student to read all the words so that you can determine the strategies he or she uses to decode.
3. Continue the assessment until the student misses at least three words on one of the lists.

Scoring the Test

Use the assessment results to identify the student's independent, instructional, and frustration levels. You can provide instructional and independent reading materials for each child based on the results of this assessment.

Independent level = no more than one error on a list

Instructional level = two errors on a list

Frustration level = three or more errors on a list

Name _____ Date _____

The San Diego Quick Assessment

(LaPray & Ross, 1969)

Pre-primer	Primer	Grade 1	Grade 2
see	you	road	our
play	come	live	please
me	not	thank	myself
at	with	when	town
run	jump	bigger	early
go	help	how	send
and	is	always	wide
look	work	night	believe
can	are	spring	quietly
here	this	today	carefully

Grade 3	Grade 4	Grade 5	Grade 6
city	decided	scanty	bridge
middle	served	certainly	commercial
moment	amazed	develop	abolish
frightened	silent	considered	trucker
exclaimed	wrecked	discussed	apparatus
several	improved	behaved	elementary
lonely	certainly	splendid	comment
drew	entered	acquainted	necessity
since	realized	escaped	gallery
straight	interrupted	grim	relativity

Comprehensive Phonics Survey

(for use with students in Grades 2–3)

This assessment consists of 50 nonsense words to confirm students' decoding skills. Some students do well on real-word tests of phonics due to their wide sight-word knowledge, yet struggle when applying those same decoding skills to new words. The nonsense-word test accounts for this and assesses true decoding application. Administer this test as a follow-up to the real-word tests (cumulative phonics assessments), especially for students who do okay on these assessments, but seem to struggle decoding while reading.

Preparing the Test

Print out a class supply of the Comprehensive Phonics Survey: Nonsense Word Reading and Comprehensive Phonics Survey: Individual Scoring Sheet. Also print a copy of the Comprehensive Phonics Survey: Class Record Sheet.

Administering the Test

Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.

1. Show the student the Comprehensive Phonics Survey: Nonsense Word Reading page.
2. Have the student point to each word and read it aloud. Circle each correct response. Record the student's errors to use for error analysis (for example, *send* for *smend*). Record the number correct and note the speed in the boxes on the Comprehensive Phonics Survey: Individual Scoring Sheet.

Scoring the Test

1. Total the number of words the student read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
2. Focus future instruction on those sound-spelling relationship categories (short vowels, long vowels, etc.) in which the student made three or more errors.
3. Use the Comprehensive Phonics Survey: Class Record Sheet to gather and record all students' scores for each testing period to determine small-group differentiated instructional needs.

Comprehensive Phonics Survey: Nonsense Word Reading

A. Short Vowels

1. lat
2. ped
3. sib
4. mog
5. vun

6. fim
7. hep
8. yot
9. rud
10. cag

B. Consonant Blends and Digraphs

1. sheg
2. chab
3. stot
4. whid
5. thuzz

6. bruck
7. cliss
8. smend
9. thrist
10. phum

C. Long Vowels

1. sote
2. mabe
3. foap
4. weam
5. glay

6. shain
7. dright
8. hupe
9. heest
10. sny

Comprehensive Phonics Survey *continued*

D. Complex Vowels

1. doit	6. moof
2. spoud	7. lurst
3. clar	8. porth
4. foy	9. stook
5. jern	10. flirch

E. Word Study (Multisyllabic Words)

1. rigfap	6. moku
2. churbit	7. wolide
3. napsate	8. lofam
4. reatloid	9. pagbo
5. foutray	10. plizzles

Name _____ Date _____

Comprehensive Phonics Survey: Individual Scoring Sheet

Circle correct responses. Record the student's incorrect responses on the lines.

A. Short Vowels	C. Long Vowels	E. Word Study (Multisyllabic Words)
1. lat _____	1. sote _____	1. rigfap _____
2. ped _____	2. mabe _____	2. churbit _____
3. sib _____	3. foap _____	3. napsate _____
4. mog _____	4. weam _____	4. reatloid _____
5. vun _____	5. glay _____	5. foutray _____
6. fim _____	6. shain _____	6. moku _____
7. hep _____	7. dright _____	7. wolide _____
8. yot _____	8. hupe _____	8. lofam _____
9. rud _____	9. heest _____	9. pagbo _____
10. cag _____	10. sny _____	10. plizzles _____

Number correct: _____

Speed: slow/labored moderate fast

Number correct: _____

Speed: slow/labored moderate fast

Number correct: _____

Speed: slow/labored moderate fast

B. Consonant Blends and Digraphs	D. Complex Vowels
1. sheg _____	1. doit _____
2. chab _____	2. spoud _____
3. stot _____	3. clar _____
4. whid _____	4. foy _____
5. thuzz _____	5. jern _____
6. bruck _____	6. moof _____
7. cliss _____	7. lurst _____
8. smend _____	8. porth _____
9. thrist _____	9. stook _____
10. phum _____	10. flirch _____

Number correct: _____

Speed: slow/labored moderate fast

Number correct: _____

Speed: slow/labored moderate fast

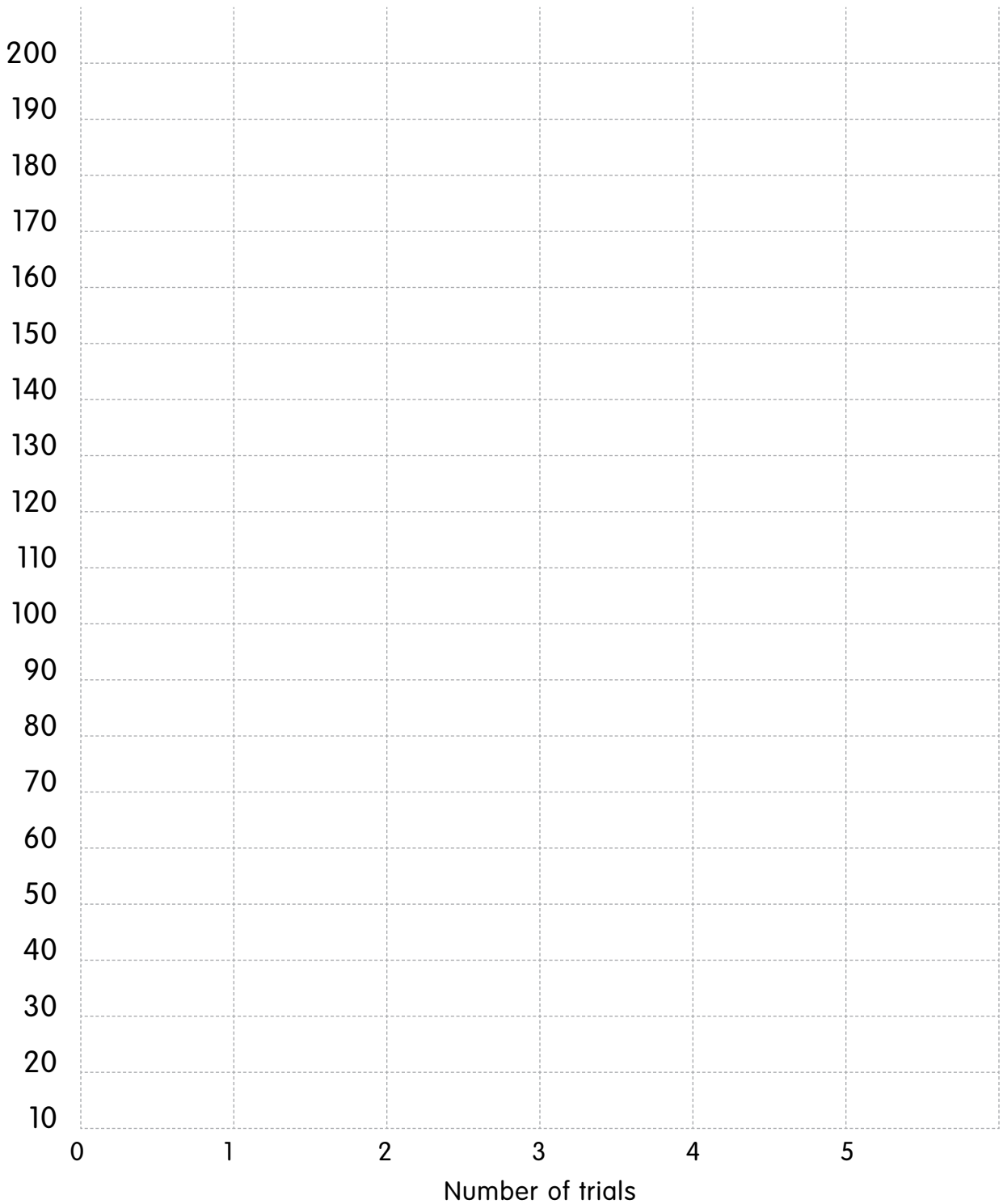
Repeated Reading Chart

Name _____

Beginning date _____ Ending date _____





















Book _____

Number of words correctly read in one minute _____























Partner Fluency Feedback Chart

Listen to your partner read. Circle the picture that best fits the reading.

Key		Speed	Expression
slow 	Reading 1	  	 
just right 	Reading 2	  	 
fast 	Reading 3	  	 
no feeling 			
with feeling 			

Partner Fluency Feedback Chart

Listen to your partner read. Circle the picture that best fits the reading.

Key		Speed	Expression
slow 	Reading 1	  	 
just right 	Reading 2	  	 
fast 	Reading 3	  	 
no feeling 			
with feeling 			

Partner Fluency Feedback Chart

Use this chart to give your partner helpful criticism and feedback, or use it as a self-check.

	Reading 1	Reading 2	Reading 3
Speed	<input type="checkbox"/> too slow <input type="checkbox"/> just right <input type="checkbox"/> too fast	<input type="checkbox"/> too slow <input type="checkbox"/> just right <input type="checkbox"/> too fast	<input type="checkbox"/> too slow <input type="checkbox"/> just right <input type="checkbox"/> too fast
Accuracy	<input type="checkbox"/> skipped words <input type="checkbox"/> read every word <input type="checkbox"/> self-corrected	<input type="checkbox"/> skipped words <input type="checkbox"/> read every word <input type="checkbox"/> self-corrected	<input type="checkbox"/> skipped words <input type="checkbox"/> read every word <input type="checkbox"/> self-corrected
Expression	<input type="checkbox"/> attention to end punctuation <input type="checkbox"/> pauses at commas/uses <input type="checkbox"/> intonation/feeling	<input type="checkbox"/> attention to end punctuation <input type="checkbox"/> pauses at commas/uses <input type="checkbox"/> intonation/feeling	<input type="checkbox"/> attention to end punctuation <input type="checkbox"/> pauses at commas/uses <input type="checkbox"/> intonation/feeling

Partner Fluency Feedback Chart

Use this chart to give your partner helpful criticism and feedback, or use it as a self-check.

	Reading 1	Reading 2	Reading 3
Speed	<input type="checkbox"/> too slow <input type="checkbox"/> just right <input type="checkbox"/> too fast	<input type="checkbox"/> too slow <input type="checkbox"/> just right <input type="checkbox"/> too fast	<input type="checkbox"/> too slow <input type="checkbox"/> just right <input type="checkbox"/> too fast
Accuracy	<input type="checkbox"/> skipped words <input type="checkbox"/> read every word <input type="checkbox"/> self-corrected	<input type="checkbox"/> skipped words <input type="checkbox"/> read every word <input type="checkbox"/> self-corrected	<input type="checkbox"/> skipped words <input type="checkbox"/> read every word <input type="checkbox"/> self-corrected
Expression	<input type="checkbox"/> attention to end punctuation <input type="checkbox"/> pauses at commas/uses <input type="checkbox"/> intonation/feeling	<input type="checkbox"/> attention to end punctuation <input type="checkbox"/> pauses at commas/uses <input type="checkbox"/> intonation/feeling	<input type="checkbox"/> attention to end punctuation <input type="checkbox"/> pauses at commas/uses <input type="checkbox"/> intonation/feeling

Consonant + le Syllable Speed Drill

Underline the consonant + *le* in each word. (The consonant + *le* appears in the same syllable.) Then practice reading the words until you are ready to be timed.

bubble	battle	angle	bridle	apple
ankle	double	bottle	bugle	bundle
circle	crinkle	fable	cattle	eagle
fiddle	maple	dazzle	marble	gentle
giggle	handle	purple	fizzle	noble
kettle	jungle	kindle	sample	muzzle
pebble	little	shingle	middle	simple
puzzle	rumble	mantle	single	needle
steeple	sparkle	stubble	rattle	struggle
puddle	temple	sprinkle	tumble	settle
wiggle	puddle	uncle	wrinkle	title
saddle	vehicle	bubble	double	battle
fable	bottle	angle	title	cattle
eagle	circle	fiddle	bundle	handle
middle	steeple	marble	apple	gentle
rumble	giggle	tumble	maple	kettle
sample	rattle	needle	uncle	pebble
vehicle	purple	jungle	little	bridle
simple	settle	saddle	single	struggle
ankle	stubble	puzzle	wrinkle	wiggle