Teaching Phonics & Word Study in the Intermediate Grades
Online Resources

Evaluation Checklist

My Phonics Instruction…

❑ builds on a foundation of phonemic awareness and knowledge of how language works.

❑ is clear, direct, and explicit.

❑ contains instruction in blending and ample modeling of applying phonics skills.

❑ is integrated into a total reading program. Reading instruction must include these goals: decoding accuracy and fluency, increased word knowledge, experience with various linguistic structures, knowledge of the world, and experience in thinking about texts. Phonics is one important element.

❑ focuses on reading words and connected text, not learning rules.

❑ develops independent word recognition strategies, focusing attention on the internal structure of words, such as affixes, roots, and common spelling patterns.

❑ develops automatic word recognition skills (fluency) so that students can devote their attention to comprehension.

❑ contains repeated opportunities to apply learned sound-spelling relationships to reading and writing.

My Phonics Instruction Avoids…

Some phonics instructional strands fail because (Beck & McCaslin, 1978; Chall, 1996):

❑ instruction is hit-or-miss, instead of systematic.

❑ instruction is too abstract.

❑ students are not taught how to blend words.

❑ instruction is not connected to actual reading.

❑ there is not enough review and application.

❑ too many rules and sound-spelling relationships are taught.

❑ the pace of instruction is too fast.

❑ phonics is taught as the only way to figure out unfamiliar words.

❑ too much time is spent on tasks that have little relationship to authentic reading and writing application (Blevins, 2016).

Name _____ Date _____

Word Ladder

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

9

8

7

6

5

4

3

2

1

High-Frequency Word Speed Drill

that	what	where	who	the	when	there	who	what	them
the	that	them	when	we	then	where	them	who	the
them	them	that	there	what	we	then	there	them	we
there	then	the	that	there	the	them	what	then	where
then	the	when	the	that	there	when	where	the	there
where	where	who	where	where	that	who	then	where	when
when	there	there	we	then	them	that	the	there	what
what	who	we	them	when	who	what	that	when	then
we	when	then	what	them	what	we	we	that	who
who	we	what	then	who	where	the	when	we	that

High–Frequency Word Speed Drill

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		

Decoding Big Words

1. Look for the word parts (prefixes) at the beginning of the word.

2. Look for the word parts (suffixes) at the end of the word.

3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.

4. Sound out and blend together the word parts.

5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself: "Is it a real word?" "Does it make sense in the sentence?"

Name _____ Date _____

Decoding Big Words

Decoding Big Words Strategy

1. Look for the word parts (prefixes) at the beginning of the word.

2. Look for the word parts (suffixes) at the end of the word.

3. In the base word, look for familiar spelling patterns. Think about the six syllable-spelling patterns you have learned.

4. Sound out and blend together the word parts.

5. Say the word parts fast. Adjust your pronunciation as needed. Ask yourself, "Is it a real word? Does it make sense in the sentence?"

Directions: Use the Decoding Big Words Strategy to decode the words below. With a partner, discuss the information in each step that helped you determine how to pronounce each word.

Word: _____

Which Steps Helped Me: _____

_____

_____

Word: _____

Which Steps Helped Me: _____

_____

_____

Word: _____

Which Steps Helped Me: _____

_____

_____

Word: _____

Which Steps Helped Me: _____

_____

_____

Syllable Speed Drill

ing	un	ture	ex	dis	com	un	im	ter	ment
er	der	ing	dis	un	ver	er	ble	ble	tion
ter	num	ment	ver	ing	bout	der	ex	er	ple
tion	ble	er	ple	ple	re	dis	num	re	est
re	ment	bout	re	ble	der	ing	com	un	ver
ver	ture	un	ble	er	em	bout	tion	ing	ture
ex	est	ter	im	num	ex	ter	re	fi	com
bout	dis	com	tion	est	tion	ture	ver	dis	ex
com	im	est	num	ter	ment	ment	fi	der	bout
ple	fi	der	fi	ture	fi	est	ple	num	im

Consonant + *le* Word Speed Drill

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

Name _____ Date _____

Closed Syllables: What's My Word?

Clue	**Word**
1. You write with this.	p _____ n _____ _____ l
2. If you miss a day of school, you are _____.	a b _____ _____ _____ t
3. Some bags are made of this.	p l _____ _____ _____ i c
4. This animal likes to hop.	_____ _____ b b _____ _____
5. If you see a crime committed, you are a _____.	w _____ _____ n e s _____
6. This is a prickly plant.	_____ a c _____ u s
7. This doctor checks your teeth.	_____ _____ n t _____ _____ _____
8. This is the opposite of "entrance."	_____ _____ _____ t
9. You wear these on your hands in winter.	_____ _____ t t _____ _____ s
10. This word part can be found at the end of a word.	_____ u _____ _____ _____ x

Name _____ Date _____

Consonant + *le* Syllables: What's My Word?

Directions:
1. Read each clue. Look at the incomplete word.
2. Write the missing letters to solve the clue.

Clue	**Word**
1. A yummy red fruit	a p _____ _____ _____
2. A little laugh	g i g _____ _____ _____
3. A story that teaches a moral or lesson	f a _____ _____ _____
4. The national bird of the U.S.	e a _____ _____ _____
5. In the center	m i d _____ _____ _____
6. Not difficult or complicated	s i m _____ _____ _____
7. Man married to your aunt	u n _____ _____ _____
8. To move quickly back and forth	w i g _____ _____ _____
9. A kind of bug	b e e _____ _____ _____
10. More than one cow	c a t _____ _____ _____

RESOURCE 4.6: Consonant + *le* Syllables: What's My Word?

Teaching Phonics & Word Study in the Intermediate Grades (3rd ed.)
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Name _____ Date _____

Closed Syllables: Unscramble It!

1. tic   fan   tas   _____

2. ment   im   prove _____

3. tat   i   hab   _____

4. in   dent   pen   de   _____

5. on   mel   er   wat   _____

6. com   ly   mon   _____

7. test   ant   con   _____

8. ing   sip   gos   _____

9. den   hid   un   _____

10. ic   lem   at   prob   _____

Name _____ Date _____

High–Frequency Syllable Fluency Sheet (Syllables 1–10)

For each row:
1. Read the words.
2. Underline the target syllable in each word.
3. Practice reading the words.

When you've read each row:
1. Cut apart the word cards.
2. See how fast you can sort the words by common syllables.

ing	picking	writing	forthcoming
er	never	recover	practitioner
a	alive	abandon	adapt
ly	silly	gladly	happily
ed	acted	decided	stranded
i	idea	iron	radio*
es	boxes	beaches	touches
re	recycle	reinforce	receptionist
tion	nation	motionless	relationship
in	inside	individual	reinstate

*syllable has an alternate pronunciation

Name _____ Date _____

High–Frequency Syllable
Fluency Sheet (Syllables _____)

For each row:

1. Read the words.
2. Underline the target syllable in each word.
3. Practice reading the words.

When you've read each row:

1. Cut apart the word cards.
2. See how fast you can sort the words by common syllables.

Name _____ Date _____

High–Frequency Syllable Fluency Activity Sheet

Find It

1. Look in books and stories for words with this week's syllables.

2. Write the words you find below and underline the target syllable.

_____ _____ _____ _____

_____ _____ _____ _____

Define It

1. Look at this week's word cards. Choose five words that you don't know the meanings of or that you would like to know more about.

2. Fill in the table with each word, its definition, a synonym, and a sample sentence.

Word	Definition	Synonym	Sentence
Example: *order*	*to ask for*	*command, request*	*On Sundays, I order scrambled eggs for breakfast at the diner.*

Prefix or Pretender?

unlikely	uncle	under	unfold
rebuild	realize	restful	reunite
indicate	inexpensive	inches	indirect
improper	important	impatient	impala
iron	irregular	irresponsible	Iroquois
illegal	illustrate	illusion	illogical

Directions:
1. Read each word pair.
3. Put an X over the word in each pair that does NOT begin with a prefix. Remember, after the prefix is removed, a base word must remain.
3. Write sentences using words that contain prefixes from the box above.

1. _____

_____

_____

2. _____

_____

_____

3. _____

_____

_____

Name _____ Date _____

Prefixes: Connect-a-Word

Directions:

1. Select one word part from each column to make a new word. Each word part can be used only once.
2. Write the new words in the space below.

Column 1	Column 2	Column 3
dis	joy	est
dis	fic	ic
dis	ap	age
em	tox	tion
en	ploy	ed
en	hon	pear
non	a	ing
non	cour	gree

Word Formed

_____

_____

_____

_____

_____

_____

_____

_____

Name _____ Date _____

Suffixes: Build-a-Word

Directions:

1. Add each suffix to the base word to form new words.

2. Check your spelling using a dictionary. Remember that when a word ends in the letter *e*, the *e* is dropped before adding *-ed* or *-ing*. Also, you need to double the final letter when adding a suffix to some words.

base word	-s	-ed	-ing
plant			
stop			
blame			
stay			
rhyme			

base word	-es	-ed	-ing
watch			
brush			
dress			
touch			
quiz			

Greek Roots: Word Web (number roots)

Directions:

1. Work with a partner.
2. Write all the words you know that contain the Greek root *tri-* in the web.
3. Search a dictionary for more *tri-* words.
4. Write a brief description of each word to help you remember it.

tri
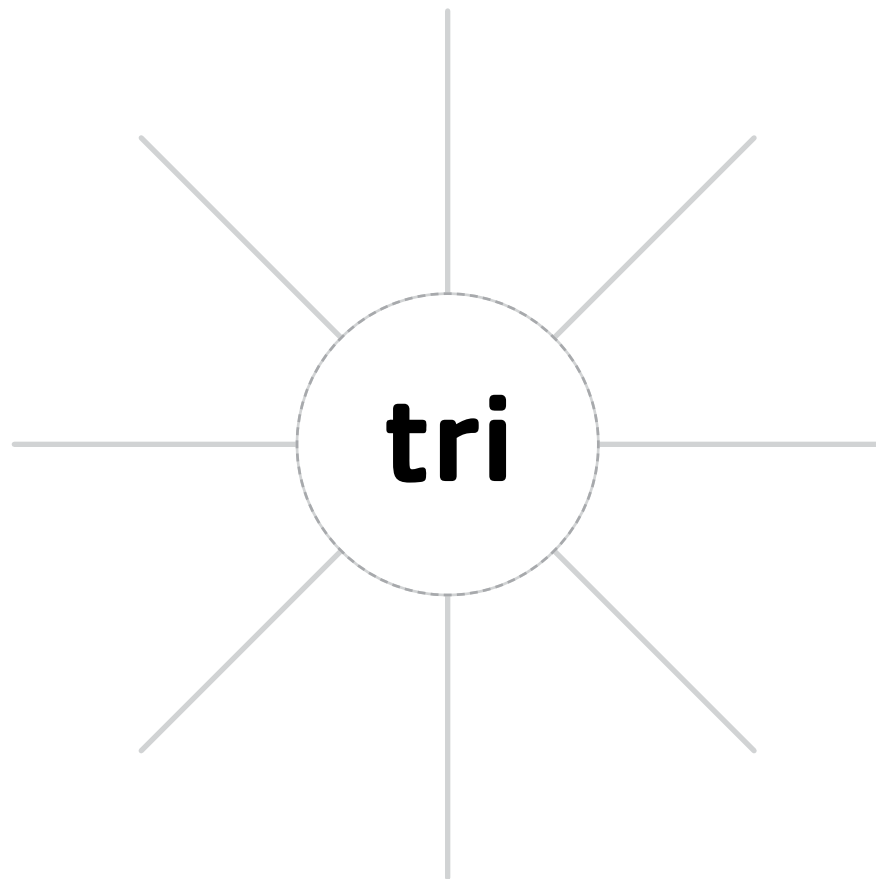
Name _____ Date _____

Greek Roots: Word Web

Directions:
1. Work with a partner.
2. Write all the words you know that contain the Greek root in the center of the web.
3. Search a dictionary for more words with the root.
4. Write a brief description of each word to help you remember it.
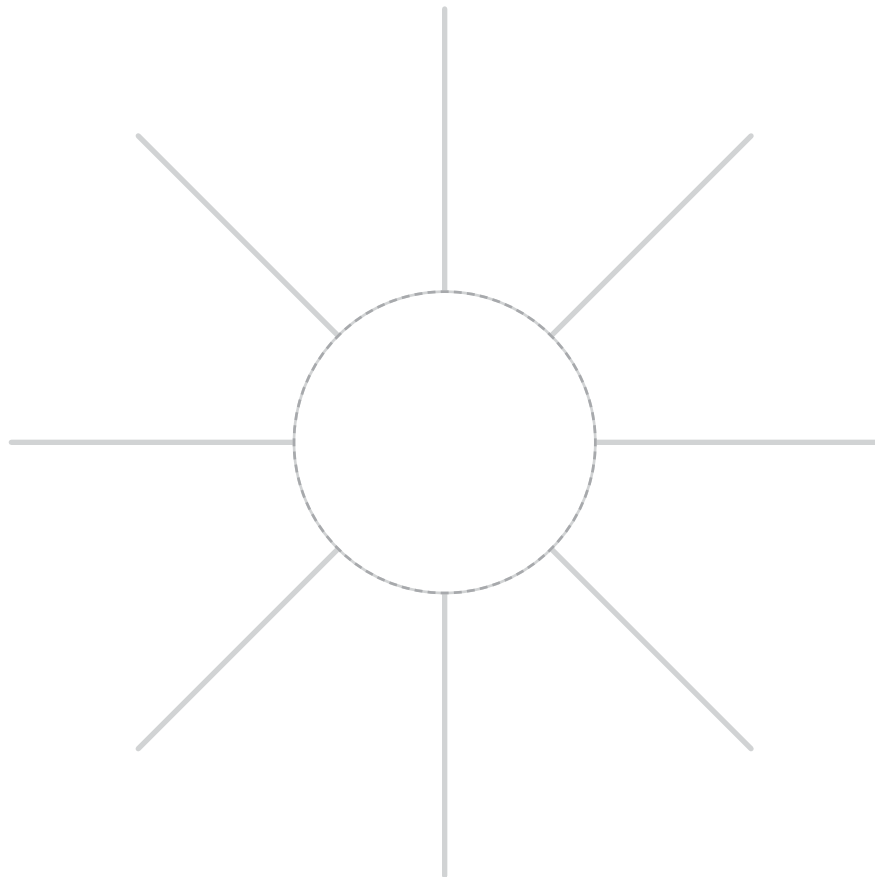
Name _____ Date _____

Greek Roots and Combining Forms:
B–I–N–G–O

Directions:

1. Write one of the following words in each blank randomly on the B-I-N-G-O board: *autograph, automatic, automobile, biology, biography, autobiography, photograph, graph, graphics, fire hydrant, hydrogen, dehydration, thermometer, meters, perimeter.* You may use a word more than once.
2. Mark each word on the board as your teacher calls it.

B	I	N	G	O
		FREE		

Name _____ Date _____

Greek Roots and Combining Forms: Speed Drill

Directions:
1. Underline the Greek root in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you reading the words for one minute. Keep practicing to improve your speed.

autograph	biosphere	hydroelectric	thermometer	hydroplane
biography	photograph	biophysics	biophysics	geography
graphic	biography	automobile	hydrophobia	telegraph
hydroelectric	hydroelectric	biosphere	telegraph	automobile
thermometer	thermometer	telegraph	hydrometer	hydrogen
automatic	telegraph	autobiography	biosphere	photograph
biology	hydrogen	automatic	hydrogen	speedometer
telegraph	automatic	speedometer	geography	hydrometer
hydrophobia	biology	hydrogen	photograph	biosphere
perimeter	autobiography	photograph	perimeter	hydrometer
automobile	geography	hydrometer	hydrophobia	biology
biosphere	autograph	biography	hydroelectric	graphic
photograph	thermometer	hydroplane	hydroplane	biophysics
hydrogen	automobile	autograph	speedometer	thermometer
speedometer	speedometer	autobiography	automatic	biography
autobiography	hydrophobia	hydrophobia	autograph	automobile
biophysics	autobiography	geography	biography	perimeter
geography	biophysics	graphic	graphic	automatic
hydroplane	perimeter	hydroplane	biology	autograph
hydrometer	graphic	biology	speedometer	hydroelectric

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Name _____ Date _____

Latin Roots: Latin Dictionary

Directions:
1. Using what you know about Latin root *port,* write a definition for each word.
2. Work with a partner.
3. Look up the word in a dictionary.
4. Record the dictionary definition under your definition.

Word: portable

My Definition: _____

Dictionary Definition: _____

_____

Word: export

My Definition: _____

Dictionary Definition: _____

_____

Word: import

My Definition: _____

Dictionary Definition: _____

_____

Word: transportation

My Definition: _____

Dictionary Definition: _____

_____

Word: reporter

My Definition: _____

Dictionary Definition: _____

_____

Name _____ Date _____

Latin Roots: Speed Drill

Directions:

1. Underline the Latin root in each word.
2. Pronounce each word with your teacher.
3. Practice reading the words on your own.
4. When you are ready, have a partner time you reading the words for one minute. Keep practicing to improve your speed.

|				
audience	reporter	objection	disruption	disruption
dictate	dictate	eject	audition	eject
reject	audience	contradict	reporter	dictator
portable	predict	auditorium	projection	contradict
rupture	disruption	audition	objection	reporter
audible	rupture	eruption	dictator	interrupt
predict	portable	projection	contradict	export
projection	dictator	rupture	objection	eject
transportation	audible	portable	eruption	audition
eruption	projection	export	rupture	reporter
auditorium	contradict	predict	export	projection
contradict	auditorium	reject	transportation	reject
eject	eruption	dictate	predict	transportation
export	export	transportation	reject	predict
interrupt	reject	audience	audible	portable
audition	transportation	audible	dictate	auditorium
dictator	audible	disruption	portable	rupture
objection	interrupt	eject	audience	eruption
reporter	objection	dictator	interrupt	dictate
disruption	audition	interrupt	auditorium	audience

	Words per Minute	Date	Partner
Timed Reading 1	_____	_____	_____
Timed Reading 2	_____	_____	_____
Timed Reading 3	_____	_____	_____

Word Card Template

Word Web
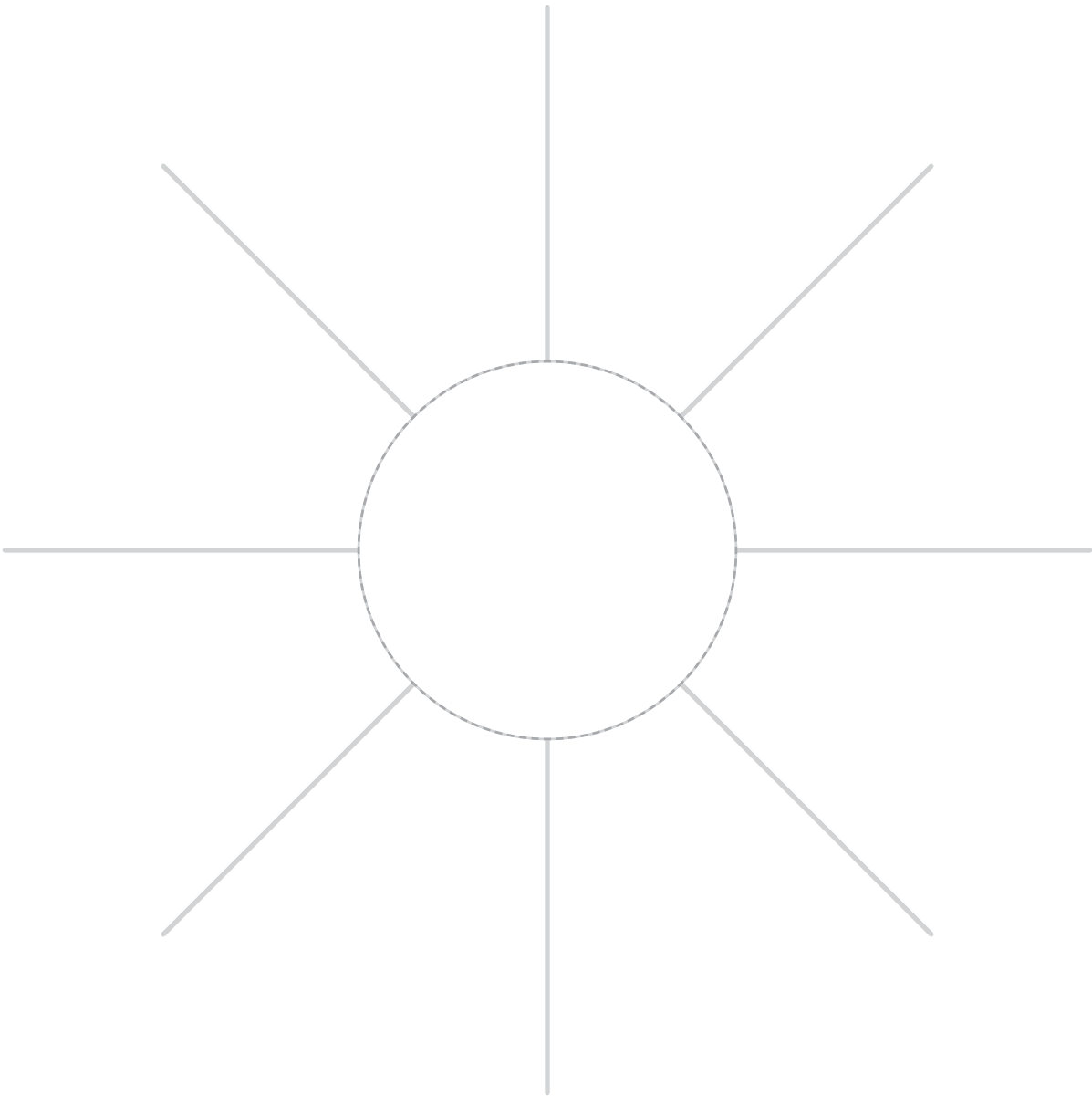
Syllable Bingo

B	I	N	G	O
		FREE		

Syllable Bingo Picture Cards

Spinner Template

(spinner wheel 1, words around the edge, clockwise from top) able, apply, cover, born, cap, check, cook, cut, fasten, fold, friend, load, mark, name, pack, paid, safe, sold, tie, wise, wrap
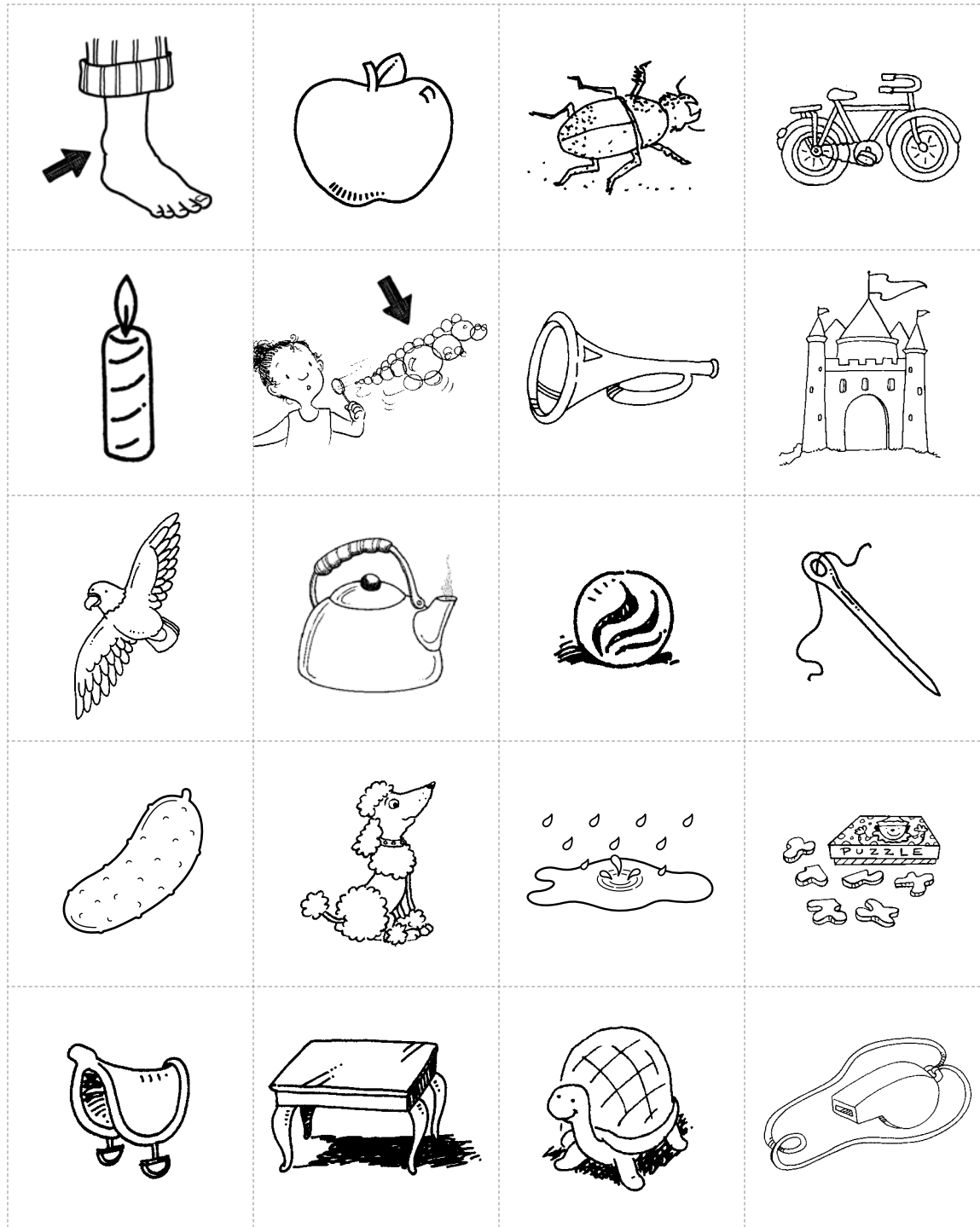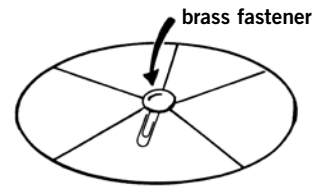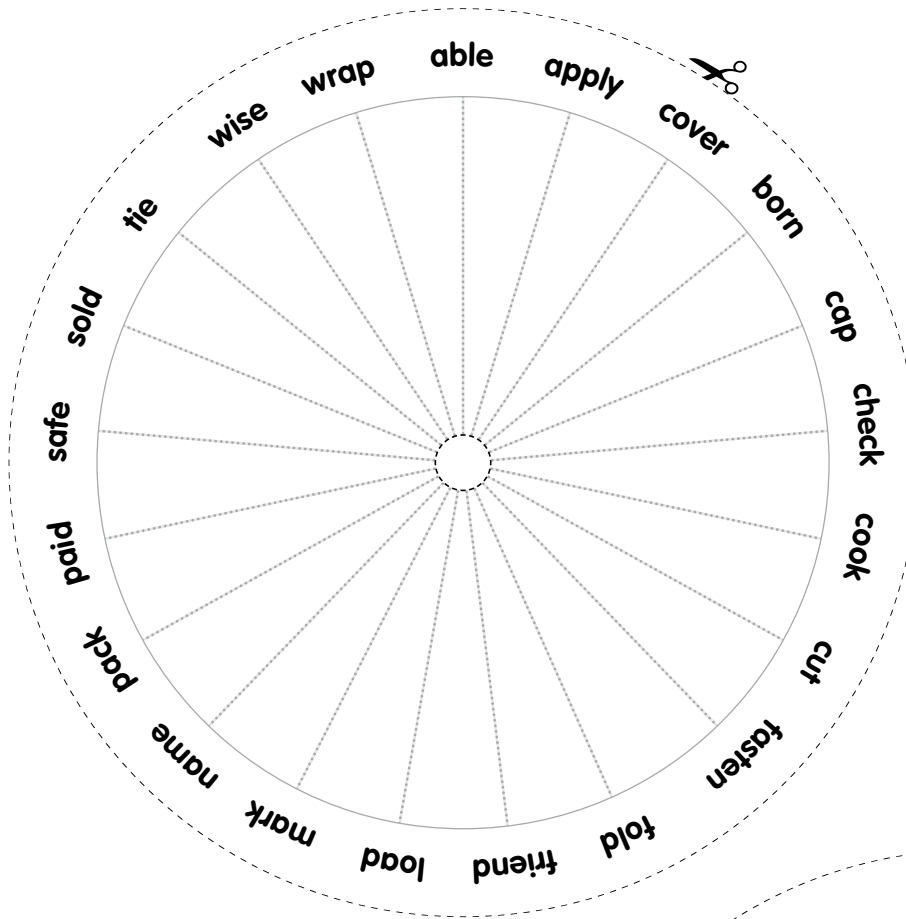
brass fastener

Put the spinner together:
- Push the brass fastener through the center of the top of the spinner and tape it to the back; make sure the fastener sticks up out of the top of the spinner.
- Slip the paper clip over the top of the fastener.

(spinner wheel 2, segments labeled) un, re, un, re, un, re, un, re

ed

ed

ed

ed

ed

ed

ed

ed
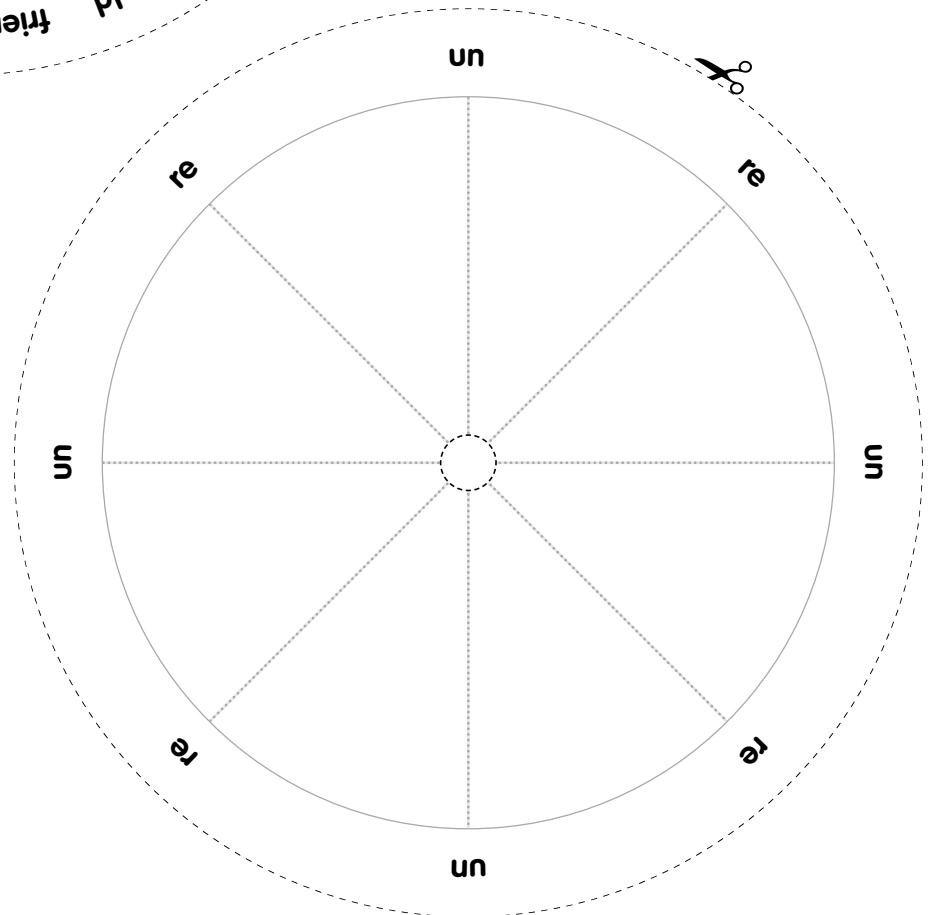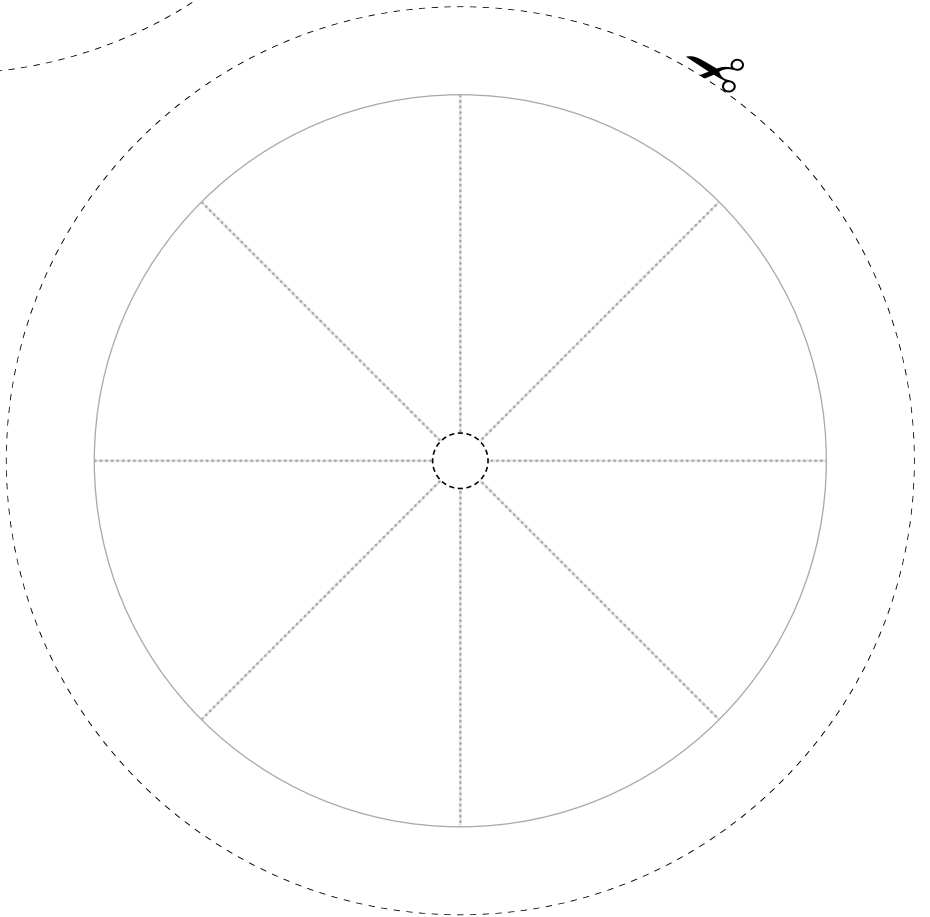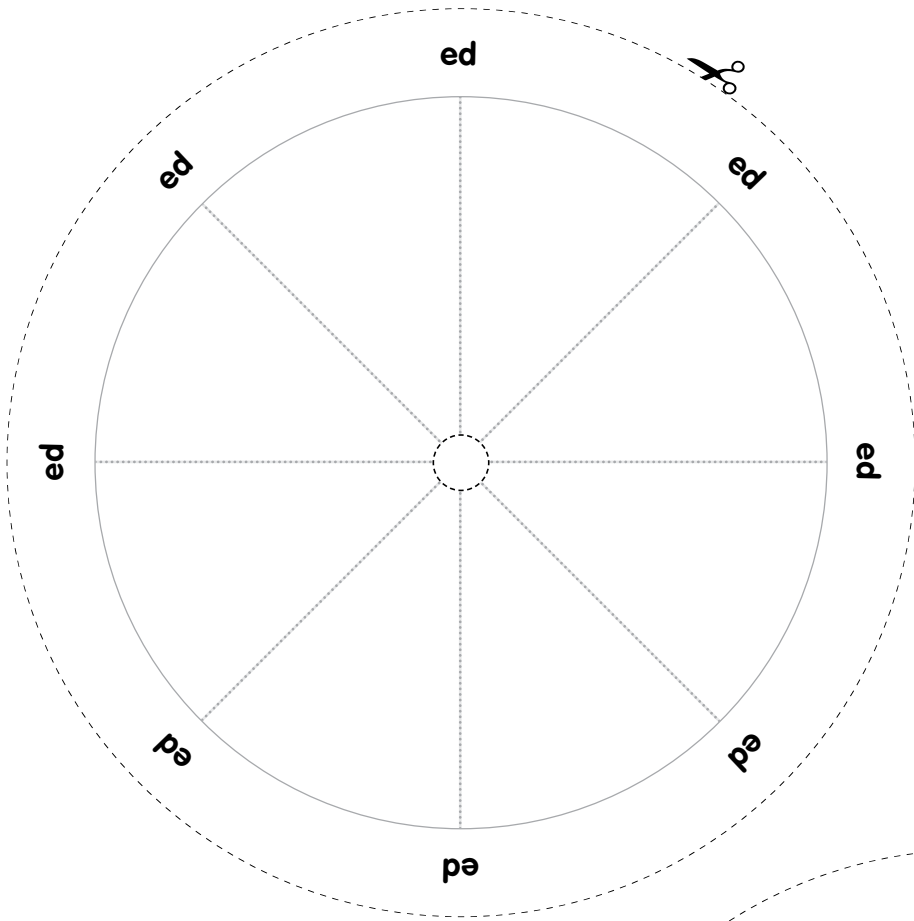
Letter Card Template

Build It Graphic Organizer
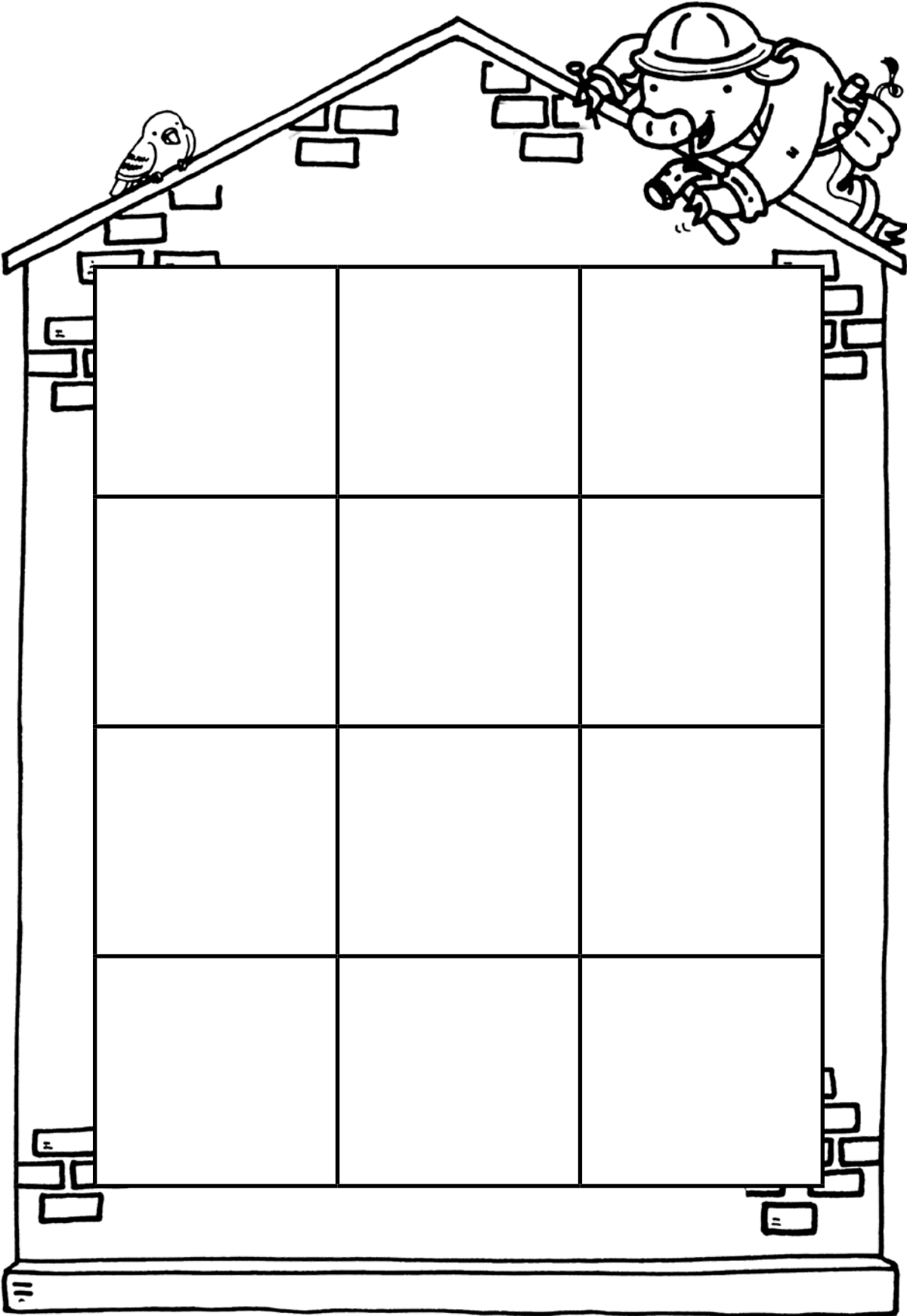
Bowling for Words Score Sheet

Bowling for Words									
Name									Total

Bowling for Words									
Name									Total

Bowling for Words									
Name									Total

Bowling for Words									
Name									Total

Bowling for Words									
Name									Total

Bowling for Words									
Name									Total

Bowling for Words: Pin Template
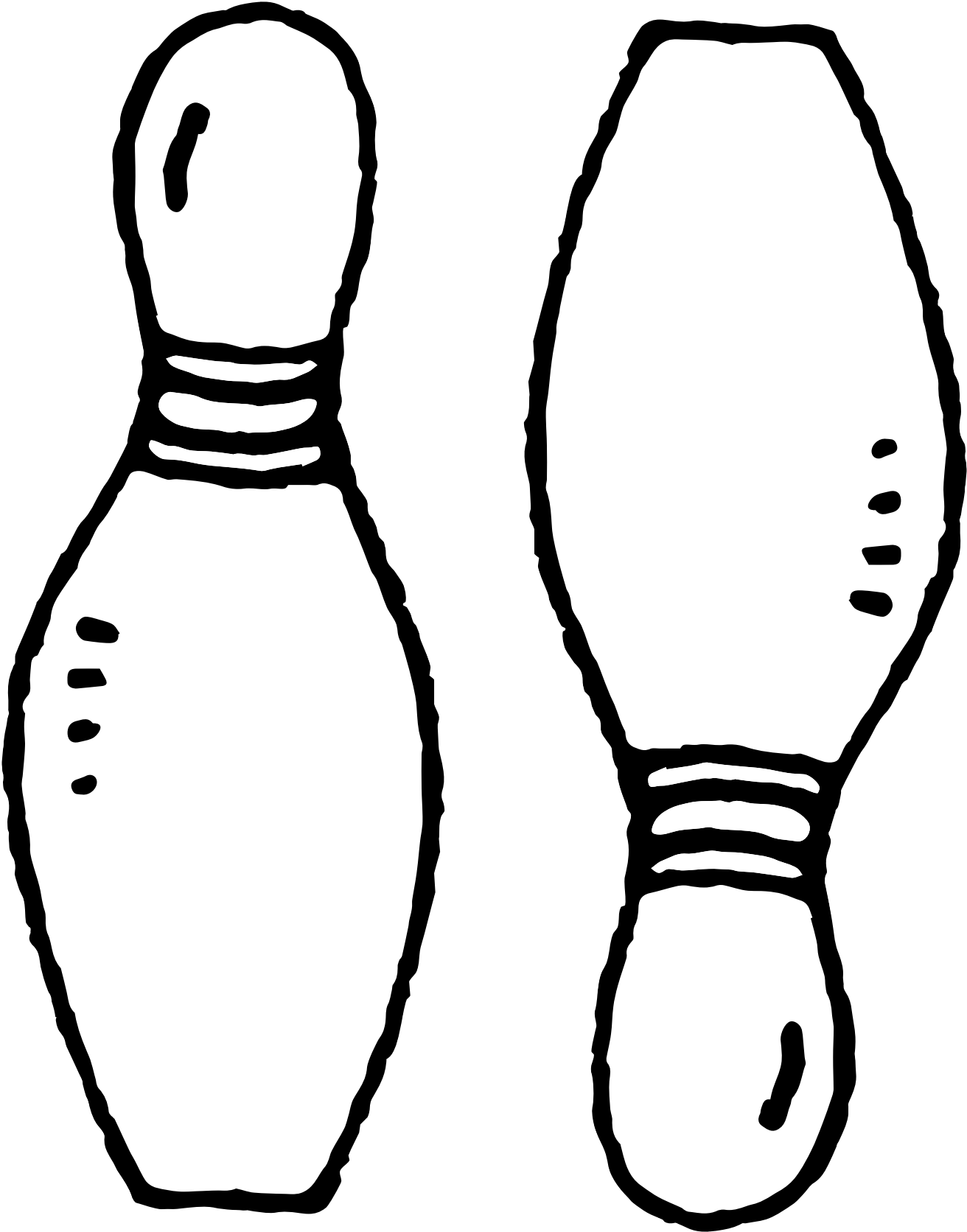
Make a Match Word–Part Cards

ap	ple	bat	tle
set	tle	bun	dle
fa	ble	no	ble
mar	ble	nee	dle
puz	zle	wig	gle

Syllable Race

Start

7 · 2 · 9 · 4 · 5 · 8 · 1 · 2 · 3 · 6 · 9 · 4 · 7 · 5 · 2 · 1 · 6 · 8 · 3 · 2 · 8 · 6 · 4 · 1 · 7 · 9 · 3 · 5 · 8 · 1

Finish
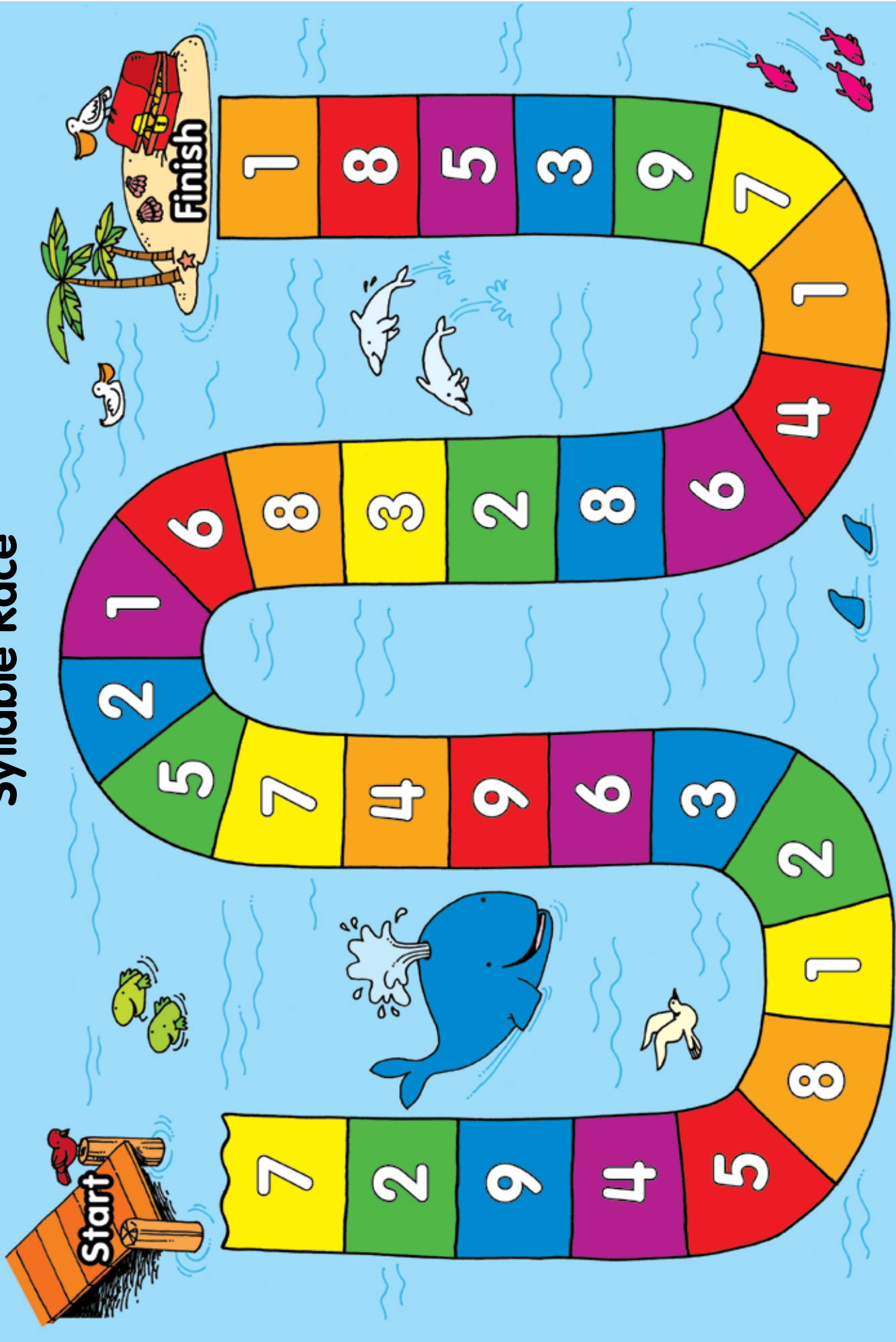
Word–Part Cards: Time It

un	re	dis	in
do	quick	happy	solve
taste	big	use	side
play	freeze	ness	able
ly	y	er	ing

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:

_____

Answer Key

Resource 4.5: Closed Syllables: What's My Word?
Answers: 1. pencil 2. absent 3. plastic 4. rabbit 5. witness 6. cactus 7. dentist 8. exit
9. mittens 10. suffix

Resource 4.6: Consonant + le Syllables: What's My Word?
Answers: 1. apple 2. giggle 3. fable 4. eagle 5. middle 6. simple 7. uncle 8. wiggle
9. beetle 10. cattle

Resource 4.7: Closed Syllables: Scramble It!
Answers: 1. fantastic 2. improvement 3. habitat 4. independent 5. watermelon 6. commonly
7. contestant 8. gossiping 9. unhidden 10. problematic

Resource 4.11: Prefix or Pretender?
Answers: Pretenders: 1. uncle 2. realize 3. indicate 4. important 5. iron 6. illustrate 7. under
8. restful 9. inches 10. impala 11. Iroquois 12. illusion

Resource 4.12: Prefixes: Connect–a–Word
Answers: The following words can be formed: disappear, dishonest, disagree, employed, enjoying, encourage, nonfiction, nontoxic.

Resource 4.13: Suffixes: Build–a–Word
Answers: plants, planted, planting; stops, stopped, stopping; blames, blamed, blaming; stays, stayed, staying; rhymes, rhymed, rhyming; watches, watched, watching; brushes, brushed, brushing; dresses, dressed, dressing; touches, touched, touching; quizzes, quizzed, quizzing

Comprehensive Phonics Survey

Assessment Directions

Preparing the Test

1. Make a class supply of the Comprehensive Phonics Survey: Nonsense-Word Reading and Comprehensive Phonics Survey: Individual Scoring Sheet. Also make a copy of the Comprehensive Phonics Survey: Class Record Sheet.
2. Administer the assessment to each child in the class three times a year—at the beginning, middle, and end.
3. Use the Comprehensive Phonics Survey: Class Record Sheet to gather and record all of the student's scores for each testing period to determine small-group differentiated instructional needs.

Administering the Test

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 assessment 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.

1. Show the student the Comprehensive Phonics Survey: Nonsense-Word Reading.
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.

Comprehensive Phonics Survey: Nonsense Word Reading

A. Short Vowels

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

B. Consonant Blends and Digraphs

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

C. Long Vowels

1. sote	**6.** shain
2. mabe	**7.** dright
3. foap	**8.** hupe
4. weam	**9.** heest
5. flay	**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.**	plizzle

Name _____ Date _____

Comprehensive Phonics Survey:
Individual Scoring Sheet

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

A. Short Vowels

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

Number correct: _____
Speed: ☐ slow/labored ☐ moderate ☐ fast

C. Long Vowels

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

Number correct: _____
Speed: ☐ slow/labored ☐ moderate ☐ fast

E. Word Study
(Multisyllabic Words)

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

Number correct: _____
Speed: ☐ slow/labored ☐ moderate ☐ fast

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 _____

Number correct: _____
Speed: ☐ slow/labored ☐ moderate ☐ fast

D. Complex Vowels

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

Number correct: _____
Speed: ☐ slow/labored ☐ moderate ☐ fast

Comprehensive Phonics Survey: Class Record Sheet

Student's Name	Assessment #1 Date	(Total Score)	Section A	Section B	Section C	Section D	Section E	Speed S = slow M = moderate F = fast	Assessment #2 Date	(Total Score)	Section A	Section B	Section C	Section D	Section E	Speed S = slow M = moderate F = fast	Assessment #3 Date	(Total Score)	Section A	Section B	Section C	Section D	Section E	Speed S = slow M = moderate F = fast

Number Correct (Assessment #1: Sections A–E)
Number Correct (Assessment #2: Sections A–E)
Number Correct (Assessment #3: Sections A–E)

The Names Test

Preparing the Test

- Make 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	_____		

The San Diego Quick Assessment

Preparing the Test

- Prepare word-list cards by typing each list on a note card. Write the grade-level on the back of each card for your reference.
- Make copies of the word list; use it to record the student's responses.

Administering the Test

- Start with a card that is at least two years below the student's grade level.
- Have the student read the words in the list aloud. If she misreads any words, go to an easier list until she makes no errors. Now you have identified the student's base reading level.
- 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.
- 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 student 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

The San Diego Quick Assessment

(La Pray and 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	business	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

Grade 7	Grade 8	Grade 9	Grade 10
amber	capacious	conscientious	zany
dominion	limitation	isolation	jerkin
sundry	pretext	molecule	nausea
capillary	intrigue	ritual	gratuitous
impetuous	delusion	momentous	linear
blight	immaculate	vulnerable	inept
wrest	ascent	kinship	legality
enumerate	acrid	conservatism	aspen
daunted	binocular	jaunty	amnesty
condescend	embankment	inventive	barometer

TOWRE (Test of Word Reading Efficiency)

Preparing the Tests

- Print the two tests on separate sheets of paper and make copies to use as answer sheets to record the student's responses.

Administering the Tests

- Administer the tests to one student at a time.
- For the "Sight Word Efficiency Test," explain to the student that he or she is to read each word. For the "Phonemic Decoding Efficiency Test," point out that the words are nonsense, or made-up, words.
- For each test, have the student read as many words as possible within 45 seconds. Use a stopwatch or other timer to time the student.
- Write a check mark on the answer sheet beside each word the student reads incorrectly or skips. (For the "Sight Word Efficiency Test," count the words read correctly in 45 seconds. For the "Phonemic Decoding Efficiency Test," count a word correct if the pronunciation is correct according to common sound-spelling relationships.)

Scoring the Tests

- For each test, total the number of words read correctly. Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- For information on converting raw test scores to age-based or grade-based scores, see the TOWRE Examiner's Manual (PRO-ED, 1999).

TOWRE (Test of Word Reading Efficiency)

(Torgeson, Wagner, and Rashotte, 1969)

Sight Word Efficiency

is	work	crowd	uniform
up	jump	better	necessary
cat	part	inside	problems
red	fast	plane	absentee
me	fine	pretty	advertise
to	milk	famous	pleasant
no	back	children	property
we	lost	without	distress
he	find	finally	information
the	paper	strange	recession
and	open	budget	understand
yes	kind	repress	emphasis
of	able	contain	confident
him	shoes	justice	intuition
as	money	morning	boisterous
book	great	resolve	plausible
was	father	describe	courageous
help	river	garment	alienate
then	space	business	extinguish
time	short	qualify	prairie
wood	left	potent	limousine
let	people	collapse	valentine
men	almost	elements	detective
baby	waves	pioneer	recently
new	child	remember	instruction
stop	strong	dangerous	transient

Phonetic Decoding Efficiency

ip	barp	cratty
ga	stip	trober
ko	plin	depate
ta	frip	glant
om	poth	sploosh
ig	vasp	dreker
ni	meest	ritlun
pim	shlee	hedfert
wum	guddy	bremick
lat	skree	nifpate
baf	felly	brinbert
din	clirt	clabom
nup	sline	drepnort
fet	dreef	shratted
bave	prain	plofent
pate	zint	smuncrit
herm	bloot	pelnador
dess	trisk	fornalask
chur	kelm	fermabalt
knap	strone	crenidmoke
tive	lunaf	emulbatate

The Sight-Word Proficiency and Automaticity Assessment

Preparing the Test

- Print the test and make a copy to record the student's responses.

Administering the Test

- Administer the test to one student at a time.
- Explain to the student that she is to read each word as quickly as possible.
- Have the student read as many words as possible within 90 seconds. Use a stopwatch or other timer to time her.
- Put a check mark on the answer sheet beside each word the student read incorrectly or skipped.

Scoring the Test

- Count the words the student read correctly in 90 seconds.
- Analyze the mispronounced words, looking for patterns that might give you information about the student's decoding strengths and weaknesses.
- Provide additional instruction on words your students read incorrectly or skipped. Retest students every six weeks and monitor progress.

The Sight–Word Proficiency and Automaticity Assessment

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

Phonological Awareness Assessment

Preparing the Test

- Print the test and make copies to record student responses.
- Make picture cards to use for sections C and D; see page 5 of the assessment. Note that answers are provided in parentheses.

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 in each section.

Phonological Awareness Assessment

Rhyme

A. Say each word pair. Ask the student if the words rhyme.

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

B. Say each rhyming word pair. 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. Make 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 (*sun, sock*)		**4.** pig, pan, dog (*pig, pan*)	
2. mop, sun, man (*mop, man*)		**5.** dog, ten, top (*ten, top*)	
3. pig, leaf, log (*leaf, log*)		**6.** fan, leaf, fish (*fan, fish*)	

D. Make 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 (*bat, nut*)		**4.** bus, glass, bat (*bus, glass*)	
2. cup, top, pen (*cup, top*)		**5.** sock, cup, rake (*sock, rake*)	
3. ten, fan, cup (*ten, fan*)		**6.** dog, leg, leaf (*leg, leaf*)	

Phonological Awareness Assessment *continued*

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/ (me) _____	**4.** /s/ /u/ /n/ (sun) _____
2. /s/ /ā/ (say) _____	**5.** /m/ /ā/ /k/ (make) _____
3. /f/ /ē/ /t/ (feet) _____	**6.** /l/ /ā/ /z/ /ē/ (lazy) _____

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/) _____

Phonological Awareness Assessment *continued*

Oral Segmentation

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 (un) _____	**4.** ship (ip) _____
2. mat (at) _____	**5.** bike (ike) _____
3. leaf (eaf) _____	**6.** stop (top) _____

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

1. mad (sad) _____	**4.** pick (sick) _____
2. run (sun) _____	**5.** hand (sand) _____
3. cat (sat) _____	**6.** chip (sip) _____

Phonological Awareness Picture cards