

Section 2

Phonics

Phonics

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- Capital Letter Names
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- Consonant Sounds
- Consonant Digraphs
- Vowel Sounds

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- Short Vowel Sounds
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- Short Vowel with Consonant Blends
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- Vowel Diphthongs & Vowel Digraphs
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Correlation to the Sunshine State Standards

LA.A.1.1.2 – Identifies words and constructs meaning from text, illustrations, graphics, and charts using the strategies of phonics, word structure, and context clues.

Phonics

Introduction and Scientifically Based Reading Research (SBRR)

The National Institute for Literacy defines **phonics instruction** as instruction that helps children learn the relationships between the letters of written language and the sounds of spoken language (NIFL, 2001). Explicit and systematic phonics instruction is key to comprehensive reading instruction because it facilitates understanding of the alphabetic principal (the systematic and predictable relationship between spoken sounds and written letters).

The ability to decode words is tested by giving children regularly spelled words to read. The ability to decode novel words never read before is tested by having children read pseudowords (NICHD, 2000). The National Reading Panel report also notes the key features of systematic phonics instruction with identification of the following letter-sound correspondence: consonant letters and sounds, short and long vowel letters and sounds, vowel and consonant digraphs (e.g., oi, ea, ou, sh, ch, th), and blends of letter sounds (initial blends and final stems) (NICHD, 2000). Adequate monitoring of the growth of children's word-reading abilities should include out-of-context measures of word-reading ability, phonetic decoding ability (as measured by ability to read nonwords), and word-reading fluency (Torgesen, 1998).

The informal assessments in this section provide means to measure student achievement and growth in the above-stated skills found to be critical to the development of word-reading ability. The informal assessments found in this section were created by teachers for teachers and serve as both viable assessments and/or templates. Teachers are able to use the assessments as they are or to view them as samples for generation of additional and alternate assessments based on specific needs and educational levels of individual students.

Phonics Survey

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED REMEDIATE

Directions: This test should be administered individually to students. Provide the student with the Student's Copy of the Phonics Survey. The teacher can say the following for each skill:

1. "Can you tell me the **names** of these letters?"
2. "Can you tell me the **names** of these letters?"
3. "Can you tell me the **sound** each letter makes?"
4. "Can you tell me the **sound** each pair of letters make?"
5. "Can you tell me the **sounds** of these letters?" If the student names the letter, the teacher can say, "That is one sound, can you tell me another sound that letter makes?"

Special note for items 6-11 – If the student cannot read more than two of the "real" words in the row, do not administer the nonsense (pseudo) row of words. Before asking the student to read the nonsense (pseudo) words the teacher can say, "Now, I will ask you to read some made up or silly words. Do not try to make them sound like real words."

6. Have the student read both rows of real and nonsense (pseudo) words.
7. Have the student read both rows of real and nonsense (pseudo) words.
8. Have the student read both rows of real and nonsense (pseudo) words.
9. Have the student read both rows of real and nonsense (pseudo) words.
10. Have the student read both rows of real and nonsense (pseudo) words.
11. Have the student read both rows of real and nonsense (pseudo) words.
12. Have the student read the row of words.
13. Have the student read the row of words.
14. Have the student read both rows of words.

Test Items: Mark those items that the student answers correctly. (See Teacher and Student Copy)

Scoring: Count the number of correct responses for each skill and write it at the end of each section on the Teacher's Copy. Calculate the total correct for each skill and enter it in the corresponding box under "student's score" on the table. Mark those skills that were mastered. Create a plan for remediation as needed.

Phonics Survey

Teacher's Copy

Name: _____ Date: _____

1. Capital Letter Names

B	A	I	S	C	D	F	E	P	
L	R	Z	J	U	H	G	W	X	
V	Y	N	O	K	M	T	Q		/26

2. Lowercase Letter Names

r	o	n	l	m	y	t	v	k	p	z	
c	d	p	t	j	g	k	b	x	q		/21

3. Consonant Sounds

m	s	f	l	r	n	h	v	w	z	c	
b	c	d	p	t	j	g	k	y	x		/21

4. Consonant Digraphs

sh	ch	th	ck	qu	/5
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5. Vowel Sounds

i	e	a	o	u	/5
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6. Short Vowel Sounds

hit	pot	but	mat	let	(real)	/5
fip	saf	vem	rup	wog	(nonsense)	/5

7. Short Vowel Sounds with Consonant Digraphs

chip	then	match	shop	luck	(real)	/5
shum	gick	chot	thap	retch	(nonsense)	/5

8. Short Vowel Sounds with Consonant Blends

stop	trip	clap	dress	truck	(real)	/5
glod	stram	frip	cruz	plek	(nonsense)	/5

9. Vowel + e

fade	joke	mile	keep	tune (real)	/5
leem	rafe	cude	gove	hine (nonsense)	/5

10. Vowel Diphthongs & Digraphs

paid	boat	toy	root	few	
bay	saw	row	meat	high	
foot	boil	weight	suit	found	
head	glue	cry	tie	eye	/20

11. R- and L- Controlled

dirt	smart	bold	corn	turn (real)	/5
burk	flar	zorp	mirt	rolt (nonsense)	/5

12. Prefixes

under	inside	replay	exit	dislike	/5
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13. Suffixes

sitting	nation	closest	careful	nearly	/5
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14. Multisyllabic Words

cupcake	bookmark	combination	
calculate	entertain	refreshment	/6

Phonics Skill	Student's Score	Possible Score	Skills Mastered
Capital Letter Names		26	
Lower Case Letter Names		21	
Consonant Sounds		21	
Consonant Digraphs		5	
Vowel Sounds		5	
Reading and Phonetic Decoding			
Short Vowel Sound		10	
Short Vowel with Consonant Digraph		10	
Short Vowel with Consonant Blends		10	
Vowel + e		10	
Vowel Diphthongs		20	
R- and L- Controlled		10	
Prefixes		5	
Suffixes		5	
Multi-Syllabic words		6	

Phonics Survey

Student's Copy

1.

B	A	I	S	C	D	F	E	P
L	R	Z	J	U	H	G	W	X
V	Y	N	O	K	M	T	Q	

2.

r	o	n	l	m	y	t	v	k	p	z
c	d	p	t	j	g	k	y	x	q	b

3.

m	s	f	l	r	n	h	v	w	z	c
b	c	d	p	t	j	g	k	y	x	

4.

sh	ch	th	ck	qu
-----------	-----------	-----------	-----------	-----------

5.

i	e	a	o	u
----------	----------	----------	----------	----------

6.

hit	pot	but	mat	let
fip	saf	vem	rup	wog

7.

chip	then	match	shop	luck
shum	gick	chot	thap	retch

8.

stop	trip	clap	dress	truck
glod	stram	frip	cruz	plek

9.

fade	joke	mile	keep	tune
leem	rafe	cude	gove	hine

10.

paid	boat	toy	root	few
bay	saw	row	meat	high
foot	boil	weight	suit	found
head	glue	cry	tie	eye

11.

dirt	smart	bold	corn	turn
burk	flar	zorp	mirt	rolt

12.

under	inside	replay	exit	dislike
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13.

sitting	nation	closest	careful	nearly
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14.

cupcake	bookmark	combination
calculate	entertain	refreshment

Phonics Skills Profile

Student's Name: _____

Skill	Date	Score	Date	Score	Date	Score	Date Mastered
Capital Letter Names							
Lowercase Letter Names							
Consonant Sounds							
Consonant Digraphs							
Vowel Sounds							
Reading and Phonetic Decoding							
Short Vowel Sounds							
Short Vowel w/Con. Digraphs							
Short Vowel w/Con. Blends							
Vowel + e							
Vowel Diphthongs & Digraphs							
R- and L-Controlled							
Prefixes							
Suffixes							
Multi-Syllabic Words							

Phonics Assessment Resources

Company Information

Literacy First Process

Professional Development Institute
3109 150th Place Southeast
Mill Creek, Washington 98012
(425) 745-3029

Website

TEAMS Distance Learning

Phonics Inventory

<http://teams.lacoe.edu/reading/assessments/assessments.html>