

CORE Phonics Survey – Record Form

G. Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. **Say to the student:** Now I want you to read down the first column of words. Each of the real words in this column has two syllables. Point to the first column. If the student can read at least 3 out of 8 of the words in this column, **say:** Now I want you to read some made-up words. Do not try to make them sound like real words. Point to the second column. Repeat the same procedure for the third column.

NOTE: The following made-up words can be pronounced in two ways: *sunop* (su-nop or sun-op); *wopam* (wo-pam or wop-am); *potife* (po-tife or pot-ife); *zuride* (zu-ride or zur-ide); and *zubo* (zu-bo or zub-o).

___ / 3	Closed-closed	^{Kipe} kidnap	pugnad	quibrap
___ / 3	Closed silent e	^{Compet} compete	slifnate	prubkine
___ / 3	Open or closed	^{depit} depend	sunop	wopam
___ / 3	Open or closed	^{zor} zero	zubo	yodu
___ / 3	Silent e	^{lockat} locate	potife	zuride
___ / 3	Consonant + le	^{stable} stable	grickle	morkle
___ / 3	R-Controlled	further	^{trapper} tipper	^{pharbird} pharbid
___ / 3	Vowel team	^{out-tale} outlaw	doipnoe	loymaud

6. Spelling

Give the student a pencil and a sheet of lined paper. Write the student's responses over the words.

A. Tell the student: Listen to each of the words I read and write the **first sound** you hear.

4 / 5 ^f fit ^m map ^p pen ^c kid ^h hand

B. Tell the student: Listen to each of the words I read and write the **last sound** you hear.

5 / 5 ^b rub ^d fled ^g leg ^l sell ^s less

C. Tell the student: Listen to each of the words I read and write the **whole word**.

2 / 5 ^{fork} fork ^{yam} yam ^{sip} sip ^{shop} shop ^{tub} tub
2 / 5 coin float steep drive spoon

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5. Reading and Decoding

For items A through G, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: *I want you to read these words.* If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now, I want you to read some made-up words. Do not try to make them sound like real words.*

A. Short vowels in CVC words

<u>4</u> /5	sip	cat	let	but	hog	(real)
<u>4</u> /5	vop	foot fut	dit	kem	laz	(pseudo)

B. Short vowels, digraphs, and -tch trigraph

<u>2</u> /5	when	chop	wrench ring	shit shut	smash match	(real)
<u>2</u> /5	wick wheek	som shom	thax	pitch phitch	chud	(pseudo)

C. Consonant blends with short vowels

<u>5</u> /5	stop	trap	quit	spell	plan	(real)
<u>3</u> /5	stlg	brad brab	quit qued	snop	dran	(pseudo)
<u>3</u> /5	trip clip	fast	snack sank	limp	held	(real)
<u>5</u> /5	frep	nast	wunk	kimp	jelt	(pseudo)

D. Long vowel spellings

<u>1</u> /5	tap	key	let	pad	fit	(real)
<u>1</u> /5	tape	bin	lute	paid	feet	(real)
<u>1</u> /5	lee	bine	jed	vay	sat soat	(pseudo)
	loe		joad			

E. r- and l-controlled vowels

<u>4</u> /5	bark	horn	chirp	tram term	cold	(real)
<u>3</u> /5	far ferm	dall	gorf	moat murd	chal	(pseudo)

F. Variant vowels and diphthongs

<u>2</u> /5	fewer few	down	toy	hack hawk	can coin	(real)
<u>2</u> /5	voot	ree rew	foot fout	zoy	break bawk	(pseudo)

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4. Vowel Sounds

Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count it as the long vowel sound. Then **ask:** *Can you tell me the other sound for the letter?* The student should name the short vowel sound.

e ^l s i ^l s a ^l s o ^s s u ^l s

l = long sound s = short sound

Record l on the first line for the long sound (letter name) and s for the short sound on the second line. If the student makes an error, record the error over the letter.

5 /5 Long vowel sounds (count the number of l's above)

8 /5 Short vowel sounds (count the number of s's above)

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1. Letter Names – Uppercase

Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, **say:** Look at all of the letters and tell me which ones you do know.

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

2. Letter Names – Lowercase

Say to the student: Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, **say:** Look at all of the letters and tell me which ones you do know.

	d	a	n	s	x	z	j	l	h
	t	y	e	c	o	m	r	p	w
26 / 26	k	u	g	b	f	q	v	i	

3. Consonant Sounds

Say to the student: Look at these letters. Can you tell me the sound each letter makes? If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, **say:** Look at all of the letters and tell me which sounds you do know.

	d	l	n	s	x	z	j
	t	y	p	c	h	m	r
23 / 23	w	g	b	f	q	v	

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Name _____

Grade 3rd Date 10/19/2011

SKILLS SUMMARY

Alphabet Skills

26 / 26 Letter names - uppercase
26 / 26 Letter names - lowercase
23 / 23 Consonant sounds
5 / 5 Long vowel sounds
5 / 5 Short vowel sounds

Reading and Decoding Skills

8 / 10 Short vowels in CVC words
4 / 10 Short vowels, digraphs, and -tch trigraph
16 / 20 Consonant blends with short vowels
2 / 10 Long vowel spellings
7 / 10 Variant vowels and diphthongs
4 / 10 r- and l-controlled vowels
0 / 24 Multisyllabic words

Spelling Skills

44 / 5 Initial consonants
5 / 5 Final consonants
2 / 5 CVC words
2 / 5 Long vowel spellings

Skills to review:

Short vowels in CVC words, Consonant blends, Short vowels
Variant vowels & diphthongs

Skills to teach:

Multisyllabic words, r- & l-controlled vowels, Long vowel spellings
Short vowels, digraphs, and -tch trigraph