

**USING PHONICS-BASED ASSESSMENT  
TO DEVELOP TARGETED PHONICS  
INTERVENTION**

Lauren Thompson

M.A., C.A.S. LIT AND LANG

Presentation Handout

**POWER UP OUTCOMES WITH EVIDENCE-BASED PRACTICE  
CONFERENCE**

LAVI INSTITUTE

SUMMER 2021

# CORE Phoneme Deletion Test — Teacher Record Form

Name \_\_\_\_\_ Grade 2 Date 3/15/21

**DIRECTIONS:** Follow the format used in the Practice Items to administer the Test Items. For each Test Item, circle a plus  $\oplus$  to indicate a correct response or a minus  $\ominus$  to indicate an incorrect response. Record the student's incorrect responses on the blank lines. Write down incorrect responses, but do not correct the student. Remember that this is an auditory assessment. Students do not see the items. The Correct Response column tells how the student's answer should sound, not how it should be spelled.

*hes = hesitated*

## Part A: Initial Phoneme Deletion

PRACTICE ITEM

Say *cat* ... now say *cat* without the /k/ \_\_\_(at)

Say *table* ... now say *table* without the /t/ \_\_\_(able)

TEST ITEM	CORRECT RESPONSE
1. (t)ower	our $\oplus$ <input type="checkbox"/> _____
2. (c)old	old $\oplus$ <input type="checkbox"/> _____
3. (b)ake	ache $\oplus$ <input type="checkbox"/> _____
4. (s)ize	eyes $\oplus$ <input type="checkbox"/> _____
5. (l)ow	owe $\oplus$ <input type="checkbox"/> _____

## Part C: Deletion of Initial Phoneme in a Consonant Blend

PRACTICE ITEM

Say *slip* ... now say *slip* without the /s/ \_\_\_(lip)

Say *cloud* ... now say *cloud* without the /k/ \_\_\_(loud)

TEST ITEM	CORRECT RESPONSE
11. (f)reight	rate $\ominus$ <input checked="" type="checkbox"/> <i>ate</i> <i>f/r</i>
12. (p)layed	laid $\oplus$ <input type="checkbox"/> _____
13. (s)weet	wheat $\oplus$ <input type="checkbox"/> _____
14. (b)reak	rake $\oplus$ <input type="checkbox"/> _____
15. (s)pill	pill $\oplus$ <input type="checkbox"/> _____

Note: If the student cannot respond correctly to two Test Items in Part C, discontinue testing.

*subvocally segmenting words*

## Part B: Final Phoneme Deletion

PRACTICE ITEM

Say *seat* ... now say *seat* without the /t/ \_\_\_(sea)

TEST ITEM	CORRECT RESPONSE
6. to(n)e	toe $\oplus$ <input type="checkbox"/> _____
7. droo(p)	drew $\oplus$ <input type="checkbox"/> _____
8. ti(m)e	tie $\oplus$ <input type="checkbox"/> <i>(hes)</i>
9. ro(d)e	row $\oplus$ <input type="checkbox"/> <i>(hes)</i>
10. pla(c)e	play $\oplus$ <input type="checkbox"/> _____

NOTE: If the student cannot respond correctly to one or more Test Items in Parts A or B, discontinue testing.

## Part D: Deletion of Embedded Phoneme in a Consonant Blend

PRACTICE ITEM

Say *play* ... now say *play* without the /l/ \_\_\_(pay)

TEST ITEM	CORRECT RESPONSE
16. b(l)end	bend $\oplus$ <input type="checkbox"/> _____
17. t(w)in	tin $\oplus$ <input type="checkbox"/> _____
18. g(r)ow	go $\oplus$ <input type="checkbox"/> _____
19. be(s)t	bet $\oplus$ <input type="checkbox"/> _____
20. li(f)t	lit $\oplus$ <input type="checkbox"/> _____

**Total Test Items Correct**

19 /20  
*13 automatic*

# CORE Phoneme Segmentation Test — Teacher Record Form

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Follow the format used in the Practice Items to administer the Test Items. For each Test Item, circle a plus  to indicate a correct response or a minus  to indicate an incorrect response. Record the student's incorrect responses on the blank lines.

Practice Items: Use blocks to show the sounds in the word ... sit (/s/ /i/ /t/); shop (/sh/ /o/ /p/)

TEST ITEM	CORRECT RESPONSE	
1. thumb	(/th/ /u/ /m/)	<input checked="" type="radio"/> <input type="checkbox"/> _____
2. skate	(/s/ /k/ /ā/ /t/)	<input type="radio"/> <input type="checkbox"/> s k At _____
3. shriek	(/sh/ /r/ /ē/ /k/)	<input type="radio"/> <input type="checkbox"/> sh r Ek _____
4. large	(/l/ /är/ /j/)	<input checked="" type="radio"/> <input type="checkbox"/> _____
5. drop	(/d/ /r/ /o/ /p/)	<input checked="" type="radio"/> <input type="checkbox"/> _____
6. flew	(/f/ /l/ /ōo/)	<input type="radio"/> <input type="checkbox"/> fl oo _____
7. chalk	(/ch/ /aw/ /k/)	<input checked="" type="radio"/> <input type="checkbox"/> _____
8. germ	(/j/ /ûr/ /m/)	<input type="radio"/> <input type="checkbox"/> j urm _____
9. spread	(/s/ /p/ /r/ /e/ /d/)	<input checked="" type="radio"/> <input type="checkbox"/> _____
10. train	(/t/ /r/ /ā/ /n/)	<input type="radio"/> <input type="checkbox"/> t r An _____
11. stork	(/s/ /t/ /or/ /k/)	<input type="radio"/> <input type="checkbox"/> s t Ork _____
12. bolt	(/b/ /ō/ /l/ /t/)	<input type="radio"/> <input type="checkbox"/> b O lt _____
13. glare	(/g/ /l/ /a r/)	<input checked="" type="radio"/> <input type="checkbox"/> g l A r _____
14. crowd	(/k/ /r/ /qu/ /d/)	<input checked="" type="radio"/> <input type="checkbox"/> k r ow oo d _____
15. point	(/p/ /oi/ /n/ /t/)	<input checked="" type="radio"/> <input type="checkbox"/> p O E n t _____

over-  
segments  
diphthongs

Test Items Correct 8 /15

## Alphabet Skills and Letter Sounds

### PART A Letter names—uppercase

DIRECTIONS: 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.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the student gives above each letter. If no letter name is given, circle the letter.

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

\_\_\_/26

### PART B Letter names—lowercase

DIRECTIONS: 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.* If the letter name given is correct, do not mark the Record Form. If it is incorrect, write the letter name the student gives above each letter. If no letter name is given, circle the letter.

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

\_\_\_/26

### PART C Consonant sounds

DIRECTIONS: Say to the student: *Look at these letters. Can you tell me the sound each letter makes?* Be sure to ask the student if he or she knows of another sound for the letters *g* and *c*. 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
k	w	g	b	f	q	v

\_\_\_/21

# CORE Phonics Survey — Teacher Record Form

 PAGE  
3

## PART D Vowel sounds

DIRECTIONS: 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 another sound for the letter?* The student should name the short vowel sound.

e \_\_\_\_\_ i \_\_\_\_\_ a \_\_\_\_\_ o \_\_\_\_\_ u \_\_\_\_\_

l = long sound      s = short sound

On the first line, write the letter *l* if the student says the correct long vowel sound. On the second line, write the letter *s* if the student says the correct short vowel sound. If the vowel sound given is incorrect, write the sound the student gives above the corresponding vowel letter.

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

\_\_\_\_\_/5      Short vowel sounds (count the number of *s*'s above)

## Reading and Decoding Skills

DIRECTIONS: For Parts E through K, students must read both real and pseudowords (i.e., made-up words). For the real words, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords. Go to the next part of the assessment. 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.* When administering Parts F through K as a screening or diagnostic measure, continue testing even if a student does not perform well on the previous part of the test.

### PART E Short vowels in CVC words

<u>4</u> /5	sip	<i>mate/sc</i> mat	let	bun	hog	(real)
<u>4</u> /5	rut	<i>foot/sc</i> fit	bat	hot	set	(real)
<u>5</u> /5	nop	sut	dit	pem	fap	(pseudo)

13/15

### PART F Consonant blends with short vowels

<u>5</u> /5	stop	trap	quit	spell	plan	(real)	
<u>3</u> /5	<i>slik</i> silk	fast	<i>snack</i> sank	lump	held	(real)	<i>silk = slik</i>
<u>2</u> /5	<i>nusk</i> nask	dilt	<i>pun/gun</i> qued	<i>can-g</i> cang	dran	(pseudo)	<i>sank = snack</i>

10/15

*p/q*  
*confusion*

# CORE Phonics Survey — Teacher Record Form

 PAGE  
4

## PART G Short vowels, digraphs, and -tch trigraph

<u>5</u> /5	when	chop	thin	shut	wick	(real)
<u>2</u> /5	<i>doggy</i> dodge	rash	<i>writing</i> ring	then	<i>much/sc</i> match	(real)
<u>4</u> /5	chid	shom	<i>bath</i> dath	phid	futch	(pseudo)

11 /15*b/d confusion*

## PART H R-controlled vowels

<u>3</u> /5	harm	dirt	<i>from</i> form	<i>fren</i> fern	surf	(real)
<u>2</u> /5	<i>wurn</i> worn	<i>prit</i> pert	bark	turn	<i>dird</i> bird	(real) <i>b/d</i>
<u>4</u> /5	nerm	sirt	gorf	murd	<i>corn</i> carn	(pseudo)

9 /15

## PART I Long vowel spellings

<u>3</u> /5	<i>tap</i> tape	key	toe	<i>pad</i> paid	feet	(real)
<u>3</u> /5	leap	<i>but</i> boat	<i>tea</i> tie	ray	blow	(real)
<u>1</u> /5	loe	<i>hen</i> hine	<i>deep</i> beap	<i>fime</i> faim	<i>sot</i> soat	(pseudo)

7 /15*b/d*

## PART J Variant vowels

<u>2</u> /5	<i>fo</i> few	down	moon	<i>walk</i> hawk	<i>con</i> coin	(real)
<u>2</u> /5	<i>coo</i> cue	<i>lod</i> loud	cook	<i>hunt</i> haunt	toy	(real)
<u>2</u> /5	<i>voot/vat</i> voot	rew	<i>foot</i> fout	zoy	<i>bok</i> bawk	(pseudo)

6 /15

## PART K Low-frequency vowel and consonant spellings

___ /5	kneel	cent	type	ghost	wrist	(real)
___ /5	giant	sweat	gnat	bomb	sigh	(real)
___ /5	bice	knod	dimb	tigh	wrep	(pseudo)

0 /15*looked at but no attempt*

## PART L Multisyllabic words

DIRECTIONS: Say to the student: *I want you to read aloud 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 five out of eight of the words in this column, point to the second column and say: *Now I want you to read aloud the next column of words.* If the student can read at least five of the words in the second column, point to the third column and say: *Now I want you to read some made-up words. Do not try to make them sound like real words.*

____/3	Closed-closed	unless	consent	timbut
____/3	Closed-silent e	competes	admire	rompete
____/3	Open/closed/closed	depend	radishes	podated*
____/3	Open or closed	zero	menu	gromu*
____/3	Silent e	locate	inhaled	pentate
____/3	Consonant -le	stable	dimple	morkle
____/3	R-controlled	further	bordered	darber
____/3	Vowel team	railways	roaring	fauntoon

0  
\_\_\_\_/24

\*The first syllable of *podated* and *gromu* can be either open or a closed (long or short vowel sound, respectively); the second syllable of *podated* can be either a closed (short vowel sound) or a silent -e (long vowel sound) syllable, due to the rules for adding -ed.

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

**SKILLS SUMMARY****Alphabet Skills and Letter Sounds**

- \_\_\_\_\_/26 A. Letter names—uppercase  
 \_\_\_\_\_/26 B. Letter names—lowercase  
 \_\_\_\_\_/21 C. Consonant sounds  
 \_\_\_\_\_/5 D. Long vowel sounds  
 \_\_\_\_\_/5 Short vowel sounds

**Reading and Decoding Skills**

- 13 /15 E. Short vowels in CVC words  
10 /15 F. Consonant blends with short vowels  
11 /15 G. Short vowels, digraphs, and *-tch* trigraph  
9 /15 H. *R*-controlled vowels  
7 /15 I. Long vowel spellings  
6 /15 J. Variant vowels  
0 /15 K. Low-frequency vowel and consonant spellings  
 \_\_\_\_/24 L. Multisyllabic words

Skills to review: short vowel sounds, closed syllable structure  
final blends  
b / d discrimination in reading and writing

Skills to teach: v-c-e; r-controlled; vowel teams; trigraphs  
 \_\_\_\_\_  
 \_\_\_\_\_

# CORE Graded High-Frequency Word Survey — Teacher Record Form

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Follow the instructions about how to administer and score the assessment on page 64.

List K (Kdg.)	List I (Grade 1)	List II (Grade 2)	List III (Grade 3)	List IV (Grade 4)
a can I to in the is on you it	will and up me are was then of she said we at my what but do they for have that he not with her	all your this so how as <b>were</b> <i>we're</i> out be could if from down when get had them <b>him</b> <i>he/sc</i> would just his like there one	make their about now an who other been things by very day know or made over think many some time more way people too	which after much thought each years also long <b>another</b> <i>(hes)</i> first water never <b>around</b> <i>X/sc</i> than because only <b>called</b> <i>culled</i> <b>may</b> <i>my</i> <b>these</b> <i>this</i> before work even most <b>through</b> <i>thought</i>
# correct _____	# correct _____	# correct <u>23</u>	# correct _____	# correct <u>20</u>
Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input checked="" type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>
Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>
Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>

**Observations:**

*Good "sight word" memory. Welcomed challenge of 4th gr words. Most confident recognizing words on sight, rather than decoding. Reflects TC UoS instruction.*

Copyright ©2008 by CORE. Permission granted to reproduce for classroom use.

# CORE Vocabulary Screening Test—Student Form 2A

**Words Correct**  
14/15  
*benchmark*

Name \_\_\_\_\_ Date \_\_\_\_\_

Sample Item

**swift**

**must**

**into**

**fast**

<b>A 1</b>	gather	light	believe	collect	kettle	bear	pot	uncle
<b>A 2</b>	chunk	piece	dish	floor	spoiled	rocked	baked	ruined
<b>A 3</b>	certain	only	sure	most	understand	know	rest	pass
<b>A 4</b>	greedy	selfish	baggy	always	completed	hidden	finished	roared
<b>A 5</b>	ache	bag	pain	street	huge	red	proud	big
<b>A 6</b>	build	sleep	live	make	lovely	away	pretty	small
<b>A 7</b>	gladly	happily	sadly	weakly	bright	long	very	shiny
<b>A 8</b>	dash	bark	lost	run	nearly	almost	quiet	safe
<b>A 9</b>	place	put	scare	fill	terrible	other	awful	sorry
<b>A 10</b>	toss	hope	throw	sign	harm	wave	follow	hurt
<b>A 11</b>	pail	bucket	calf	trick	attach	join	have	wash
<b>A 12</b>	foolish	real	hard	silly	raise	lift	row	trip
<b>A 13</b>	base	snow	bottom	money	choose	land	pick	reach
<b>A 14</b>	rescue	dress	start	save	finish	belong	roll	end
<b>A 15</b>	equal	same	next	mad	shout	catch	yell	take

**A 16**

**A 17**

**A 18**

**A 19**

**A 20**

**A 21**

**A 22**

**A 23**

**A 24**

**A 25**

**A 26**

**A 27**

**A 28**

**A 29**

**A 30**

read word for a letter

read word for a letter

stopped here

# CORE Reading Maze Comprehension Test—Student Passage 2A

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

## A CITY WALK

The light changed to green, and Ted and his mother walked <sup>cross</sup> across the street. They were on their way to (for, the, **met**) food store.

Ted liked walking to (and, is, **the**) store. The city was a busy (**place**, hat, want). He <sup>was</sup> saw lots of different things. (Them, **He**, Say) also saw many of the people (bad, **fat**, who) worked near his house.

“Hello Ted, (once, **hello**, you) Mrs. Gomez,” said Mr. Hill. He (grow, happy, **was**) <sup>studying</sup> standing outside his store. He sold (**books**, name, stay). On rainy days after school, Ted (**bark**, <sup>brick</sup> would, **cold**) <sup>vist</sup> visit the store. Mr. Hill would (show, **ride**, frog) <sup>read</sup> him books that he thought Ted (got, glad, **would**) like.

A little bit <sup>but</sup> later, the (mat, **two**, soon) of them reached the food store. (**Mrs.**, How, Noise) King ran the store, and she (**but**, **truck**, always) had a special treat for Ted. (Today, Little, Paint),

*stopped here* she gave him some fresh grapes. (Day, Be, Ted) thanked her and shared the grapes (out, with, fish) his mother. She said they were (just, the, chair) best grapes she had ever tasted. (Ted, Girl, See) thought they were really good, too. (Let, Cry, Then) Ted and his mother got a (duck, cart, late) and started their shopping.

*Fluency and comprehension hobbled by weak decoding skills. Guesses at some longer words. Did not repair breakdowns in meaning. Found the work difficult and tiring.*

Items Attempted 74 - Items Incorrect 5 = ITEMS CORRECT (SCORE) 1 = 78% *benchmark w/ caveats*  
(floor for benchmark is 73%)

# CORE Assessing Reading • Student Profile — Grade 2

Name \_\_\_\_\_ School Year \_\_\_\_\_

*Only if indicated	F A L L	W I N T E R	S P R I N G	<i>Recomm- Remediat- level: Gr 2 Fall</i>
<b>CORE Phoneme Deletion Test</b>	_____/20	_____/20	<u>13</u> /20	<i>level: Gr 2 Fall</i>
<b>CORE Phoneme Segmentation Test*</b>	_____/15	_____/15	<u>7</u> /15	<i>level: Gr 2 Spr Intensive</i>
<b>CORE Phonics Survey— Reading &amp; Decoding Skills</b>				
E. Short vowels in CVC words*	_____/15	_____/15	<u>13</u> /15	<i>strategic</i>
F. Consonant blends with short vowels*	_____/15	_____/15	<u>10</u> /15	<i>strategic</i>
G. Short vowels, digraphs, and -tch trigraph*	_____/15	_____/15	<u>11</u> /15	<i>strategic</i>
H. R-controlled vowels*	_____/15	_____/15	<u>9</u> /15	<i>intensive</i>
I. Long vowel spellings*	_____/15	_____/15	<u>7</u> /15	<i>intensive</i>
J. Variant vowels*	_____/15	_____/15	<u>6</u> /15	<i>intensive</i>
K. Low-frequency vowel and consonant spellings*	_____/15	_____/15	<u>0</u> /15	
L. Multisyllabic words	_____/24	_____/24	<u>0</u> /24	
<b>CORE Graded High-Frequency Word Survey</b>	_____/24	_____/24	<u>23</u> /24	<i>benchmark</i>
<b>San Diego Quick Assessment of Reading Ability</b>	<b>Instructional Reading Level</b>  Grade_____	<b>Instructional Reading Level</b>  Grade_____	<b>Instructional Reading Level</b>  Grade_____	
<b>MASI-R Oral Reading Fluency Measures</b> See Oral Reading Fluency Norms, p. 80.	<b>Median ORF</b> _____/WCPM  <b>Median Accuracy</b> _____/%	<b>Median ORF</b> _____/WCPM  <b>Median Accuracy</b> _____/%	<b>Median ORF</b> _____/WCPM  <b>Median Accuracy</b> _____/%	
<b>CORE Vocabulary Screening Test</b>	_____/30		<u>14/15</u> / <del>30</del>	<i>benchmark</i>
<b>CORE Reading Maze Comprehension Test</b> See Grade-Level Expectations, p. 152.	<b>Items Correct</b> _____		<u>11/14</u> = 78%	<i>benchmk w caveats</i>

Copyright ©2018 by CORE. Permission granted to reproduce for classroom use.

## Grade 2 Spelling Inventory (PALS Quick Check Spelling)

1. jet	<i>jet</i>	16. rich	<i>rich</i>	31. bird	<i>Brd</i>
2. rag	<i>rag</i>	17. stuff	<i>stuf</i>	32. fern	<i>frn</i>
3. pot	<i>pot</i>	18. floss	<i>flos</i>	33. burn	<i>Brn</i>
4. man	<i>man</i>	19. thrill	<i>thrill</i>	34. stay	<i>stay</i>
5. bus	<i>bus</i>	20. frame	<i>fram</i>	35. frail	<i>frail</i>
6. win	<i>win</i>	21. scope	<i>sckop</i>	36. steep	<i>step</i>
7. sat	<i>sat</i>	22. dune	<i>Don</i>	37. reach	<i>rech</i>
8. lip	<i>lip</i>	23. drink	<i>brink</i>	38. field	<i>feld</i>
9. dug	<i>Dug</i>	24. clang	<i>klang</i>	39. boat	<i>bowt</i>
10. spit	<i>spit</i>	25. blind	<i>blind</i>	40. slow	<i>shaw</i>
11. chick	<i>chick</i>	26. sting	<i>sting</i>	41. boot	<i>Boot</i>
12. them	<i>them</i>	27. fold	<i>fold</i>	42. proud	<i>PrawD</i>
13. moth	<i>moth</i>	28. tank	<i>tank</i>	43. plow	<i>Plaw</i>
14. wish	<i>wish</i>	29. stork	<i>stork</i>	44. boil	<i>Boyl</i>
15. mask	<i>mask</i>	30. march	<i>march</i>	45. enjoy	<i>engoy</i>

cvc 9/9

digr 5/5

blends 13/16 (c/k/ck)

\* vce 0/2

\* ll/ff/ss 0/3

cl excep 6/6

or, ar 2/2

\* er/ir/ur 0/3

\* v teams 3/9

\* diphthongs 0/2

b/d, g/j

# Notes from Assessments

## *Phoneme Deletion*

- Check consonant blends phonemic awareness
- Check deletion of final sound
- One-Minute Activities to develop fluency and proficiency

## *Phoneme Segmentation*

- Reinforce individual phonemes over onset or rime
- Teach spelling of diphthongs

## *Phonics Survey*

- Review short vowels & closed syllables
- Review final consonant blends
- Review b/d discrimination
- Teach/reteach v-c-e, r-controlled, vowel teams, trigraphs
- Teach multisyllabic words (did not attempt)

## *High-frequency Words*

- Good visual memory – reinforce phonemic awareness, decoding, and spelling to support orthographic mapping

## *Reading MAZE Comprehension*

- Guesses at small and puzzling words, doesn't always monitor sense-making

## *Vocabulary*

- Vocab seems age-appropriate, held back by decoding weaknesses

## *Spelling*

Teach reading and spelling of:

- v-c-e
- ff/ll/ss
- -er, -ir, -ur
- vowel teams
- diphthongs

## Progress toward NYS Next Generation Grade 2 ELA Standards:

- One-syllable words with short vowel
- One-syllable words with long vowel
- Common vowel teams
- Two-syllable words with long vowels (regular)
- Words with common prefixes and suffixes
- Read with accuracy and fluency
- Read grade-level irregular words
- (No spelling standard!)



## Plan for Intervention

### Phonemic Awareness:

- Develop phonemic awareness: start with deletion of phoneme in consonant blends.

### Phonics (Decoding and Encoding):

- Start with closed syllables with consonant blends. Proceed through Wilson Reading System scope and sequence.
- Reinforce decoding of each letter (and spelling of each sound) over relying on visual memory to recognize words.
- Intensive practice with each syllable type, aiming for:
  - Consistent accuracy
  - Automaticity
  - Fluency

## Sources for free informal foundational skills assessments

Diamond, L., Thorsnes, B.J. (2018). *Assessing Reading: Multiple Measures* (2<sup>nd</sup> ed.). Core Literacy Library. Arena Press/Consortium on Reading Excellence in Education, Inc. *Partial download available at:*

<https://www.collaborativeclassroom.org/wp-content/uploads/2020/05/CORE-Multiple-Measures-Rev-2nd-Edition-CCC-2020.pdf>

Free assessment covers PA, letter names and sounds, and phonics (real and nonsense words), in English and Spanish. See print book for complete set of assessments for grades K through 12, including PA, phonics (real and nonsense word), fluency, vocabulary, and comprehension.

***Really Great Reading 1<sup>st</sup> Grade Foundational Skills Survey.*** Suitable for 2<sup>nd</sup> grade as well. PA, phonics (real and nonsense words). Assessments for K and grades 3, 4, and up are also available. <https://www.reallygreatreading.com/diagnostics>

***DIBELS 8 Benchmark Assessment.*** Original printable version of what is now Acadience Reading Diagnostic (online). PA (through grade 2), letter name fluency, nonsense word fluency, oral fluency of grade-level real words and text.

<https://dibels.uoregon.edu/assessment/index/materialdownload/?agree=true#dibelseight> .

***Abecedarian Reading Assessment.*** Includes PA, phonics (real words), high-frequency irregular words, vocabulary.

<https://www.balancedreading.com/assessment/abecedarian.html>

***PALS Quick Check: Spelling.***

[https://pals.virginia.edu/pdfs/download/QC\\_SPELLING\\_1-3.pdf](https://pals.virginia.edu/pdfs/download/QC_SPELLING_1-3.pdf)

PALS Quick Check Guidance Document for RTI.

[https://pals.virginia.edu/pdfs/download/QC\\_Guidance\\_Document.pdf](https://pals.virginia.edu/pdfs/download/QC_Guidance_Document.pdf)

For an initial assessment, I recommend compiling a number of Quick Checks to cover various phonics patterns.

# “Using Phonics-Based Assessment to Develop Targeted Phonics Intervention”

Lauren Thompson, M.A., C.A.S. Lit and Lang

## References

- Castles, A., Rastle, K., & Nation, K. (2018). “Ending the Reading Wars: Reading Acquisition From Novice to Expert.” *Psychological Science in the Public Interest*, 19(1), 5–51. <https://doi.org/10.1177/1529100618772271>
- Coyne, M. D., Kame’enui, E. J., & Simmons, D. C. (2004). “Improving Beginning Reading Instruction and Intervention for Students with LD: Reconciling ‘All’ with ‘Each.’” *Journal of Learning Disabilities*, 37(3), 231–239. <https://doi.org/10.1177/00222194040370030801>
- Diamond, L., Thorsnes, B.J. (2018). *Assessing Reading: Multiple Measures* (2<sup>nd</sup> ed.). Core Literacy Library. Arena Press/Consortium on Reading Excellence in Education, Inc.
- Dougherty Stahl, K.A., Flanigan, K., & McKenna, M.C. (2020). *Assessment for Reading Instruction* (4<sup>th</sup> ed.). Guilford Press.
- Honig, B., Diamond L., & Gutlohn, L. (2018). *Teaching Reading Sourcebook* (3<sup>rd</sup> ed.). Core Literacy Library. Arena Press/Consortium on Reading Excellence in Education, Inc.
- Kilpatrick, D. (2016). *Equipped for Reading Success*. Casey & Kirsch.
- Moats, L.C. (2020). *Speech to Print: Language Essentials for Teachers*. (3<sup>rd</sup> ed.). Paul H. Brookes.
- PALS Quick Check: Spelling*. (2014). The Rector and The Board of Visitors of the University of Virginia. [https://pals.virginia.edu/pdfs/download/QC\\_SPELLING\\_1-3.pdf](https://pals.virginia.edu/pdfs/download/QC_SPELLING_1-3.pdf)
- Spear-Swerling, L. (2016). “Common Types of Reading Problems and How to Help Children Who Have Them.” *Reading Teacher*, 69(5), 513–522. <https://doi.org/10.1002/trtr.1410>