



THE ULTIMATE BOOK OF PHONICS WORD LISTS FOR GRADES K-1

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Assessments

This companion online resource to *The Ultimate Phonics Word Lists for Grades K–1* contains assessments for reading words, phrases, and sentences, as well as for spelling words and writing sentences.

Assessment for Reading Words

This resource contains 12 ready-to-use Student Assessment: Word Reading Lists, each focusing on specific phonics skills from the book. Each word list has a corresponding Teacher Assessment Record Sheet (TA) with space for two assessments. You can use the sheets to record pre- and post-testing scores or, if you did not pre-test, two different assessment scores. Do a pre-assessment to determine student need and a starting place for instruction. Do a post-assessment at your discretion to determine growth and understanding. In addition, you can create your own custom lists using the blank templates for the Student Assessment: Word Reading List (page 22) and Teacher Assessment Record Sheet: Word Reading List (page 23).

PREPARING THE STUDENT ASSESSMENT: WORD READING LISTS

On each Student Assessment page, there are four lists of 10 words, highlighting four skill levels. Each list is labeled at the top of the column and corresponds to a particular phonics skill in the book. Cut apart the lists for individual assessments. The corresponding Teacher Assessment Record Sheet page is noted at the top of each list for easy access.

1. Choose a word list based on the skill you want to assess.
2. Make a copy of the page and cut the specific word list into a strip. If possible, laminate for reusability and durability.
3. Place a paper clip along the left edge of the strip. Have children use the paper clip as a tracker. They can slide it down the list as they read each word.
4. Make a copy of the corresponding Teacher Assessment Record Sheet (see below).

Student Assessment: Word Reading Lists			
Word Reading List #1 Skill: CVC (TA page 10)	Word Reading List #2 Skill: /k/ c, k, -ck (TA page 11)	Word Reading List #3 Skill: Floss (TA page 12)	Word Reading List #4 Skill: Initial & Final Blends (TA page 13)
1. cut	1. cup	1. huff	1. flat
2. big	2. kit	2. kiss	2. grid
3. pen	3. cot	3. buzz	3. stem
4. tag	4. kept	4. bill	4. brag
5. mop	5. pack	5. stuff	5. flap
6. bet	6. luck	6. spill	6. drip
7. fun	7. speck	7. fizz	7. jump
8. yes	8. track	8. chill	8. must
9. box	9. block	9. off	9. milk
10. did	10. quick	10. glass	10. plant

TEACHER ASSESSMENT RECORD SHEET: WORD READING LISTS

Each Teacher Assessment Record Sheet is labeled to correspond to a Student Assessment: Word Reading List. Each record sheet includes

- space to record two assessments on different dates. (It may be helpful to record each date in a different color.) You can use the record sheet for pre- and post-testing or for two separate tests to note progression over time. If a child is proficient, you may need to assess only once for that skill.

- two ways to record words read. You can note whether the child is reading the words with automaticity or decoding the words. Automaticity is considered two seconds or less. There is also space to note errors for each assessment date. You can use this information to identify patterns, to plan instruction, and to note growth over time.
- comprehension questions based on the word list. Ask these questions to assess the child's word knowledge.
- sentence generation. Ask the child to use one word on the list in a sentence. Record the child's response on the space provided.
- a section for anecdotal teacher notes.

USING THE TEACHER ASSESSMENT RECORD SHEET: WORD READING LISTS

After you have chosen which skill to assess and prepared the corresponding Student Assessment: Word Reading List, follow the steps below.

1. Make a copy of the corresponding Teacher Assessment Record Sheet for each child.
2. Fill in the child's name. Then write the date of the assessment.
3. Provide the child with the corresponding Word Reading List strip and have the child read the 10 words. Record the number of words read correctly and note the words that were read with automaticity. Record the errors in the corresponding Errors box.
4. Ask the child the five comprehension questions and note his or her responses.
5. Ask the child to choose one word and use it in a sentence. Record the sentence.
6. Record any anecdotal notes in the Teacher Notes box.

Teacher Assessment Record Sheet: Word Reading List	
Student: _____ Reading Assessment #1 Skill: CVC	
Assessment Date #1: _____ Assessment Date #2: _____	
Words to Read 1. cut 6. belt 2. big 7. fun 3. pen 8. yes 4. tag 9. box 5. mop 10. did	Date #1: Number read correctly: ____ /10 Number read with automaticity: ____ /10 Date #2: Number read correctly: ____ /10 Number read with automaticity: ____ /10
Comprehension Check 1. What is something you write with? (pen) 2. What is something you do with scissors? (cut) 3. What do you use to clean up a messy floor? (mop) 4. What word means the same as large? (big) 5. What rhymes with fox? (box)	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____	
Errors Date #1: _____ _____ Date #2: _____ _____	
Teacher Notes Date #1: _____ _____ Date #2: _____ _____	

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CREATING YOUR OWN WORD READING LISTS AND ASSESSMENTS

To create your own word reading lists, make a copy of the blank Student Assessment: Word Reading Lists template (page 22). Decide which specific skills you want to assess. Find the corresponding word lists in the book and choose words to write in the template.

Next, make a corresponding Teacher Assessment Record Sheet for each word list you created. Make a copy of the Teacher Assessment blank template (page 23) and fill in the skills being assessed. In the spaces provided, write the same words you wrote on the matching Student Assessment: Word Reading List. Make a copy of the Teacher Assessment Record Sheet for each child being assessed and follow the directions for using the Teacher Assessment Record Sheet: Word Reading List.

Assessment for Reading Phrases and Sentences

On page 24, you'll find two ready-to-use Student Assessment: Phrase and Sentence Reading Lists, each focusing on a specific phonics skill. Each Phrase and Sentence Reading List comes with a corresponding Teacher Assessment Record Sheet (pages 25–26). Follow the steps on page 5 to prepare your own Student Assessments and corresponding Teacher Assessment Record Sheets.

PREPARING THE STUDENT ASSESSMENT: PHRASE AND SENTENCE READING LISTS

To create your own phrase and sentence reading lists, make a copy of the blank Student Assessment: Phrase and Sentence Reading Lists template (page 27). The template contains two blank assessments, each with space for four phrases and four sentences for children to read.

1. Choose a phrase and sentence list from the book based on the skill you want to assess.
2. At the top of each list, fill in the Phrase and Sentence Reading List # and the skill being assessed. The skill should correspond to a particular phonics skill in the book.
3. Fill in four phrases and four sentences on the lines provided. (Note: Since there are two blank templates on the page, you can assess two different skills or make two different phrase and sentence reading lists using the same skill.)
4. Cut the assessments apart. If possible, laminate for reusability and durability.
5. Place a paper clip along the left edge of the strip. Have children use the paper clip as a tracker. They can slide it down the list as they read each phrase or sentence.

Student Assessment: Phrase and Sentence Reading Lists	
Phrase and Sentence Reading List #1 Skill: Short Vowels (TA page 25)	Phrase and Sentence Reading List #2 Skill: Blends (TA page 26)
Phrases to Read 1. nap on a mat 2. pins in the tin 3. rock on the dock 4. dug in the mud	Phrases to Read 1. snug in the snow 2. a trip in the truck 3. slid on the slush 4. went at dusk
Sentences to Read 1. The hen sat on the nest. 2. A bug sat on the log. 3. The fox hid in the box. 4. The kid had a big grin.	Sentences to Read 1. Step over the stones. 2. We had fresh crab for brunch. 3. The flag flaps in the wind. 4. We went on an ant hunt.

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PREPARING AND USING THE TEACHER ASSESSMENT RECORD SHEET: PHRASE AND SENTENCE READING LISTS

After you have prepared the Student Assessment: Phrase and Sentence Reading Lists, follow the steps below.

1. Make a copy of the blank Teacher Assessment Record Sheet: Phrase and Sentence Reading List (page 28). Write the date of the assessment.
2. Using the filled-in Student Assessment: Phrase and Sentence Reading List, copy the four phrases and four sentences onto the Teacher Assessment Record Sheet. Make sure the student page and teacher page match exactly.
3. Make a copy of the Teacher Assessment Record Sheet: Phrase and Sentence Reading List for each child.
4. Provide a child with the Student Assessment: Phrase and Sentence Reading List and have the child read the four phrases and four sentences. Record the words read correctly and note which phrases and sentences were read with automaticity. Record the errors in the corresponding Errors box.
5. Record any anecdotal notes in the Teacher Notes box.

You can use these assessments to plan instruction as well as to communicate student progress.

Teacher Assessment Record Sheet: Phrase and Sentence Reading List	
Student: _____ Assessment Date #1: _____ Assessment Date #2: _____	Reading Assessment #1 Skill: Short Vowels
Phrases to Read 1. nap on a mat 2. pins in the tin 3. rock on the dock 4. dug in the mud	Date #1: Number read correctly: ____ / 4 Number read with automaticity: ____ / 4 Date #2: Number read correctly: ____ / 4 Number read with automaticity: ____ / 4
Sentences to Read 1. The hen sat on the nest. 2. A bug sat on the log. 3. The fox hid in the box. 4. The kid had a big grin.	Date #1: Number read correctly: ____ / 4 Number read with automaticity: ____ / 4 Date #2: Number read correctly: ____ / 4 Number read with automaticity: ____ / 4
Errors and Teacher Notes <div> Date #1: _____ </div> <div> Date #2: _____ </div>	

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Assessment for Spelling Words and Sentence Dictation

This resource also includes blank templates for assessing spelling and dictation skills. There are two student templates for word spelling and sentence dictation: a single-lined format (pages 29–30) and a slotted-line alternative (pages 31–32) for children who need more support with letter sizing and spacing.

There is also a blank Teacher Assessment Record Sheet: Spelling and Sentence Dictation (page 34) with space for a pre- and post-assessment or two separate assessments. (See page 33 for a sample Teacher Assessment Record Sheet to use as a model.) Make a new master to correspond with all new spelling assessments. Decide which specific skills you want to assess and find the corresponding word and sentence lists in the book. In the space provided, fill in the words and sentences you will dictate to children. Make a copy of the Teacher Assessment Record Sheet for each child being assessed. After correcting the child's work, copy any errors or areas of need from the Student Assessment to the Teacher Assessment Record Sheet. Use the record sheets to plan instruction as well as to communicate student progress. Over time, the record sheets will collectively portray children's strengths and areas of need.

Class Assessment Record Sheets

The Class Assessment Record Sheets (pages 35–36) are compilations of student data that can be used to record pre- and post-test scores for each skill, or scores for various assessments on different dates. Each provides an overview of children's abilities. You can use these charts for instructional planning, grouping based on academic need, parent communication, and data reporting.

SETTING UP AND USING THE CLASS RECORD SHEET

1. Make a copy of the master Class Assessment Record Sheet (page 35 or 36). Page 35 is set up for pre- and post-testing of two skills, while page 36 is set up to record four different assessments. Depending on class size, you may need to make multiple copies of the class list.
2. Write the numbers in the # column and fill in all the children's names in the second column. After filling in the names, consider making multiple copies before recording any scores, so that the assessment sheets are ready for future assessments.
3. Write the skill that is being assessed in the appropriate space.
4. Record the date below the specified skill where noted.
5. After each assessment, record the individual student scores for an overview of student abilities.

Student Assessment: Word Reading Lists

Word Reading List #1 Skill: CVC (TA page 10)	Word Reading List #2 Skill: /k/ c, k, -ck (TA page 11)	Word Reading List #3 Skill: Floss (TA page 12)	Word Reading List #4 Skill: Initial & Final Blends (TA page 13)
<ol style="list-style-type: none"> cut big pen tag mop bet fun yes box did 	<ol style="list-style-type: none"> cup kit cot kept pack luck speck track block quick 	<ol style="list-style-type: none"> huff kiss buzz bill stuff spill fizz chill off glass 	<ol style="list-style-type: none"> flat grid stem brag flap drip jump must milk plant

Student Assessment: Word Reading Lists

Word Reading List #5 Skill: Digraphs (TA page 14)	Word Reading List #6 Skills: -ch, -tch, -nk, -ng (TA page 15)	Word Reading List #7 Skill: VCe (TA page 16)	Word Reading List #8 Skills: Inflectional Endings -s, -es (TA page 17)
<ol style="list-style-type: none"> chat shop thin when fish shut path whim crush bunch 	<ol style="list-style-type: none"> fetch lunch pitch snatch sang bank pink honk stung chunk 	<ol style="list-style-type: none"> take these hide rose cube prune wave plane shine globe 	<ol style="list-style-type: none"> caps nuts pins sticks sheds boxes wishes lunches passes buzzes

Student Assessment: Word Reading Lists

Word Reading List #9 Skills: Inflectional Endings <i>-ing, -ed</i> (TA page 18)	Word Reading List #10 Skills: Suffixes <i>-er, -est</i> (TA page 19)	Word Reading List #11 Skills: VC/CV, Compound Words (TA page 20)	Word Reading List #12 Skill: VC/Vc (TA page 21)
<ol style="list-style-type: none"> helping bending swinging landed smelled filmed dusted camped thanked finished 	<ol style="list-style-type: none"> boxer faster strongest tallest thicker hardest helper camper hottest slowest 	<ol style="list-style-type: none"> napkin contest absent catfish sunset backpack itself publish nutmeg subject 	<ol style="list-style-type: none"> pancake invite compete dislike tadpole reptile sunrise combine mistake costume

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #1 Skill: CVC	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. cut 6. bet 2. big 7. fun 3. pen 8. yes 4. tag 9. box 5. mop 10. did		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is something you write with? (<i>pen</i>) 2. What is something you do with scissors? (<i>cut</i>) 3. What do you use to clean up a messy floor? (<i>mop</i>) 4. What word means the same as <i>large</i> ? (<i>big</i>) 5. What rhymes with <i>fox</i> ? (<i>box</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1:		Date #2:	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #2 Skill: /k/ c, k, -ck	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. cup 6. luck 2. kit 7. speck 3. cot 8. track 4. kept 9. block 5. pack 10. quick		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is something you sleep on? (<i>cot</i>) 2. What is the opposite of <i>slow</i> ? (<i>quick</i>) 3. Name something you can pour tea into. (<i>cup</i>) 4. What word means "a little bit"? (<i>speck</i>) 5. What word rhymes with <i>rock</i> ? (<i>block</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1:		Date #2:	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #3 Skill: Floss	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. huff 6. spill 2. kiss 7. fizz 3. buzz 8. chill 4. bill 9. off 5. stuff 10. glass		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is the opposite of <i>on</i> ? (<i>off</i>) 2. What happens when a cup tips and liquid comes out? (<i>spill</i>) 3. What is something a bubbly drink does? (<i>fizz</i>) 4. What is a noise that a bee makes? (<i>buzz</i>) 5. Find words that rhyme. (<i>huff/stuff</i> or <i>bill/spill/chill</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1:		Date #2:	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #4 Skills: Initial & Final Blends	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. flat 6. drip 2. grid 7. jump 3. stem 8. must 4. brag 9. milk 5. flap 10. plant		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is green and grows in the ground or in a pot? (<i>plant</i>) 2. What is something you drink with cookies? (<i>milk</i>) 3. On what part of a flower will you find the leaves? (<i>stem</i>) 4. What word rhymes with <i>bat</i> ? (<i>flat</i>) 5. What word describes what you can do on a trampoline? (<i>jump</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1:		Date #2:	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #5 Skill: Digraphs	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. chat 6. shut 2. shop 7. path 3. thin 8. whim 4. when 9. crush 5. fish 10. bunch		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is something that swims in water? (<i>fish</i>) 2. What is the opposite of <i>open</i> ? (<i>shut</i>) 3. What is the opposite of <i>fat</i> ? (<i>thin</i>) 4. What word means the same as <i>talk</i> ? (<i>chat</i>) 5. What word rhymes with <i>top</i> ? (<i>shop</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes			
Date #1: _____ _____ _____ _____		Date #2: _____ _____ _____ _____	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #6 Skills: <i>-ch, -tch, -nk, -ng</i>	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. fetch 6. bank 2. lunch 7. pink 3. pitch 8. honk 4. snatch 9. stung 5. sang 10. chunk		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is the name of a color? (<i>pink</i>) 2. What is the name of a place to keep and save money? (<i>bank</i>) 3. What would a dog do if someone threw a ball or a stick? (<i>fetch</i>) 4. What meal do you have between breakfast and dinner? (<i>lunch</i>) 5. What word rhymes with <i>lung</i> ? (<i>stung</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1:		Date #2:	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #7 Skill: VCe	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. take 6. prune 2. these 7. wave 3. hide 8. plane 4. rose 9. shine 5. cube 10. globe		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What flies in the air and takes people to faraway places? (<i>plane</i>) 2. What is something you see in the ocean? (<i>wave</i>) 3. What is the name of a flower? (<i>rose</i>) 4. What word means the opposite of <i>give</i> ? (<i>take</i>) 5. What word rhymes with <i>pine</i> ? (<i>shine</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1: _____ _____ _____		Date #2: _____ _____ _____	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #8 Skills: Inflectional Endings -s, -es	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. caps 6. boxes 2. nuts 7. wishes 3. pins 8. lunches 4. sticks 9. passes 5. sheds 10. buzzes		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What is something a magic fairy would grant? <i>(wishes)</i> 2. What is something a bee does? <i>(buzzes)</i> 3. What might be found in a cookie or a brownie? <i>(nuts)</i> 4. What is another name for the type of hats baseball players wear? <i>(caps)</i> 5. What word rhymes with <i>beds</i> ? <i>(sheds)</i>		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes			
Date #1: _____ _____ _____		Date #2: _____ _____ _____	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #9 Skills: Inflectional Endings -ing, -ed	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. helping 6. filmed 2. bending 7. dusted 3. swinging 8. camped 4. landed 9. thanked 5. smelled 10. finished		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. A baseball player is _____ the bat. (<i>swinging</i>) 2. The plane just _____. (<i>landed</i>) 3. The students are _____ the teacher clean up the mess. (<i>helping</i>) 4. The bright flowers _____ so good! (<i>smelled</i>) 5. What word rhymes with <i>rusted</i> ? (<i>dusted</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes			
Date #1: _____ _____ _____		Date #2: _____ _____ _____	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #10 Skills: Suffixes -er, -est	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. boxer 6. hardest 2. faster 7. helper 3. strongest 8. camper 4. tallest 9. hottest 5. thicker 10. slowest		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What word describes the runner who comes in last in a race? (<i>slowest</i>) 2. What word means the opposite of <i>shortest</i> ? (<i>tallest</i>) 3. A four-inch block of wood is ____ than a two-inch block of wood. (<i>thicker</i>) 4. What is another word for <i>assistant</i> ? (<i>helper</i>) 5. What word describes a person who sleeps in a tent in the woods? (<i>camper</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1:		Date #2:	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #11 Skills: VC/CV, Compound Words	
Assessment Date #1: _____ Assessment Date #2: _____			
Words to Read 1. napkin 6. backpack 2. contest 7. itself 3. absent 8. publish 4. catfish 9. nutmeg 5. sunset 10. subject		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What describes when the sun goes down at the end of the day? (<i>sunset</i>) 2. What is something you place on your lap when you eat? (<i>napkin</i>) 3. What word means "not present at school"? (<i>absent</i>) 4. This is used to help students carry books and snacks to school. (<i>backpack</i>) 5. Children can enter this and possibly win a prize. (<i>contest</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1: _____ _____ _____		Date #2: _____ _____ _____	

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment #12 Skill: VC/VCe	
Assessment Date #1: _____		Assessment Date #2: _____	
Words to Read 1. pancake 6. reptile 2. invite 7. sunrise 3. compete 8. combine 4. dislike 9. mistake 5. tadpole 10. costume		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. What word is the opposite of <i>like</i> ? (<i>dislike</i>) 2. What is a food that tastes good with syrup? (<i>pancake</i>) 3. What word describes when the sun comes up? (<i>sunrise</i>) 4. What word means the same as <i>error</i> ? (<i>mistake</i>) 5. When you have a party, you _____ your friends. (<i>invite</i>)		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ _____ Date #2: _____ _____ _____		Errors Date #1: _____ _____ _____ Date #2: _____ _____ _____	
Teacher Notes			
Date #1: _____ _____ _____		Date #2: _____ _____ _____	

Student Assessment: Word Reading Lists



Word Reading List # _____ Skills: _____	Word Reading List # _____ Skills: _____	Word Reading List # _____ Skills: _____	Word Reading List # _____ Skills: _____
1. _____	1. _____	1. _____	1. _____
2. _____	2. _____	2. _____	2. _____
3. _____	3. _____	3. _____	3. _____
4. _____	4. _____	4. _____	4. _____
5. _____	5. _____	5. _____	5. _____
6. _____	6. _____	6. _____	6. _____
7. _____	7. _____	7. _____	7. _____
8. _____	8. _____	8. _____	8. _____
9. _____	9. _____	9. _____	9. _____
10. _____	10. _____	10. _____	10. _____

Teacher Assessment Record Sheet: Word Reading List

Student: _____		Reading Assessment # _____	
Assessment Date #1: _____		Assessment Date #2: _____	
		Skills: _____	
Words to Read 1. _____ 6. _____ 2. _____ 7. _____ 3. _____ 8. _____ 4. _____ 9. _____ 5. _____ 10. _____		Date #1: Number read correctly: _____ /10 Number read with automaticity: _____ /10 Date #2: Number read correctly: _____ /10 Number read with automaticity: _____ /10	
Comprehension Check 1. _____ 2. _____ 3. _____ 4. _____ 5. _____		Date #1: Correct responses: _____ /5 Date #2: Correct responses: _____ /5	
Student chooses one word from the list and uses it in a sentence. (Teacher copies the sentence below.) Date #1: _____ _____ Date #2: _____ _____ _____		Errors Date #1: Date #2:	
Teacher Notes			
Date #1:		Date #2:	

Student Assessment: Phrase and Sentence Reading Lists

Phrase and Sentence Reading List #1

Skill: Short Vowels

(TA page 25)

Phrases to Read

1. nap on a mat
2. pins in the tin
3. rock on the dock
4. dug in the mud

Sentences to Read

1. The hen sat on the nest.
2. A bug sat on the log.
3. The fox hid in the box.
4. The kid had a big grin.

Phrase and Sentence Reading List #2

Skill: Blends

(TA page 26)

Phrases to Read

1. snug in the snow
2. a trip in the truck
3. slid on the slush
4. went at dusk

Sentences to Read

1. Step over the stones.
2. We had fresh crab for brunch.
3. The flag flaps in the wind.
4. We went on an ant hunt.



Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Student: _____		Reading Assessment #1 Skill: Short Vowels	
Assessment Date #1: _____		Assessment Date #2: _____	
Phrases to Read 1. nap on a mat 2. pins in the tin 3. rock on the dock 4. dug in the mud		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Sentences to Read 1. The hen sat on the nest. 2. A bug sat on the log. 3. The fox hid in the box. 4. The kid had a big grin.		Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Errors and Teacher Notes			
<div> <div>Date #1:</div> <div></div> </div>			
<div> <div>Date #2:</div> <div></div> </div>			

Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Student: _____

Reading Assessment #2

Skill: Blends

Assessment Date #1: _____ Assessment Date #2: _____

Phrases to Read

1. snug in the snow
2. a trip in the truck
3. slid on the slush
4. went at dusk

Date #1:

Number read correctly: _____ /4

Number read with automaticity: _____ /4

Date #2:

Number read correctly: _____ /4

Number read with automaticity: _____ /4

Sentences to Read

1. Step over the stones.
2. We had fresh crab for brunch.
3. The flag flaps in the wind.
4. We went on an ant hunt.

Date #1:

Number read correctly: _____ /4

Number read with automaticity: _____ /4

Date #2:

Number read correctly: _____ /4

Number read with automaticity: _____ /4

Errors and Teacher Notes

Date #1:

Date #2:

Student Assessment: Phrase and Sentence Reading Lists



Phrase and Sentence Reading List # _____

Skill: _____

Phrases to Read

1. _____

2. _____

3. _____

4. _____

Sentences to Read

1. _____

2. _____

3. _____

4. _____

Phrase and Sentence Reading List # _____

Skill: _____

Phrases to Read

1. _____

2. _____

3. _____

4. _____

Sentences to Read

1. _____

2. _____

3. _____

4. _____

Teacher Assessment Record Sheet: Phrase and Sentence Reading List

Student: _____		Reading Assessment # _____
Assessment Date #1: _____ Assessment Date #2: _____		Skills: _____
Phrases to Read 1. _____ 2. _____ 3. _____ 4. _____	Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Sentences to Read 1. _____ 2. _____ 3. _____ 4. _____	Date #1: Number read correctly: _____ /4 Number read with automaticity: _____ /4 Date #2: Number read correctly: _____ /4 Number read with automaticity: _____ /4	
Errors and Teacher Notes		
<div style="border: 1px solid black; height: 150px; margin-bottom: 10px;"></div> <div style="border: 1px solid black; height: 150px;"></div>		

Student Assessment: Spelling and Sentence Dictation (page 1)

Skill: _____

Name: _____ Date: _____

Write the words you hear below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Student Assessment: Spelling and Sentence Dictation (page 2)

Skill: _____

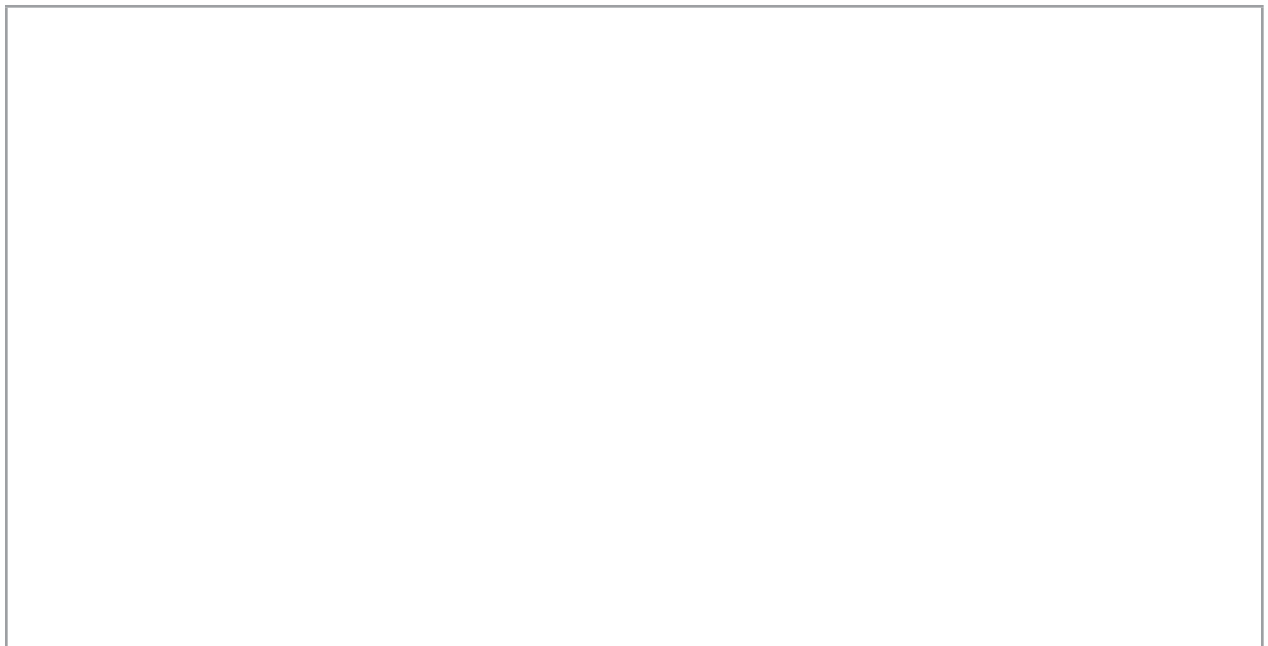
Name: _____ Date: _____

Write the sentences you hear below.

1. _____

2. _____

Illustrate one of the sentences.



Student Assessment: Spelling and Sentence Dictation (page 1)

Skill: _____

Name: _____ Date: _____

Write the words you hear below.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Teacher Assessment Record Sheet: Spelling and Sentence Dictation (sample)

Student: _____		Spelling & Dictation Assessment # _____	
Assessment Date #1: _____ Assessment Date #2: _____		Skill: Suffix -ed	
Words to Spell <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;">1. ended</div> <div style="width: 50%;">6. pinched</div> <div style="width: 50%;">2. called</div> <div style="width: 50%;">7. filmed</div> <div style="width: 50%;">3. fixed</div> <div style="width: 50%;">8. twisted</div> <div style="width: 50%;">4. granted</div> <div style="width: 50%;">9. thumped</div> <div style="width: 50%;">5. shocked</div> <div style="width: 50%;">10. drilled</div> </div>		Date #1: Number of words spelled correctly: _____ /10 Date #2: Number of words spelled correctly: _____ /10	
Sentences to Write 1. The pans and pots banged and clanged. _____ _____ 2. We rested and drifted off to sleep after the long hike. _____ _____			
Sentence Dictation Errors and Teacher Notes			
Date #1: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes:		Date #2: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes:	

Teacher Assessment Record Sheet: Spelling and Sentence Dictation

Student: _____		Spelling & Dictation Assessment # _____		
Assessment Date #1: _____ Assessment Date #2: _____		Skills: _____		
Words to Spell <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ </div> <div style="width: 45%;"> 6. _____ 7. _____ 8. _____ 9. _____ 10. _____ </div> </div>		Date #1: Number of words spelled correctly: _____ /10 Date #2: Number of words spelled correctly: _____ /10		
Sentences to Write <div style="margin-bottom: 20px;"> 1. _____ _____ _____ </div> <div> 1. _____ _____ _____ </div>				
Sentence Dictation Errors and Teacher Notes <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="width: 50%; padding: 5px; vertical-align: top;"> Date #1: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes: _____ _____ _____ </td> <td style="width: 50%; padding: 5px; vertical-align: top;"> Date #2: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes: _____ _____ _____ </td> </tr> </table>			Date #1: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes: _____ _____ _____	Date #2: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes: _____ _____ _____
Date #1: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes: _____ _____ _____	Date #2: Capitalization: _____ Punctuation: _____ Spelling: _____ Notes: _____ _____ _____			

Class Assessment Record Sheet (Pre- and Post-Test)

[illegible]



ADDITIONAL WORD LISTS and VOCABULARY CARDS

s Pronounced /z/

The letter *s* is the most common spelling of the /z/ sound. It is pronounced /z/ at the end of a plural word or a possessive when it follows a voiced consonant, as in *dogs* or *dog's*. The inflectional ending *-s* may also be pronounced /z/, as in "he sings." It is also pronounced /z/ in V-e words or when "wrapped" by vowels, as in *nose* or *please*. Some irregular words that end in *s* may also have the /z/ sound, as in *is*. (**Note:** Words in **boldface** are slightly more advanced and can be used with older students who still need basic instruction.)

s Pronounced /z/ Words

s in a plural word or present-tense verb			
bags	dens	nabs	ribs
beds	dogs	nags	rubs
bibs	eggs	pans	rugs
bugs	fads	pens	tabs
cabs	fans	pigs	tags
cubs	lugs	pugs	wags
dabs	moms	puns	cribs
dads	mugs	rags	friends
s wrapped by vowels			
fuse	nose	rose	phase
hose	pose	use	raise
muse	rise	wise	
s in a possessive word			
bag's	dog's	Fred's	pig's
bug's	fox's	hen's	Sal's
s at the end of irregular words			
as	goes	his	ours
does	has	is	was

s Pronounced /z/ Phrases

bugs in rugs	tags on the bags	rose on his nose
lugs the rugs	fans next to the beds	rise and shine
dog's tail	bag's tags	was his
pig's pen	bug's home	is ours
fox's den	hen's eggs	does the tags

s Pronounced /z/ Sentences

He has a rose on his nose.	The fox's den was small.
Pose with a rose on your nose.	She lugs the bags full of pans.
It is wise to rise and shine.	Put fans next to the beds.
The pugs can find the bugs in rugs.	Check the tags on the bags.
The dog rubs his nose.	The cubs and the dogs are friends.
The pig's pen was quite clean.	The bag's tags are big.
The bug's home is small.	The hen's eggs are brown.
The dog's tail wags when she sees the pigs.	Use the hose to water the flower beds.

-all, -alk

When the letter *a* is followed by *ll*, it has a different sound, /ô/. This is sometimes referred to as a “welded sound.” Similarly, when the letter *a* is followed by the letters *lk*, it makes the same vowel sound /ô/, but the *l* is silent. (**Note:** Words in **boldface** are slightly more advanced and can be used with older students who still need basic instruction.)

all, -alk Words

-all			
all	wall	downfall	landfall
ball	small	drywall	meatball
call	squall	football	nightfall
fall	stall	footfall	pinball
gall	baseball	gumball	rainfall
hall	basketball	hallway	recall
mall	birdcall	handball	seawall
pall	coverall	install	snowfall
tall	dodgeball	kickball	waterfall
-alk			
balk	chalk	chalkboard	moonwalk
talk	stalk	cornstalk	sidewalk
walk	beanstalk	crosswalk	sleepwalk
	boardwalk	jaywalk	spacewalk

all, -alk Phrases

all call	small squall	stall at the mall
sharp birdcall	ball over the wall	gumball on the wall
tall wall	long hall	baseball and basketball
will talk about the party	tall cornstalk	chalk on the sidewalk
fall from the beanstalk	go on a spacewalk	black chalkboard

all, -alk Sentences

Call your friend.	At the mall, there is a long hall.
How tall can a cornstalk grow?	The ball is over the wall.
Don't fall off the long wall.	The gumballs stuck to the wall.
The small squall soon got wild.	The stall at the mall is very tall.
Roll the ball down the long hall.	Install the drywall in the hall.
Do you like to play baseball or basketball?	The rainfall made the seawall levels rise.
The meatball began to roll down the hall.	We could hear bird calls at nightfall.
We will talk about the party next week.	There was a call to start the game.
When I grow up, I want to go on a spacewalk.	Jack climbed up the beanstalk but did not fall.
Mina likes to draw on the sidewalk with chalk.	Do you still have a black chalkboard in your classroom?

VC/CVe (closed syllable/V-e syllable)

After children learn V-e words, they can transition to reading multisyllabic words composed of closed and V-e syllables. The V-e syllable is the second syllable, and the final e is silent.

Teach children how to divide a longer word into smaller syllables so they can sound them out and blend them back together. Have them place dots under the vowels in the word. Then have them look between the vowels. If there are two consonants between the two vowels, have them divide the word between the consonants. The vowel in the initial syllable will sometimes be non-accented or have a schwa sound.

VC/CVe Words

Closed + a-e	Closed + e-e	Closed + i-e	Closed + o-e	Closed + u-e
dictate	athlete	combine	compose	confuse
escape	compete	entire	suppose	consume
invade	stampede	inside	tadpole	costume
mistake		invite	trombone	excuse
pancake		reptile		pollute
		sunrise		
		sunshine		

VC/CVe Phrases

strong athlete	tadpole costume	no excuse to pollute
loud stampede	trombone player	compose at sunrise
compose music	pancakes at sunrise	suppose it's a mistake
a reptile inside the house	escape from the stampede	combine oil and water

VC/CVe Sentences

She wore a tadpole costume to the contest.	Eating pancakes is never a mistake!
There is no excuse to pollute the water.	Let's invite a trombone player to the party.
The music was composed at sunrise at the sand dunes.	Reptiles have scales and are cold-blooded.
The strong athlete loves to compete in contests.	Let's invite the reptiles and tadpoles to the pond party.
We could hear the loud stampede from far away.	You combine flour, salt, water, and eggs to make pancakes.

Function and Content Words

Words can be either a content word or a function word. A *content word* has a clear and distinctive meaning. A *function word* is a word whose meaning is based upon the grammatical or structural relationship with the other words in a sentence; for example, a linking verb, such as *was*. Function words also often fall within the “irregular” category and need contextual examples.

Examples of Function Words by Phonetic and Syllable Patterns


Short vowels	<i>an, at, but, can, get, had, him, it, yet</i>
Blends	<i>and, must</i>
Digraphs	<i>shall, much, such, that, them, then, which, when</i>
Floss	<i>shall, will, still</i>
s as /z/	<i>as, has, his, is, ours</i>
-all	<i>all</i>
VC/CV	<i>until</i>
V-e	<i>fine, these, use</i>
Irregular words	<i>a, does, here, of, the, they, there, to, was, what, where, you</i>

Vocabulary Cards


When choosing words for a lesson with a particular child or group of students, it is helpful to consider vocabulary. What vocabulary do they know? What would be useful for them to know? What will interest them? What is age appropriate?


Create vocabulary cards using words from our word lists. Choose words that come up in daily lessons and discussions. Consider choosing new words to introduce to children as well. After you have chosen the words, integrate them whenever possible. Try to extend the meanings beyond the dictionary definitions and make them meaningful for the lives of your students. Also, talk about synonyms and antonyms. Invite children to generate original sentences using the words, so they understand how to use them. When creating the cards, consider having children illustrate the words. Have fun with the words and share the excitement of learning new words and language together!

SAMPLE VOCABULARY CARD

Word brisk	Meaning quick, speedy	Illustrate the word. 
Synonym fast	Part of Speech adjective	
Antonym slow		Write a sentence using the word. She ran at a <u>brisk</u> pace around the school.

SAMPLE VOCABULARY CARDS

Word wept	Meaning cried, sobbed	Illustrate the word. 
Synonym cried	Part of Speech verb	Write a sentence using the word. The small child <u>wept</u> when she lost her ball.
Antonym laughed		

Word twine	Meaning strong thread or string	Illustrate the word. 
Synonym _____	Part of Speech noun	Write a sentence using the word. We used <u>twine</u> to close the box.
Antonym _____		

Word	Meaning	Illustrate the word.
Synonym	Part of Speech	
Antonym		

Word	Meaning	Illustrate the word.
Synonym	Part of Speech	
Antonym		