



# Strong Learning<sup>®</sup> PHONICS ASSESSMENT Student

# SL-PA


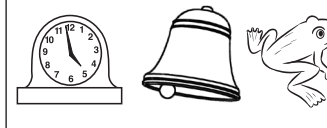
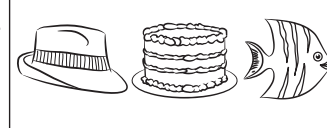
## Form A

Student \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

**Purpose:** To identify the letters and phonemes students need to learn. Look for ⇨ in each Examiner box for suggestions & recommended resources. **Directions:** 1) Place the Student Form in front of the student. The initial assessment begins at step one and proceeds in sequential order. After that, start at an appropriate level for each student. 2) Follow the instructions in the Examiner Box, saying the words within quotes aloud. 3) If a student misses 1 or 2 items, make a note to review them with the student but continue with the assessment, stopping when they miss three or more. 4) In the last case, provide them with the resource(s) listed after ⇨ in the Examiner boxes. For example, if the student stops on step seven, provide the Long Vowel VCE Words SuperDeck C602A & Practice Pack T602A. 5) Remember that this assessment is about helping students learn to read, so maintaining a supportive and patient approach is crucial. Additionally, playing SuperDeck™ games provides continuous reading practice; the more they succeed, the more they'll be motivated to practice.

### Examiner

### Student

<p><b>1.</b> A. Point to each picture and say, “cat, sun bee. Which one rhymes with see?” B. Say, “clock, bell, frog. Which one rhymes with rock?” C. Say, “hat, cake, fish. Which one rhymes with lake?” Rhyming is an indicator of reading readiness, but remediation is optional. Regardless of accuracy, <i>continue on to item 2.</i> ⇨ <i>Rhyming For Pre-Readers SuperDeck C599A &amp; Practice Pack T599A (optional)</i></p>	<p><b>A.</b></p> 	<p><b>B.</b></p> 	<p><b>C.</b></p> 
<p><b>2.</b> Point to each letter and say, “Tell me the letter as I point to it.” ⇨ <i>Alphabet for Pre-Readers SuperDeck C599B &amp; Practice Pack T599B</i></p>	<p>Y T W K H L P Q X B G O N Z A V C E I J R M D S U F w h f l p x b o g y u k n z v c e i a j r m q d s t</p>		
<p><b>3.</b> Point to each letter and say, “Say the sound of each letter as I point to it.” ⇨ <i>Beginning Consonant Sounds SuperDeck C600A &amp; Practice Pack T600A</i></p>	<p>B C D F G H J K L M N P Q R S T V W X Y Z</p>		
<p><b>4.</b> Point to each digraph or blend and say, “Say the sound of each item aloud as I point to it.” ⇨ <i>Consonant Blends &amp; Digraph Sounds SuperDeck C600B &amp; Practice Pack T600B</i></p>	<p>WH CH SH PH TH ST SK BL GL TR</p>		
<p><b>5A.</b> Cover the vowels that appear in the box below and to the right. Then say, “Say the vowels in order from memory.” ⇨ See the short video, <i>Learn the Vowels</i></p>			
<p><b>5B.</b> Point to each vowel and say, “Say the short vowel sound as I point to each letter.” ⇨ See the short video, <i>Learn the Vowel Sounds</i></p>	<p>A E I O U</p>		
<p><b>5C.</b> Point to each word and say, “Read the nonsense word as I point to it.” ⇨ <i>Short Vowel 3 Letter CVC Words SuperDeck C601A &amp; Practice Pack T601A</i></p>	<p>HAP KET FIP LOP DUB</p>		
<p><b>6.</b> Point to each word and say, “Read the nonsense word as I point to it.” ⇨ <i>Short Vowel 4 &amp; 5 Letter Words SuperDeck C601C &amp; Practice Pack T601C</i></p>	<p>TISH ITH WHIS CHEN PHUN SKAT EST NOCK</p>		
<p><b>7.</b> Point to each word and say, “Read the nonsense word as I point to it.” ⇨ <i>Long Vowel VCE Words SuperDeck C602A &amp; Practice Pack T602A</i></p>	<p>HAPE KETE FIPE LOPE DUBE</p>		
<p><b>8.</b> Point to each word and say, “Read the word as I point to it.” ⇨ <i>Suffixes S, ES, ED, ING SuperDeck C602E &amp; Practice Pack T602E</i></p>	<p>DIMES FISHING FOXES WISHED HATS HOPED HOPPED MAKING</p>		





# Strong Learning® PHONICS ASSESSMENT Examiner

# SL-PA

## Form A


Student \_\_\_\_\_ Examiner \_\_\_\_\_ Date \_\_\_\_\_

**Purpose:** To identify the letters and phonemes students need to learn. Look for ⇨ in each Examiner box for suggestions & recommended resources. **Directions:** 1) Place the Student Form in front of the student. The initial assessment begins at step one and proceeds in sequential order. After that, start at an appropriate level for each student. 2) Follow the instructions in the Examiner Box, saying the words within quotes aloud. 3) If a student misses 1 or 2 items, make a note to review them with the student but continue with the assessment, stopping when they miss three or more. 4) In the last case, provide them with the resource(s) listed after ⇨ in the Examiner boxes. For example, if the student stops on step seven, provide the Long Vowel VCE Words SuperDeck C602A & Practice Pack T602A. 5) Remember that this assessment is about helping students learn to read, so maintaining a supportive and patient approach is crucial. Additionally, playing SuperDeck™ games provides continuous reading practice; the more they succeed, the more they'll be motivated to practice.

## Videos (Rules, Pronunciations & Tips)

## Examiner

<b>1. Rhyming For Pre-Readers</b> 	<b>A.</b> 	<b>B.</b> 	<b>C.</b> 
<b>2. Alphabet for Pre-Readers</b>	<p style="font-size: 24px; margin: 0;">Y T W K H L P Q X B G O</p> <p style="font-size: 24px; margin: 0;">N Z A V C E I J R M D S U F</p> <p style="font-size: 24px; margin: 0;">w h f l p x b o g y u k</p> <p style="font-size: 24px; margin: 0;">n z v c e i a j r m q d s t</p>		
<b>3. Beginning Consonant Sounds</b> 	<p style="font-size: 24px; margin: 0;">B C D F G H J K L M</p> <p style="font-size: 24px; margin: 0;">N P Q R S T V W X Y Z</p>		
<b>4. Consonant Blends &amp; Digraph Sounds</b>	<p style="font-size: 24px; margin: 0;">WH CH SH PH TH</p> <p style="font-size: 18px; margin: 0;">as in whale as in chin as in fish as in phone as in tooth</p> <p style="font-size: 24px; margin: 0;">ST SK BL GL TR</p> <p style="font-size: 18px; margin: 0;">as in stop as in skate as in block as in glass as in train</p>		
<b>5A. See the short video, Learn the Vowels</b> 			
<b>5B. See the short video, Learn the Vowel Sounds</b>	<p style="font-size: 36px; margin: 0;">A E I O U</p> <p style="font-size: 18px; margin: 0;">as in at as in egg as in in as in on as in up</p>		
<b>5C. Short Vowel 3 Letter CVC Words</b> 	<p style="font-size: 24px; margin: 0;">HAP KET FIP LOP DUB</p> <p style="font-size: 18px; margin: 0;">rhymes with cap rhymes with pet rhymes with rip rhymes with top rhymes with tub</p>		
<b>6. Short Vowel 4 &amp; 5 Letter Words</b>	<p style="font-size: 24px; margin: 0;">TISH ITH WHIS CHEN</p> <p style="font-size: 18px; margin: 0;">rhymes with wish rhymes with with rhymes with this rhymes with then</p> <p style="font-size: 24px; margin: 0;">PHUN SKAT EST NOCK</p> <p style="font-size: 18px; margin: 0;">rhymes with fun rhymes with scat rhymes with nest rhymes with lock</p>		
<b>7. Long Vowel VCE Words</b> 	<p style="font-size: 24px; margin: 0;">HAPE KETE FIPE LOPE DUBE</p> <p style="font-size: 18px; margin: 0;">rhymes with cape rhymes with Pete rhymes with ripe rhymes with cope rhymes with tube</p>		
<b>8. Suffixes S, ES, ED, ING</b>	<p style="font-size: 24px; margin: 0;">DIMES FISHING FOXES WISHED</p> <p style="font-size: 24px; margin: 0;">HATS HOPED HOPPED MAKING</p>		

 <p><b>9. Long Vowel Digraph Words</b></p>	<p>AI as in <u>rain</u> EA as in <u>eat</u> AY as in <u>play</u> EE as in <u>feet</u>  OA as in <u>goat</u> IE as in <u>pie</u> OE as in <u>toe</u> UE as in <u>blue</u> OW as in <u>slow</u></p>
 <p><b>10. Double-Sound Consonant Blend Endings</b></p>	<p>DEMP rhymes with temp LESK rhymes with desk KEST rhymes with nest DAND rhymes with hand JELF rhymes with elf</p>
 <p><b>11. R-Controlled Vowel Words</b></p>	<p>AR as in <u>car</u> ER as in <u>fern</u> IR as in <u>bird</u> OR as in <u>corn</u> UR as in <u>fur</u></p>
 <p><b>12. Diphthong Pattern Words</b></p>	<p>OU as in <u>out</u> OI as in <u>soil</u> OY as in <u>toy</u> OW as in <u>cow</u> AU as in <u>autumn</u>  AW as in <u>awful</u> OO as in <u>pool</u> OO as in <u>book</u>  Say both oo sounds in any order.</p>
 <p><b>13. 'Y' as a Vowel</b></p>	<p>SY rhymes with by TANDY rhymes with candy  PYTH rhymes with myth FENNY rhymes with penny BYM rhymes with gym</p>
 <p><b>14. Soft and Hard 'C' and 'G'</b></p>	<p>CEL C as in <u>celery</u> CAS C as in <u>cat</u> CIDE C as in <u>cider</u> CYM C as in <u>cymbal</u>  GANE G as in <u>gain</u> GED G as in <u>gem</u> GILL G as in <u>Jill</u> GYF G as in <u>gym</u></p>
 <p><b>15. VC Blends Endings NG &amp; NK</b></p>	<p>ANG as in <u>rang</u> ING as in <u>thing</u> ONG as in <u>gong</u> UNG as in <u>lung</u>  ANK as in <u>thank</u> INK as in <u>pink</u> ONK as in <u>honk</u> UNK as in <u>sunk</u></p>
 <p><b>16. VC Blends ALL, ALK, OLD, OLT &amp; OLL</b></p>	<p>ALL as in <u>ball</u> ALK as in <u>walk</u> OLD as in <u>gold</u> OLT as in <u>colt</u> OLL as in <u>toll</u></p>
 <p><b>17. Open &amp; Closed Syllables</b></p>	<p>MO rhymes with no MOT rhymes with not FE rhymes with fee FET rhymes with pet</p>
 <p><b>18. Words Ending in 'LE'</b></p>	<p>BIT/TLE rhymes with little SUR/PLE rhymes with purple GRA/DLE rhymes with cradle</p>
 <p><b>19. Words Ending in TION &amp; SION</b></p>	<p>LAY/TION same ending as <u>nation</u> DAR/SION same ending as <u>television</u></p>
 <p><b>20. Word Endings OUS, SURE &amp; TURE</b></p>	<p>DEC/TURE same ending as <u>lecture</u> BOY/OUS same ending as <u>joyous</u> PLO/SURE same ending as <u>closure</u></p>
 <p><b>21. Silent Consonants</b></p>	<p>KNEP silent k as in <u>knot</u> BOCK silent c as in <u>rock</u> GNUK silent g as in <u>gnaw</u>  SIMB silent b as in <u>limb</u> WRAZ silent w as in <u>wrap</u> DUDGE silent d as in <u>fudge</u></p>
 <p><b>22. Prefixes and Suffixes</b></p>	<p>multicolor kindness disagree sleepless</p>
 <p><b>23. 3-Syllable Challenge Words</b></p>	<p>afternoon electric finicky gibberish</p>
 <p><b>24. 4 &amp; 5 Syllable Challenge Words</b></p>	<p>advertising spectacular flabbergasted citizenship</p>