



# First Grade Phonics Survey Tracker Form

Name: \_\_\_\_\_

School Year: \_\_\_\_\_

Teacher: \_\_\_\_\_

Beginning of Year			Middle of Year			End of Year		
Date: _____			Date: _____			Date: _____		
Letter Name		___/52	Letter Name		___/52	Letter Name		___/52
Letter Sound		___/26	Letter Sound		___/26	Letter Sound		___/26
CVC	Decoding	___/5	CVC	Decoding	___/5	CVC	Decoding	___/5
	Encoding	___/5		Encoding	___/5		Encoding	___/5
Initial/Final Digraphs	Decoding	___/6	Initial/Final Digraphs	Decoding	___/6	Initial/Final Digraphs	Decoding	___/6
	Encoding	___/6		Encoding	___/6		Encoding	___/6
Initial Blends	Decoding	___/6	Initial Blends	Decoding	___/6	Initial Blends	Decoding	___/6
	Encoding	___/6		Encoding	___/6		Encoding	___/6
Final Blends Final Digraphs Floss Rule	Decoding	___/6	Final Blends Final Digraphs Floss Rule	Decoding	___/6	Final Blends Final Digraphs Floss Rule	Decoding	___/6
	Encoding	___/6		Encoding	___/6		Encoding	___/6
Silent e	Decoding	___/4	Silent e	Decoding	___/4	Silent e	Decoding	___/4
	Encoding	___/4		Encoding	___/4		Encoding	___/4
Vowel Teams 1	Decoding	___/6	Vowel Teams 1	Decoding	___/6	Vowel Teams 1	Decoding	___/6
	Encoding	___/6		Encoding	___/6		Encoding	___/6
Vowel Teams 2	Decoding	___/6	Vowel Teams 2	Decoding	___/6	Vowel Teams 2	Decoding	___/6
	Encoding	___/6		Encoding	___/6		Encoding	___/6
Vowel-r Combinations 1	Decoding	___/6	Vowel-r Combinations 1	Decoding	___/6	Vowel-r Combinations 1	Decoding	___/6
	Encoding	___/6		Encoding	___/6		Encoding	___/6
Diphthong Vowel Teams	Decoding	___/6	Diphthong Vowel Teams	Decoding	___/6	Diphthong Vowel Teams	Decoding	___/6
	Encoding	___/6		Encoding	___/6		Encoding	___/6
Placement: _____			Placement: _____			Placement: _____		



## GRADE-LEVEL EXPECTATIONS CHART

The phonics skills chart provides a general guideline for grade-level phonics expectations and a ladder of progress through each grade level. These expectations indicate skills that follow the phonics continuum. They align to skills students are learning at that point in the year. They can and should be adjusted according to your school/district's expectations.

### To track each student's progress across a given school year:

- Step 1** Administer the Phonics Survey to determine the most complex phonics skills that are being controlled. Enter the scores on the Phonics Survey Tracker Form.
- Step 2** Use the weekly progress monitoring assessments included in the In Tandem lessons to track progress.
- Step 3** Administer the Phonics Survey for the middle- and end-of-year assessments. Enter the scores on the Phonics Survey Tracker Form. Use the weekly progress monitoring tool to track progress between assessments.
- Step 4** Compare your student's assessment data with grade-level expectations. If your student is not meeting those expectations, consider implementing the strategies listed in the Guide to Using In Tandem as a Phonics Intervention or additional phonics lessons using our Phonics Launch kits.

This chart displays K-2 grade-level phonics expectations for the three Phonics Survey cycles. In general, students meeting grade-level expectations in phonics will be working in the lessons that teach the skills listed below at the given time of year.

### Grade-Level Expectations

GRADE	BEGINNING-OF-YEAR ASSESSMENT	MIDDLE-OF-YEAR ASSESSMENT	END-OF-YEAR ASSESSMENT
Kindergarten	Pre-Alphabetic/Letter Names/Consonants	Initial Consonants and a Few Short Vowels	Digraphs/Initial Blends
1	Digraphs/Initial Blends	Silent e	Vowel-r Combinations 1
2	Vowel-r Combinations 1	Vowel-r Combinations 2	Prefixes/Suffixes