



# Phonics Survey

Before beginning In Tandem lessons, administer the Phonics Survey to individual students. The data you collect will help you determine a starting place in the lesson sequence and provide information to guide you in supporting individual students during instruction. The Phonics Survey is broken down into four parts. First, you will determine letter and sound knowledge. If the student can name 40 or more letters out of 52, then you can move on to administer the CVC Inventories, which assess decoding and encoding skills. From there, the Scoring Matrix 1: CVC Words will help you determine a starting place in the lesson sequence or whether you need to move on to the additional inventories as needed according to the matrix.

## Directions

**STEP 1 (Letter-Sound Assessment)** Download and administer the Letter-Sound Assessment ([pioneervalleybooks.com/intandem-resources](http://pioneervalleybooks.com/intandem-resources)). Students will be asked to name upper- and lowercase letters and then tell you what sound each letter spells. Use the Letter-Sound Recording Form to determine whether the student should move on to the CVC portion of the assessment. If a student knows 20 or fewer letter names, it is recommended to start at Lesson 1 in the Pre-Alphabetic Kit. If a student knows 21–39 letters, consider using In Tandem Kindergarten Lessons 1–12 or the Pre-Alphabetic Kit. Move on to the Decoding and Encoding Inventories if students know 40 or more letters.

**STEP 2 (Decoding Inventory: CVC)** Administer the CVC section of the Decoding Inventory. Have students read each word in the first row of the Decoding Inventory Student Form one at a time. Say, *Please read this word.* Wait for 5 seconds. If the student does not respond, mark as incorrect and ask the student to try the next word. To be correct, the student must give the natural pronunciation of the word without teacher support. If a student sounds out the letters (s-e-t) but does not put the sounds together, it is still an error. After students finish reading the first line, record their score on the Decoding Inventory Recording Sheet. Then administer the encoding part of the CVC assessment.

**STEP 3 (Encoding Inventory: CVC)** Give each student a piece of paper and a pencil. Use the words listed on the CVC portion of the Encoding Inventory and say, *I am going to ask you to spell some words. Try to spell each word the best you can. Some of the words may be hard. If you don't know how to spell the word, say it slowly and write down all the sounds you hear.* After students finish writing the words, record their scores on the Encoding Inventory Recording Sheet.

**STEP 4 (Placement)** Take the Decoding and Encoding scores from the CVC portion of the assessments and plug them in to the Scoring Matrix 1: CVC Words. Depending on how the student scores, you will either place them in the appropriate sequence of lessons or move on to the additional inventories as needed according to the matrix.

# Phonics Lesson Placement

Scoring Matrix 1: CVC Words

		Decoding Accuracy					
		5	4	3	2	1	0
Encoding Accuracy	5	Administer Initial/Final Digraphs Inventory	Unit 1: Lesson 8	Unit 1: Lesson 1			
	4						
	3						
	2						
	1						
	0						

Scoring Matrix 2: Initial/Final Digraphs

		Decoding Accuracy						
		6	5	4	3	2	1	0
Encoding Accuracy	6	Administer Initial Blends Inventory	Unit 2: Lesson 18	Unit 2: Lesson 16			Unit 2: Lesson 13	
	5							
	4							
	3							
	2							
	1							
	0							

Scoring Matrix 3: Initial Blends

		Decoding Accuracy						
		6	5	4	3	2	1	0
Encoding Accuracy	6	Administer Final Blends/ Final Digraphs/Floss Rule Inventory	Unit 2: Lesson 21	Unit 2: Lesson 19				
	5							
	4							
	3							
	2							
	1							
	0							

# Phonics Lesson Placement (continued)

Scoring Matrix 4: Final Blends/Final Digraphs/Floss Rule

		Decoding Accuracy						
		6	5	4	3	2	1	0
Encoding Accuracy	6	Administer Silent e Inventory	Unit 2: Lesson 28			Unit 2: Lesson 25	Unit 2: Lesson 23	
	5	Unit 2: Lesson 28			Unit 2: Lesson 25	Unit 2: Lesson 23		
	4	Unit 2: Lesson 28			Unit 2: Lesson 25	Unit 2: Lesson 23		
	3	Unit 2: Lesson 28			Unit 2: Lesson 25	Unit 2: Lesson 23		
	2	Unit 2: Lesson 28			Unit 2: Lesson 25	Unit 2: Lesson 23		
	1	Unit 2: Lesson 28			Unit 2: Lesson 25	Unit 2: Lesson 23		
	0	Unit 2: Lesson 28			Unit 2: Lesson 25	Unit 2: Lesson 23		

Scoring Matrix 5: Silent e

		Decoding Accuracy				
		4	3	2	1	0
Encoding Accuracy	4	Administer Vowel Teams 1 Inventory	Unit 3: Lesson 35	Unit 3: Lesson 31		
	3	Unit 3: Lesson 35		Unit 3: Lesson 31		
	2	Unit 3: Lesson 35			Unit 3: Lesson 31	
	1	Unit 3: Lesson 35			Unit 3: Lesson 31	
	0	Unit 3: Lesson 35			Unit 3: Lesson 31	

Scoring Matrix 6: Vowel Teams 1

		Decoding Accuracy						
		6	5	4	3	2	1	0
Encoding Accuracy	6	Administer Vowel Teams 2 Inventory	Unit 4: Lesson 39			Unit 4: Lesson 37		
	5	Unit 4: Lesson 39			Unit 4: Lesson 37			
	4	Unit 4: Lesson 39			Unit 4: Lesson 37			
	3	Unit 4: Lesson 39			Unit 4: Lesson 37			
	2	Unit 4: Lesson 39			Unit 4: Lesson 37			
	1	Unit 4: Lesson 39			Unit 4: Lesson 37			
	0	Unit 4: Lesson 39			Unit 4: Lesson 37			

# Phonics Lesson Placement (continued)

Scoring Matrix 7: Vowel Teams 2

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Administer Vowel-r Combinations 1 Inventory							
	5	Unit 4: Lesson 45				Unit 4: Lesson 43			
	4								
	3								
	2								
	1								
	0								

Scoring Matrix 8: Vowel-r Combinations 1

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Administer Diphthong Vowel Teams Inventory							
	5	Unit 5: Lesson 53		Unit 5: Lesson 51		Unit 5: Lesson 49			
	4								
	3								
	2								
	1								
	0								

Scoring Matrix 9: Diphthong Vowel Teams

		Decoding Accuracy							
		6	5	4	3	2*	1*	0*	
Encoding Accuracy	6	Consider Using Second Grade Kit							
	5	Unit 6: Lesson 62		Unit 6: Lesson 60		Unit 6: Lesson 58			
	4								
	3								
	2*								
	1*								
	0*								

\*If data and observation indicate the need for lessons containing three-letter blends, begin at Lesson 56, then continue with Diphthong Vowel Teams.



# Letter-Sound Recording Sheet

Student \_\_\_\_\_

Date \_\_\_\_\_

## Directions

Use the Letter-Sound Assessment to determine what upper- and lowercase letters a student can name and whether they know the sound each letter spells. Follow the directions on the Letter-Sound Assessment Form to assess students individually. Transfer the data from the assessment to this recording sheet.

## Data

Assessments	Score
Assessment 1: Naming Letters	___/52
Assessment 2: Letter-Sound	___/26

## Placement/Next Steps

If students score ...

- 20 or fewer on letter names, begin at the Pre-Alphabetic Lesson 1.
- 21–39 on letter name begin at Kindergarten Lesson 1 or use the Pre-Alphabetic Kit. See Chapter 3 of the *In Tandem Handbook* for more information about options for implementation of the Pre-Alphabetic Kit.
- At least 40 on letter names then administer the CVC Decoding and Encoding Inventories.

For additional information on teaching letter names and sounds, reference the *In Tandem Handbook*.

# Decoding Inventory Student Form

## CVC Words

rat

bop

set

win

mug

## Initial/Final Digraphs

shut

chip

thin

mesh

path

such

## Initial Blends

plot

slug

crab

brim

sped

clip

## Final Blends/Final Digraphs/Floss Rule

junk

cost

plump

child

rung

stick

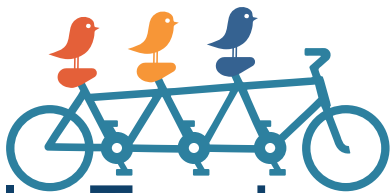
## Silent e

cube

drive

mope

plane



**In Tandem**  
READING | WRITING | PHONICS  
**FIRST GRADE**

# Decoding Inventory Student Form (continued)

## Vowel Teams 1

deep played creaking wait speech gray

## Vowel Teams 2

spoon loading blown coach foot drooled

## Vowel-r Combinations 1

dirty perm starting curl order murky

## Diphthong Vowel Teams

growl round knew haunt pointed yawn



# Decoding Inventory Recording Sheet

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Analyze and Reflect:** Use this form to record observations about individual students. Place a check mark next to the words the student reads correctly. If a student incorrectly reads a word, write the miscued word next to the actual word in the reflection column. Additionally, add helpful observations about how the student reads the words (segments each phoneme, gets it started with first sound, etc.).

## Decoding CVC Words: SCORE \_\_\_/5

WORD		REFLECTION
rat		
bop		
set		
win		
mug		

## Decoding Initial/Final Digraphs: SCORE \_\_\_/6

WORD		REFLECTION
shut		
chip		
thin		
mesh		
path		
such		

## Decoding Initial Blends: SCORE \_\_\_/6

WORD		REFLECTION
plot		
slug		
crab		
brim		
sped		
clip		





# Decoding Inventory Recording Sheet (continued)

## Decoding Final Blends/Final Digraphs/Floss Rule: SCORE \_\_\_/6

WORD	REFLECTION
junk	
cost	
plump	
child	
rung	
stick	

## Decoding Silent e: SCORE \_\_\_/4

WORD	REFLECTION
cube	
drive	
mope	
plane	

## Decoding Vowel Teams 1: SCORE \_\_\_/6

WORD	REFLECTION
deep	
played	
creaking	
wait	
speech	
gray	

## Decoding Vowel Teams 2: SCORE \_\_\_/6

WORD	REFLECTION
spoon	
loading	
blown	
coach	
foot	
drooled	



# Decoding Inventory Recording Sheet (continued)

## Decoding Vowel-r Combinations 1: SCORE \_\_\_/6

WORD		REFLECTION
dirty		
perm		
starting		
curl		
order		
murky		

## Decoding Diphthong Vowel Teams: SCORE \_\_\_/6

WORD		REFLECTION
growl		
round		
knew		
haunt		
pointed		
yawn		

# Encoding Inventory Recording Sheet

**Student:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Analyze and Reflect:** Use this form to record observations about individual students. Note strengths as well as issues such as letter reversals, letter formation habits, and confusions in the reflection column. Circle the sounds that are misspelled. Please note that only the shaded column will count toward the overall score; however, all other observations should inform your instruction.

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

**Encoding CVC Words: SCORE \_\_\_/5** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
map	m	a	p	
sob	s	o	b	
dig	d	i	g	
fun	f	u	n	
pet	p	e	t	

**Encoding Initial/Final Digraphs: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
chop	ch	o	p	
shed	sh	e	d	
thin	th	i	n	
dash	d	a	sh	
bath	b	a	th	
much	m	u	ch	

**Encoding Initial Blends: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
clog	cl	o	g	
snap	sn	a	p	
crib	cr	i	b	
drum	dr	u	m	
fled	fl	e	d	
skit	sk	i	t	

# Encoding Inventory Recording Sheet (continued)

**Encoding Final Blends/Final Digraphs/Floss Rule: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
hunt	h	u	nt	
find	f	i	nd	
craft	cr	a	ft	
risk	r	i	sk	
kept	k	e	pt	
dress	dr	e	ss	

**Encoding Silent e: SCORE \_\_\_/4** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
note	n	o_e	t	
grade	gr	a_e	d	
swipe	sw	i_e	p	
flute	fl	u_e	t	

**Encoding Vowel Teams 1: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
leaf	l	ea	f	
tray	tr	ay		
rain	r	ai	n	
keep	k	ee	p	
sway	sw	ay		
neat	n	ea	t	

**Encoding Vowel Teams 2: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
toast	t	oa	st	
snow	sn	ow		
good	g	oo	d	
float	fl	oa	t	
tool	t	oo	l	
crow	cr	ow		



# Encoding Inventory Recording Sheet (continued)

**Encoding Vowel-r Combinations 1: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
girl	g	ir	l	
burn	b	ur	n	
stork	st	or	k	
shirt	sh	ir	t	
charm	ch	ar	m	
fern	f	er	n	

**Encoding Diphthong Vowel Teams: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
spoil	sp	oi	l	
flew	fl	ew		
town	t	ow	n	
lawn	l	aw	n	
glue	gl	ue		
shout	sh	ou	t	