

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 more than 40 letters and at least 8 of the 26 sounds, 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). Students will be asked to name upper- and lowercase letters and then tell you what sound each letter spells. Use the Letter-Sound Recording Sheet to determine whether the student should move on to the CVC portion of the assessment. If students are controlling less than 40 letter names and only a few sounds, then consider using the In Tandem Kindergarten Lessons 1-12 and/or other lessons that teach letter names and sounds.

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 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	Lesson 8	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	Lesson 18	Lesson 16		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	Lesson 21	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	Lesson 28			Lesson 25		Lesson 23	
	5								
	4								
	3								
	2								
	1								
	0								

Scoring Matrix 5: Silent e

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

Scoring Matrix 6: Vowel Teams 1

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

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	Lesson 45				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	Lesson 53		Lesson 51		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	Lesson 62		Lesson 60		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 know less than 40 letter names and/or less than 8 sounds, begin at In Tandem Kindergarten Lesson 1 or use another resource that teaches letters and sounds. For additional supports and suggestions for teaching letter names and sounds, reference Chapter 1 of the In Tandem Handbook. If students can name more than 40 letters and at least 8 of the 26 sounds, then administer the CVC Decoding and Encoding Inventories.

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

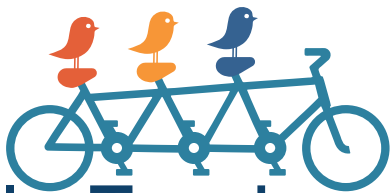
Silent e

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	