



# 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 three parts. First, administer the Final Blends/Final Digraphs/Floss Rule inventories, which assess decoding and encoding skills. From there, the Scoring Matrix 1: Final Blends/Final Digraphs/Floss Rule 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. If a student is unable to decode and encode any words on the Final Blends/Final Digraphs/Floss Rule inventory, consider using the First Grade Phonics Survey to determine an appropriate phonics focus.

## Directions

**STEP 1 (Decoding Inventory: Final Blends/Final Digraphs/Floss Rule)** Administer the Final Blends/Final Digraphs/Floss Rule 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 Final Blends/Final Digraphs/Floss Rule assessment.

**STEP 2 (Encoding Inventory: Final Blends/Final Digraphs/Floss Rule)** Give each student a piece of paper and a pencil. Use the words listed on the Final Blends/Final Digraphs/Floss Rule 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 3 (Placement)** Take the Decoding and Encoding scores from the Final Blends/Final Digraphs/Floss Rule portion of the assessments and plug them in to the Scoring Matrix 1: Final Blends/Final Digraphs/Floss Rule. 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: Final Blends/Final Digraphs/Floss Rule

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Administer Silent e Inventory	Lesson 4			Lesson 1			
	5								
	4								
	3								
	2								
	1								
	0								

Scoring Matrix 2: Silent e

		Decoding Accuracy				
		4	3	2	1	0
Encoding Accuracy	4	Administer Vowel Teams 1 Inventory	Lesson 11	Lesson 7		
	3					
	2					
	1					
	0					

Scoring Matrix 3: Vowel Teams 1

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Administer Vowel Teams 2 Inventory	Lesson 15			Lesson 13			
	5								
	4								
	3								
	2								
	1								
	0								

# Phonics Lesson Placement (continued)

Scoring Matrix 4: Vowel Teams 2

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Administer Vowel-r Combinations 1 Inventory	Lesson 21				Lesson 19		
	5								
	4								
	3								
	2								
	1								
	0								

Scoring Matrix 5: Vowel-r Combinations 1

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Administer Diphthong Vowel Teams Inventory	Lesson 29		Lesson 27		Lesson 25		
	5								
	4								
	3								
	2								
	1								
	0								

Scoring Matrix 6: Diphthong Vowel Teams

		Decoding Accuracy							
		6	5	4	3	2*	1*	0*	
Encoding Accuracy	6	Administer Vowel-r Combinations 2 Inventory	Lesson 38		Lesson 36		Lesson 34		
	5								
	4								
	3								
	2*								
	1*								
	0*								

\* If data and observation indicate the need for lessons containing three-letter blends, choose from Lessons 32-33, then continue with Diphthong Vowel Teams.

# Phonics Lesson Placement (continued)

Scoring Matrix 7: Vowel-r Combinations 2

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Administer Vowel Teams 3 Inventory	Lesson 45				Lesson 43		
	5								
	4								
	3								
	2								
	1								
	0								

Scoring Matrix 8: Vowel Teams 3

		Decoding Accuracy							
		6	5	4	3	2	1	0	
Encoding Accuracy	6	Begin with Lesson 55	Lesson 49				Lesson 46		
	5								
	4								
	3								
	2								
	1								
	0								

# Decoding Inventory Student Form

## Final Blends/Final Digraphs/Floss Rule

junk      cost      plump      child      rung      stick

## Silent e

cube      drive      mope      plane

## Vowel Teams 1

deep      played      creaking      wait      speech      gray

## Vowel Teams 2

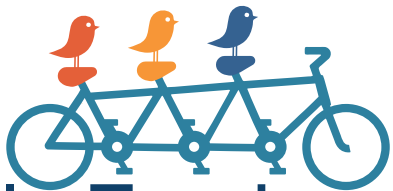
spoon      loading      blown      coach      foot      drooled

## Vowel-r Combinations 1

dirty      perm      starting      curl      order      murky

## Diphthong Vowel Teams

growl      round      knew      haunt      pointed      yawn



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READING | WRITING | PHONICS  
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# Decoding Inventory Student Form (continued)

## Vowel-r Combinations 2

square board hairy swore rare pair

## Vowel Teams 3

field flight weigh niece threat splurge

## Prefixes and Suffixes

\*Use the results as a data source for decoding and encoding affixes. All students receiving this survey will begin with Lesson 54 because the lessons also include instruction in morphology.

graceful disagreed enjoyment largest uncurl barely



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

WORD		REFLECTION
junk		
cost		
plump		
child		
rung		
stick		

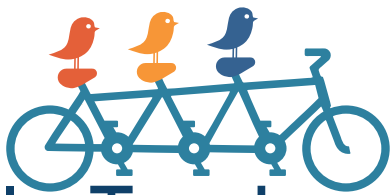
## Decoding Silent e: SCORE \_\_\_/4

WORD		REFLECTION
cube		
drive		
mope		
plane		

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

WORD		REFLECTION
deep		
played		
creaking		
wait		
speech		
gray		





# In Tandem

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SECOND GRADE

## Decoding Inventory Recording Sheet (continued)

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

WORD	REFLECTION
spoon	
loading	
blown	
coach	
foot	
drooled	

### 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	

### Decoding Vowel-r Combinations 2: SCORE \_\_\_/6

WORD	REFLECTION
square	
board	
hairy	
swore	
rare	
pair	





# Decoding Inventory Recording Sheet (continued)

## Decoding Vowel Teams 3: SCORE \_\_\_/6

WORD		REFLECTION
field		
flight		
weigh		
niece		
threat		
splurge		

## Decoding Prefixes and Suffixes: SCORE \_\_\_/6

WORD		REFLECTION
graceful		
disagreed		
enjoyment		
largest		
uncurl		
barely		



# 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 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 Inventory Recording Sheet (continued)

## 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 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	

## Encoding Vowel-r Combinations 2: SCORE \_\_\_/6 (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
score	sc	ore		
chair	ch	air		
shore	sh	ore		
fairy	f	air	y	
roar	r	oar		
share	sh	are		



# Encoding Inventory Recording Sheet (continued)

**Encoding Vowel Teams 3: SCORE \_\_\_/6** (Please note the score should reflect only the misspellings from the shaded column)

WORD	INITIAL	VOWEL	FINAL	REFLECTION
bright	br	igh	t	
splice	spl	i_e	c	
thread	thr	ea	d	
chief	ch	ie	f	
eight		eigh	t	

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

WORD	PREFIX	INITIAL	VOWEL	FINAL	SUFFIX	REFLECTION
displace	dis		a_e			
nicest			i_e	c	est	
unknown	un	kn	ow			
cowardly			ow, ar		ly	
department	de		ar		ment	
mouthful			ou	th	ful	