Phonics Survey

Before beginning Phonics Launch 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/phonicslaunch-resources). Students will be asked to name upper- and lowercase letters and then tell you what sound each letter makes. Use the Letter-Sound Recording Sheet to determine whether the student should begin at Ready, Set, Go Lesson 1 or move on to the CVC portion of the assessment.

STEP 2 (Decoding Inventory: CVC)   Administer the CVC section of the Decoding Inventory. Have students read each word on Row 1 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 scores 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

Encoding Accuracy	Decoding Accuracy			
	5	3-4	2	0-1
5	Administer Initial/Final Digraphs Inventory	OOW Lesson 8	OOW Lesson 1	RSG Lesson 13
3-4		OOW Lesson 8	OOW Lesson 1	RSG Lesson 13
2				RSG Lesson 13
0-1				RSG Lesson 13

Scoring Matrix 2: Initial/Final Digraphs

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

Scoring Matrix 3: Initial Blends

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

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

Encoding Accuracy	Decoding Accuracy						
	6	5	4	3	2	1	0
6	Administer Silent e Inventory	BU Lesson 4	BU Lesson 4	BU Lesson 4	BU Lesson 1	OOW Lesson 23	OOW Lesson 23
5	BU Lesson 4	BU Lesson 4	BU Lesson 4	BU Lesson 4	BU Lesson 1	OOW Lesson 23	OOW Lesson 23
4	BU Lesson 4	BU Lesson 4	BU Lesson 4	BU Lesson 4	BU Lesson 1	OOW Lesson 23	OOW Lesson 23
3	BU Lesson 4	BU Lesson 4	BU Lesson 4	BU Lesson 4	BU Lesson 1	OOW Lesson 23	OOW Lesson 23
2	BU Lesson 1	BU Lesson 1	BU Lesson 1	BU Lesson 1	BU Lesson 1	OOW Lesson 23	OOW Lesson 23
1	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23
0	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23	OOW Lesson 23

Scoring Matrix 5: Silent e

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

Scoring Matrix 6: Vowel Teams 1

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

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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		BU Lesson 21				BU Lesson 19	
	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		MO Lesson 5	MO Lesson 3		MO Lesson 1		
	4							
	3							
	2							
	1							
	0							

Scoring Matrix 9: Diphthong Vowel Teams

		Decoding Accuracy						
		6	5	4	3	2*	1*	0*
Encoding Accuracy	6	Administer Vowel-*r* Combinations 2 Inventory						
	5		MO Lesson 14	MO Lesson 12		MO Lesson 10		
	4							
	3							
	2*							
	1*							
	0*							

*If data and observation indicate the need for lessons containing three-letter blends, begin at MO Lesson 8, then continue with Diphthong Vowel Teams.

Scoring Matrix 10: Vowel-*r* Combinations 2

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

Scoring Matrix 11: Vowel Teams 3

		Decoding Accuracy						
		6	5	4	3	2	1	0
Encoding Accuracy	6	Begin with LO Lesson 13						
	5			LO Lesson 7			LO Lesson 4	
	4							
	3							
	2							
	1							
	0							

PHONICS LAUNCH
BUILDING FOUNDATIONAL SKILLS

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 sounds each letter makes. 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 Ready, Set, Go Lesson 1. If students can name more than 40 letters and at least 8 of the 26 sounds, then administer the CVC Decoding and Encoding Inventories.

On Our Way
CVC Words

rat	bop	set	win	mug

Initial/Final Digraphs

shut	chip	thin	mesh	path	such

Initial Blends

plot	slug	crab	brim	sped	clip

Building Up
Final Blends/Final Digraphs/Floss Rule

junk	cost	plump	child	rung	stick

Silent e

cube	drive	mope	plane

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Building Up
Vowel Teams 1

deep   played   creaking   wait   speech   gray

Vowel Teams 2

spoon   loading   blown   coach   foot   drooled

Moving On
Vowel-*r* Combinations 1

dirty   perm   starting   curl   order   murky

Diphthong Vowel Teams

growl   round   knew   haunt   pointed   yawn

Lifting Off
Vowel-*r* Combinations 2

square   board   hairy   swore   rare   pair

Lifting Off
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 LO Lesson 13 because the lessons also include instruction in morphology.

graceful	disagreed	enjoyment	largest	uncurl	barely

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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 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		

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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 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	

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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		

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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 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	

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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	