

Notes

This document is based on CKLA Skills materials for grades 3, 4, and 5.

The Word Reading in Isolation test remains the same (word-wise) for the end of the third grade (Skills Unit 11), the start and end of fourth grade (Units 1 and 8), and the start and end of fifth grade (Units 1 and 9). This makes it excellent for tracking proficiency and growth!

Expectations/benchmarks are different for the different grades, however. (See below.)

Scoring Sheet:

This is the CKLA document I started from and modified for the **Scoring**

Guides:

These are the variety of analysis pages that I simplified and

Word Reading in Isolation Scoring Sheet

This sheet is also printed in the Skills Workbook, Worksheet 3.7.

1	2	3	4	5
1a	1b	1c	1d	1e
2a	2b	2c	2d	2e
3a	3b	3c	3d	3e
4a	4b	4c	4d	4e
5a	5b	5c	5d	5e

Word Reading in Isolation Remediation Guide

This sheet is also printed in Skills Workbook, Worksheet 3.9.

Phonemes—Consonants		
/b/ (1a, 2a, 2b, 3d, 4b, 5a, 5e, 6a, 8b, 10c, 12b)	/d/ (1a, 1d, 2d, 3b, 3d, 4d, 5a, 7a, 8a, 9a, 9c, 10b, 10d)	/f/ (1b, 4c, 4d, 5a, 6c, 6a, 13d)
/g/ (4a, 6d, 13a)	/h/ (9b)	/j/ (1c, 12c, 12d)

Score required to meet benchmark of 80%

Phonemes	164/104
100/133	
100/88	
100/80	
100/60	
100/51	
100/47	
100/40	
100/30	
100/21	
100/11	
100/1	

Sounds, Spellings, & Phonetics:

On one version of the scoring sheet, each sound is listed separately (/aw/•d//i//t/) and in another version, the sounds are blended into syllables (/aw•dit/). For this tracker, each individual sound has its own cell.

In the **Scoring** tab, I removed the slashes around sounds (/m/, for example, becomes just m) simply for visual clarity when scoring. Let us agree to understand that all the individual boxes on the scoring sheet do in fact represent sounds and not spellings.

Syllable breaks:

These are denoted by two vertical lines on my version of the **Scoring** sheet. I chose not to make a dot (CKLA's preferred syllable break) in its own box as it doesn't seem to me that it requires being noted as an error - if students misread two- or three-syllable words, that will show up under the syllabication guide.

On a technical level, syllable breaks split double letters (trol•ley). On a pronunciation level, this isn't always the case (/trol•ee/). **Scoring** sheet: pronounced sounds only. **Syllabication** sheet: syllable breaks in the word as spelled.

Consonants & Vowels

On the **Consonants** and **Vowels** sheets, above each box is the word number (1e), and below each box is a note about how that sound is spelled in that word. You can use this to see what particular spellings trip up a student - e.g., can she read the /k/ sound when spelled as 'c,' but not when it's in a blend?

Note that this isn't always the spelling that makes the sound ('cr' doesn't make /c/), but the context the sound is in.

	2c	2e	3a	3d	3e	5c	5c	5d
/k/				X	X		X	X
	'co'	'co'	'cc'	'sc'	'cr'	'co'	'cr'	'cr'

Schwa & schwa + l:

The // sound preceded by the schwa is listed under **Vowels**, /ə/ + l, rather than on the **Consonants** sheet.

There are two rows for /ə/ + l, one for the schwa and one for the l. A student could miss both by reading "la," for example, in which case mark both sounds wrong.

Sounds listed on the **Vowels** page under /ə/ are only those not followed by an l.

Each sound is counted for the **Consonants** and **Vowels** sheets. For example, *baboon* has two /b/ sounds and so each one has a box.

Errors, discrepancies:

There are some discrepancies between guides at different grade levels and in editions 1 and 2. I've done my best to cross-reference and consider which versions might be correct. (If the items listed below don't show up on your version of the guide, know that they do in other places!)

Ivory. This one has the most discrepancies across versions of this sheet and consultation with the International Phonetic Alphabet. One Word Reading in Isolation lists the sounds as /ie/•v/ /or/•ee/ (three syllables with an r-controlled vowel in the middle) and another version says it's /ie•vree/ (two syllables). The IPA (yes, I had to research this!) has it more like /ie/•v/ /ə/•ee/ - three syllables but with the schwa sound in the middle.

Due to these variations, and considering different pronunciations regionally, I went with the IPA on this one. From our experience testing kids, the first long /ie/ was the trickiest part anyway, the one most likely to be read wrong. Because I don't think any of the three pronunciations is necessarily wrong, I chose to count only the initial /ie/ and the ending /ee/ on the **Vowels** and **Syllabication** sheets and /v/ in **Consonants** - I did not count the middle vowel sound anywhere. You can use your discretion to determine what exactly the student doesn't know if it's muddled.

2b, **washtub**, is also tricky. The first syllable's vowel sound is listed on the Grades 4 and 5 scoring sheet as /aw/ and in the Decoding and Encoding Remediation Supplement as /o/. Again, after researching, I went with /o/.

/aer/ and /air/: This sound is listed as /air/ on the scoring sheet (for 'prairie' and 'guarantee') and as /aer/ on the guide. I went with /aer/ as that seems more consistent with other sound-spellings.

4e, **floored**, was listed as a closed syllable word (in the Grade 3, Unit 11 guide), but it is a one-syllable word.

12e, **singe**, was listed as a magic e/digraph syllable word, but it is not. I removed it from the **Syllabication** guide.

4a (**marvelous**), 10b (**avoidance**), and 12e (**assign**) were missing from the schwa syllable list. One guide has 'vel' in marvelous as a closed syllable even though it has a schwa. Same with the last syllable in **oxygen**, 1c, and the middle syllable in **guarantee**, 4e. I could be wrong, but I added those to the **Syllabication** guide for ə syllables.

9b, **human**, is not a closed syllable word. Neither is **avoidance** (10b).

13d, **youthful**, was not listed on the magic e/digraph syllable list.

Qualify, 6e, was listed as /k/ and /w/ but under /qu/ on the **Consonants** list. I went with /qu/ and changed it on the Scoring sheet.

FAQs

(1) Is the Scoring sheet for printing or for typing into?

Both, either. Depending on how you like to take notes while students are reading, you can print a hard copy, write on it, and then type errors in afterwards, or you can type right into the sheet while students read. Of course, if you want the Consonants, Vowels, and Syllabication tabs to automatically populate, eventually you have to type in here either way!

(2) What do I have to do?

The one and only tab that requires your attention is the **Scoring** tab. In that tab, first type the student's name and month or date of the test at the top. Then, for each sound that the student missed or read incorrectly, please place an X in the box below the sound. Do not make any other mark in those boxes, as the formulas are looking for an "X" only.

There is a green check mark by default by each word; it disappears if you put an X in any box in that word.

The light gray box under each word is an optional space for you to record what the student really said, or to make notes, e.g., "said each sound but could not blend." This box does not impact any automatic calculations; it is just for you.

accuse			
a	k	ue	z

accuse			
a	k	ue	z
x			

ae-kuez

You do not have to do anything in the other tabs. They will pull data from the **Scoring** sheet, including student name and date of test (tip on entering date: if you plan to track this data over time, you might consider putting the grade level here as well, as in "Grade 4, June 2019").

(3) How did you do the calculations? What do the scores MEAN?

As I mentioned in the Notes tab, I used CKLA materials as guidance for tracking the sounds and syllables.

The Word Reading in Isolation Remediation Guide (in most versions) lists benchmarks for proficiency based on 45 words. However, there are 65 words on the assessment. The second edition Grade 4 materials do say 52-65 is outstanding, and so on, so I've updated that. Same with the "Score required to meet benchmark of 80%" charts - the syllabication counts do not match what I can see nor are they consistent across versions. I did my best guesswork.

Proficiency: As noted, this test is the same across grades 3, 4, and 5, which I think is a fantastic design. I've seen various cutoff points for 'proficiency' across different versions and grades, which is difficult to standardize for this purpose, as I don't know how you're using it. I went with 80% as a standard and just to return a yes/no result - we like to see colors appear to give a sense of the overall performance! On the **Summary** sheet, you can change the text box at the top to different numbers (the formula/count will stay the same).

Syllabication: There isn't any guidance from CKLA on how, exactly, to mark a student's inability to read multisyllabic words. Are we trying to determine if a student has trouble remembering a lot of sounds when blending, or are we trying to determine if she can apply the sounds she knows to complex words? Are we looking most closely at those sounds that are changed by being in a multisyllabic word, as in the unaccented schwa syllables? If that's the case, the syllables in "betrayal" are trickier than those in "calculate," though they're both three-syllable words. Because there seem to be many reasons why a student would not read a long word correctly - apart from missing basic code knowledge - I've set up the Syllabication sheet to simply mark an X if any part of the syllable in question was misread. Does this mean the student has trouble with syllabication? This is where I think looking for trends across words trumps straight numbers.

Also:

Some words have *two* closed syllables, for example. I did not quibble and list each syllable separately; I counted whether the student missed either syllable. I feel like one should look carefully at the Consonants and Vowels sounds each and every time they appear, but for syllables it felt okay to be more holistic.

(4) Any tips on administering the test?

Full disclosure: I am certainly not some amazing expert on code knowledge and administering tests like this. I would welcome feedback and tips if you're willing to give them! But I have worked with this and other Word Reading in Isolation tests at other grade levels for several years now, and I have some opinions.

Let them have time with the words before starting testing. Have them try all the words quietly to themselves perhaps. You may think this negates the on-demand aspect of the test, but we've also seen that students read better as the test goes on, which to me means they need a warm-up. These words are complex. ("Asphalt" is only the second word they're given!) I think boosting their confidence will give better data.

Take the earliest attempt at a word, not the best attempt. I think it's okay to say "try that one again" if the student seems close, for their confidence or to see if they can do it eventually, but don't mark it right if they get it on the second try. (This is also why a warm-up is important.) You can use the gray box to note things like "got it after prompting."

Listen for the individual sounds first, and then for blending or syllabication problems. I think the first level of ability we're trying to determine is if the student knows all the various ways sounds can be spelled. The second level is those sounds in context.

If, for the word 'scowl,' a child says /s/ /k/ /ow/ /l/ but then blends to 'school,' I'm inclined to mark all the sounds right and make a note that it's a blending error. He knew the /ow/ sound in isolation, so he doesn't need remediation on that, but he does need help putting sounds together.

Something that comes up frequently: when the student says all the sounds correctly, but adds some extra ones in! 'Crumb' and 'woodchuck' are famous for this. Students frequently guess 'crumb' as 'crumble.' They didn't technically read any parts of /k/ /r/ /u/ /m/ incorrectly. But to me, this means the student needs help learning that 'mb' sometimes makes the /m/ sound, and so I would mark the m with an X. Students also love to say 'woodchuck.' Again, they did get all the sounds. But they could use some review recognizing the 'ck' spelling, and so I'm marking /k/ wrong.

Do give the test to students you think won't ace it. It's a fine line, of course, between being encouraging and being defeating, and use your judgment on that one, but there can be some celebration if a student takes the same test in the fall, in the winter, and in the spring and you can show definite growth. This is also an educator reason: you have a starting data point. Also, you can sometimes tell a lot from a student's struggles to decode - it gives you a firsthand view of his or her thought process.

What if a student really can't do any of the words? First step: ask if they know any of the words on the page and let them try those. Then, depending on how much data you want to collect, I would give an easier test. The easiest one I recommend is from CKLA materials is the **Grade 2, Unit 1** Word Reading in Isolation test. It separates words into categories, starting with CVC words and getting harder. I have a tracker for this in my TpT store! You can also download the full materials from <https://www.coreknowledge.org/free-resource/ckla-unit-1-second-grade-skills-cat-bandit/> or <https://www.engageny.org/resource/grade-2-english-language-arts-skills-strand>.

Teachers' guide, pp. 54-57: the words to print

Student workbook 7.5 or p. 39: Word Reading Test Record Sheet

One level up from that test is the one from **Grade 3, Unit 1**. It, like the second-grade one, gets progressively harder and starts with CVC words. A tracker should be in my TpT store by the time you see this.

(5) Can I use this tracker for multiple students?

But of course! I'm very sorry that there ended up being FIVE pages for each student, but I didn't want to cramp anything and make it tiny. But it does make it trickier for dealing with a class of 30, say.

Option 1: Use this document. Though it could get cumbersome, you could go to SAVE AS and rename this document with the student's name and the date, doing the same for each student. Then you'll have a file for each student, but you won't be scrolling through endless tabs in one document. I would come up with a naming convention like "Fall 2019 - LastName FirstName" or "2018-2019 Student 1 - FirstName LastName" so that all the files can be organized in order and easily findable. Alternatively, make a folder for each testing instance ("Fall 2019 Word Reading" and "Spring 2020 Word Reading").

Option 2: Use the version of this document labeled with "Multiple Students." The tricky part of this one is that it has so many tabs. But the benefit is that there is an Overall Summary tab to see the whole class at once.

If you have a different preference and need some help making it a reality, please do contact me. I love to help!

Note on printing: If you want to print all the student pages at once, it's possible. Go to the first tab you want to print. Press the CTRL button and then click on all the other tabs you want to print. CTRL + P or go to the printing page, and you can print all of them together.

When you're done, you can "ungroup" the tabs by right-clicking somewhere in them and selecting "ungroup sheets."



Maggie

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Do feel free to email me!
I can walk you through tweaks you
want to make.

Word Reading in Isolation Scoring Sheet

a

1

steady				
s	t	e	d	ee

✓

2

bravo				
b	r	o	v	oe

✓

3

accuse			
ə	k	ue	z

✓

4

marvelous						
m	ar	v	ə	l	u	s

✓

5

blizzard					
b	l	i	z	er	d

✓

6

breakwater							
b	r	ae	k	w	o	t	er

✓

b

asphalt					
a	s	f	aw	l	t

✓

washtub					
w	o	sh	t	u	b

✓

riddle				
r	i	d	ə	l

✓

betrayal						
b	ə	t	r	ae	ə	l

✓

prairie				
p	r	aer	ee	

✓

peachy			
p	ee	ch	ee

✓

o

k

t

f

k

s

7

yearning

y	er	n	i	ng



exercise

e	x	er	s	ie	z



8

audit

aw	d	i	t



baboon

b	a	b	<u>oo</u>	n



9

chasm

k	a	z	ə	m



human

h	ue	m	ə	n



10

scowl

s	k	ou	l



avoidance

ə	v	oi	d	ə	n	s



11

switch

s	w	i	ch



crumb

k	r	u	m



12

calculate

k	a	l	k	ue	l	ae	t




mustache

m	u	s	t	a	sh




13

wriggle				
r	i	g	ē	l



bizarre			
b	i	z	ar



r

Student: Name Here

Date: Date Here

c

oxygen				
x	i	j	ə	n



consume

u	n	s	oo	m



trolley

r	o	l	ee



freighter

r	ae	t	er



concrete

o	n	k	r	ee	t



spiffier

p	i	f	ee	er



d

dovetail					
d	u	v	t	ae	l



delight

d	ə	l	ie	t



scoreboard

s	k	or	b	or	d



floored

f	l	or	d



crescent

k	r	e	s	e	n	t



gherkin

g	er	k	i	n



e

birth			
b	er	th	p

count

k	ou	n	s

cruc

k	r	oo	z

guard

g	aer	ə	n

bow

b	oe	l	f

qua

qu	o	l	i

loathe		
oe	<u>th</u>	
		✓

continue					
u	n	t	i	n	ue
					✓

pulled		
oo	l	d
		✓

paperboy				
ae	p	er	b	oi
				✓

whopper		
o	p	er
		✓

partridge				
ar	t	r	i	j
				✓

ivory				
ie	v	ə	r	ee
				✓

taught		
t	aw	t
		✓

warning				
w	or	n	i	ng
				✓

courses				
k	or	s	e	z
				✓

sprinkle							
s	p	r	i	ng	k	ə	l
							✓

singe			
s	i	n	j
			✓

disp			
d	i	s	p

over			
oe	v	er	d

worth			
w	er	th	l

wood			
w	oo	d	ch

knit			
n	i	t	i

ass			
ə	s	ie	n

recommit					
ee	k	u	m	i	t

✓

youthful					
y	<u>oo</u>	th	f	ə	l

✓

mistl			
m	i	s	ə

3

place

l	ae	s



ncil

ə	l



ise



antee

t	ee



lful

ə	l



lify

f	ie



rove

r	oo	v



rdu

oo



hless

e	s



chuck

u	k



ting

ng



ign



letoe

l	t	oe



Phonemes

Name Here

Consonants

Date Here

	1e	2a	2b	3d	4b	5a	5e	6a	8b	8b	10c	13b
/b/	0	0	0	0	0	0	0	0	0	0	0	0
	'b'	'br'	'b'	'b'	'b'	'bl'	'b'	'br'	'b'	'b'	'b'	'b'

	1a	1d	2d	3b	3d	4d	5a	7e	8a	8e	9c	10b	10e
/d/	0	0	0	0	0	0	0	0	0	0	0	0	0
	'd'	'd'	'd'	'dd'	'd'	'ed'	'rd'	'd'	'd'	'd'	'ed'	'd'	'd'

	1b	4c	4d	5e	6c	6e	13d
/f/	0	0	0	0	0	0	0
	'ph'	'fr'	'fl'	'f'	'ff'	'f'	'f'

	4e	6d	13a
/g/	0	0	0
	'g'	'gh'	'gg'

	9b
/h/	0
	'h'

	1c	12c	12d
/j/	0	0	0
	'ge'	'dge'	'ge'

	2c	2e	3a	3d	3e	5c	5c	5d	6a	6d	8c	9a	10a	10d	10e	11b	11d	12a	12a	13c	
/k/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	'co'	'co'	'cc'	'sc'	'cr'	'co'	'cr'	'cr'	'k'	'k'	'co'	'ch'	'sc'	'co'	'ck'	'cr'	'k'	'ca'	'cu'	'co'	

	1b	1d	1e	2d	3c	4d	5a	5e	6e	7c	9c	9e	10a	12a	12a
/l/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	'lt'	'l'	'pl'	'l'	'll'	'fl'	'bl'	'l'	'l'	'l'	'll'	'l'	'l'	'l'	'l'

	2c	4a	9a	9b	11b	12b	13c	13e
/m/	0	0	0	0	0	0	0	0
	'me'	'm'	'm'	'm'	'mb'	'm'	'mm'	'm'

	1c	2c	2e	4e	5c	5d	6d	7a	8b	8c	8c	9b	9d	10b	11e	12d	12e
/n/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	'n'	'n'	'n'	'n'	'n'	'nt'	'in'	'm'	'n'	'n'	'n'	'n'	'm'	'nce'	'kn'	'nge'	'gn'

	1e	5b	6b	6c	7e	9c	10c	10c	11c	11d	12c
/p/	0	0	0	0	0	0	0	0	0	0	0
	'pl'	'pr'	'p'	'sp'	'pr'	'p'	'p'	'p'	'pp'	'spr'	'p'

	2a	3b	3c	3e	4b	4c	5b	5c	5d	6a	7d	7e	11b	11d	12c	13a	13c
/r/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	'r'	'r'	'tr'	'cr'	'tr'	'fr'	'pr'	'cr'	'cr'	'br'	'r'	'pr'	'cr'	'spr'	'tr'	'wr'	'r'

	1a	1b	1e	2c	2e	3d	4a	5d	6c	7b	7e	9e	10a	10b	10d	11a	11d	12b	12d	12e	13e
/s/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	'st'	's'	'ce'	's'	'ci'	'sc'	'ous'	'sc'	'sp'	'se'	's'	'ss'	'sc'	'ce'	's'	'sw'	'spr'	's'	's'	'ss'	'st'

	1a	1b	1d	2b	2d	3c	4b	4c	4e	5c	5d	6a	8a	8c	8d	8d	11e	12a	12b	12c	13c	13e
/t/	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	'st'	'lt'	't'	't'	't'	'tr'	'tr'	't'	't'	't'	'nt'	't'	't'	'nt'	't'	'ght'	'tt'	'ate'	'st'	'tr'	't'	't'

	1d	2a	4a	7d	7e	8e	10b
/v/	0	0	0	0	0	0	0
	've'	'v'	'v'	'v'	've'	'v'	'v'

	2b	6a	9d	9e	10e	11a	11c
/w/	0	0	0	0	0	0	0
	'wa'	'wa'	'wa'	'wo'	'woo'	'sw'	'wh'

	1c	7b
/x/	0	0
	'x'	'x'

	7a	13d
/y/	0	0
	'y'	'y'

	3a	3e	5a	7b	9a	10d	13b
/z/	0	0	0	0	0	0	0
	'se'	'se'	'zz'	'se'	's'	'es'	'z'

	6b	10e	11a
/ch/	0	0	0
	'ch'	'ch'	'tch'

	2b	12b
/sh/	0	0
	'sh'	'ch'

	1e	9e	13d
/th/	0	0	0
	'th'	'th'	'th'

	7c
/th/	0
	'the'

	7a	9d	11d	11e
/ng/	0	0	0	0
	'ing'	'ing'	'ink'	'ing'

	6e
/qu/	0
	'qu'

Consonants

Score of 193:

193

Consonant Digraphs

Score of 14:

14

All Consonants

Score of 207:

207

Met goal of 166?

Yes

Phonemes

Name Here

Vowels

Date Here

	1b	8b	9a	12a	12b
/a/	0	0	0	0	0
	'a'	'a'	'a'	'a'	'a'

	1a	5d	5d	7b	9e	10d
/e/	0	0	0	0	0	0
	'ea'	'e'	'e'	'ex'	'ess'	'es'

	1c	3b	5a	6c	6d	6e	7a	7e	8a	8c	9d
/i/	0	0	0	0	0	0	0	0	0	0	0
	'y'	'i'	'i'	'i'	'i'	'i'	'i'	'i'	'i'	'i'	'i'

	11a	11d	11e	11e	12c	12d	13a	13b	13c	13e
	0	0	0	0	0	0	0	0	0	0
	'i'	'i'	'i'	'i'	'i'	'i'	'i'	'i'	'i'	'i'

	1c	2a	2b	3c	5c	6a	6e	11c
/o/	0	0	0	0	0	0	0	0
	'o'	'a'	'a'	'o'	'o'	'a'	'a'	'o'

	1d	2b	2c	4a	8c	10e	11b	12b	13c
/u/	0	0	0	0	0	0	0	0	0
	'ove'	'u'	'o'	'ou'	'o'	'u'	'u'	'u'	'o'

	1d	1e	4b	4c	6a	10c	12a
/æ/	0	0	0	0	0	0	0
	'ai'	'ace'	'ay'	'eigh'	'ea'	'a'	'ate'

	1a	3c	4e	5b	5c	6b	6b	6c	7d	13c
/ee/	0	0	0	0	0	0	0	0	0	0
	'y'	'ey'	'ee'	'ie'	'e_e'	'ea'	'y'	'i'	'y'	'e'

	2d	6e	7b	7d	12e
/ie/	0	0	0	0	0
	'igh'	'y'	'ise'	'i'	'ign'

	2a	5e	7c	8e	13e
/oe/	0	0	0	0	0
	'o'	'ow'	'oa'	'o'	'oe'

	3a	8c	9b	12a
/ue/	0	0	0	0
	'use'	'ue'	'u'	'u'

Short Vowel Sounds

Score of 49: **49**
Met goal of 39? **Yes**

Long Vowel Sounds

Score of 31: **31**
Met goal of 25? **Yes**

	1c	2d	3a	4b	4e	9a	9b	10b	10b	12e
/ə/	0	0	0	0	0	0	0	0	0	0
	'en'	'de'	'ac'	'be'	'en'	'm'	'an'	'a'	'an'	'as'

	2c	3e	7e	8b	8e	13d
/oo/	0	0	0	0	0	0
	'ume'	'ui'	'ove'	'oo'	'ue'	'ou'

	9c	10e
/oo/	0	0
	'u'	'oo'

	1b	8a	8d
/aw/	0	0	0
	'al'	'au'	'augh'

	2e	10a
/ou/	0	0
	'ou'	'ow'

	10b	10c
/oi/	0	0
	'oi'	'oy'

	4a	12c	13b
/ar/	0	0	0
	'ar'	'ar'	'arre'

	1e	4c	5a	6a	6c	6d	7a	7b	8e	9e	10c	11c
/er/	0	0	0	0	0	0	0	0	0	0	0	0
	'ir'	'er'	'ar'	'er'	'er'	'er'	'ear'	'er'	'er'	'er'	'or'	'er'

	3d	3d	4d	9d	10d
/or/	0	0	0	0	0
	'ore'	'oar'	'oor'	'ar'	'our'

	4e	5b
/aer/	0	0
	'uar'	'air'

	2e	3b	4a	4b	5e	11d	13a	13d	13e	
/ə + i/	0	0	0	0	0	0	0	0	0	schwa sound
	0	0	0	0	0	0	0	0	0	// sound
	'ii'	'le'	'el'	'al'	'ul'	'le'	'le'	'ul'	'le'	

Vowel Digraphs

Score of 23: **23**
Met goal of 19? **Yes**

Other Vowels

Score of 42: **42**
Met goal of 34? **Yes**

Syllabication

Name Here

Words with Two or More Syllables

Date Here

Closed Syllables / Short Vowel

1a	stead•y	
1b	as•phalt	
1c	ox•yg•en	
2a	brav•o	
2b	wash•tub	
2c	con•sume	
3b	rid•dle	
3c	trol•ley	
5a	bliz•zard	
5c	con•crete	
5d	cresc•ent	
6a	break•wat•er	
6c	spif•fi•er	
6d	gher•kin	
6e	qual•if•y	
7a	yearn•ing	
7b	ex•er•cise	
7e	dis•prove	
8a	au•dit	
8b	bab•oon	
8c	con•tin•ue	
9a	chas•m	
9d	warn•ing	
9e	worth•less	
10d	cours•es	
10e	wood•chuck	
11c	whop•per	
11d	sprin•kle	
11e	knit•ting	
12a	cal•cu•late	
12b	mus•tache	
12c	par•tridge	
13a	wrig•gle	
13b	biz•arre	
13c	re•com•mit	
13e	mist•le•toe	

Total out of 36 **36**
Met 80% goal of 29? **Yes**

Open Syllables / Long Vowel

1a	stead•y	
2a	brav•o	
3c	trol•ley	
4e	guar•an•tee	
5b	prair•ie	
6b	peach•y	
6c	spif•fi•er	
6e	qual•if•y	
7d	i•vor•y	
8c	con•tin•ue	
8e	o•ver•due	
9b	hu•man	
10c	pa•per•boy	
12a	cal•cu•late	
13c	re•com•mit	
13e	mist•le•toe	

Total out of 16 **16**
Met 80% goal of 13? **Yes**

e Syllable

1c	ox•yg•en	
2d	de•light	
2e	coun•cil	
3a	ac•cuse	
4a	mar•vel•ous	
4b	be•tray•al	
4e	guar•an•tee	
5e	bowl•ful	
9a	chas•m	
9b	hu•man	
10b	a•void•ance	
12e	as•sign	
13d	youth•ful	

Total out of 13 **13**
Met 80% goal of 10? **Yes**

Magic E & Digraph Syllable

1b	as•phalt	
1d	dove•tail	
1e	birth•place	
2c	con•sume	
2d	de•light	
2e	coun•cil	
3a	ac•cuse	
4a	mar•vel•ous	
4b	be•tray•al	
4c	freight•er	
5c	con•crete	
5e	bowl•ful	
6a	break•wat•er	
6b	peach•y	
7b	ex•er•cise	
7e	dis•prove	
8a	au•dit	
8b	bab•oon	
8e	o•ver•due	
10b	a•void•ance	
10c	pa•per•boy	
10e	wood•chuck	
12a	cal•cu•late	
12e	as•sign	
13d	youth•ful	

Total out of 25 **25**
Met 80% goal of 20? **Yes**

R-Controlled Syllable

1e	birth•place	
3d	score•board	
4a	mar•vel•ous	
4c	freight•er	
4e	guar•an•tee	
5a	bliz•zard	
5b	prair•ie	
6a	break•wat•er	
6c	spif•fi•er	
6d	gher•kin	
7a	yearn•ing	
7b	ex•er•cise	
8e	o•ver•due	
9d	warn•ing	
9e	worth•less	
10c	pa•per•boy	
10d	cours•es	
11c	whop•per	
12c	par•tridge	
13b	biz•arre	

Total out of 20 **20**
Met 80% goal of 16? **Yes**

-le Syllable

3b	rid•dle	
11d	sprin•kle	
13a	wrig•gle	
13e	mist•le•toe	

Total out of 4 **4**
Met 80% goal of 4? **Yes**

Summary Sheet

Student: Name Here

Date: Date Here

Words Read Correctly Out of 65:

65

52 - 65: Outstanding
44 - 51: Adequate
0 - 43: Minimal

Consonants

Notes

Consonants

Score of 193: **193**

/b/	/d/	/f/	/g/	/h/
/j/	/k/	/l/	/m/	/n/
/p/	/r/	/s/	/t/	/v/
/w/	/x/	/y/	/z/	

Consonant Digraphs

Score of 14: **14**

/ch/	/sh/	/th/	/th/	/ng/	/qu/
------	------	------	------	------	------

All Consonants

Score of 207: **207**

Met goal of 166? **Yes**

Vowels

Notes

Short Vowel Sounds

Score of 49: **49**

/a/	/e/	/i/	/o/	/u/
-----	-----	-----	-----	-----

Met goal of 39? **Yes**

Long Vowel Sounds

Score of 31: **31**

/ae/	/ee/	/ie/	/oe/	/ue/
------	------	------	------	------

Met goal of 25? **Yes**

Vowel Digraphs

Score of 23: **23**

/ə/	/oo/	/oo/	/aw/	/ou/
-----	------	------	------	------

Met goal of 19? **Yes**

Other Vowels

Score of 42: **42**

/oi/	/ar/	/er/	/or/	/aer/	/ə + I
------	------	------	------	-------	--------

Met goal of 34? **Yes**

All Vowels

Score of 145: **145**

Met goal of 116? **Yes**

Syllabication

Notes

Closed Syllables / Short Vowel

Total out of 36: **36**

Met goal of 29? **Yes**

Open Syllables / Long Vowel

Total out of 16: **16**

Met goal of 13? **Yes**

Magic E & Digraph Syllable

Total out of 25: **25**

Met goal of 20? **Yes**

R-Controlled Syllable

Total out of 20: **20**

Met goal of 16? **Yes**

e Syllable

Total out of 13: **13**

Met goal of 10? **Yes**

-le Syllable

Total out of 4: **4**

Met goal of 4? **Yes**

All Syllabication

Score of 114: **114**

Met goal of 91? **Yes**

Word Reading in Isolation Scoring Sheet

	a	b	c	d	e
1	steady	asphalt	oxygen	dovetail	birthplace
	/s/ /t/ /e/ /d/ • /ee/	/a/ /s/ • /f/ /aw/ /l/ /t/	/o/ /x/ • /i/ /j/ • /ə/ /n/	/d/ /u/ /v/ • /t/ /ae/ /l/	/b/ /er/ /th/ • /p/ /l/ /ae/ /s/
	closed • open	closed • digraph	closed • closed • ə	digraph • digraph	r-controlled • digraph
2	bravo	washtub	consume	delight	council
	/b/ /r/ /o/ /v/ • /oe/	/w/ /o/ /sh/ • /t/ /u/ /b/	/k/ /u/ /n/ • /s/ /oo/ /m/	/d/ /ə/ • /l/ /ie/ /t/	/k/ /ou/ /n/ • /s/ /ə/ /l/
	closed • open	closed • closed	closed • digraph	ə • digraph	digraph • ə
3	accuse	riddle	trolley	scoreboard	cruise
	/ə/ • /k/ /ue/ /z/	/r/ /i/ /d/ • /d/ ə/ /l/	/t/ /r/ /o/ /l/ • /l/ /ee/	/s/ /k/ /or/ • /b/ /or/ /d/	/k/ /r/ /oo/ /z/
	ə • digraph	closed • – le	closed • open	r-controlled • r-controlled	
4	marvelous	betrayal	freighter	floored	guarantee
	/m/ /ar/ • /v/ /ə/ /l/ • /u/ /s/	/b/ /ə/ • /t/ /r/ /ae/ • /ə/ /l/	/f/ /r/ /ae/ /t/ • /er/	/f/ /l/ /or/ /d/	/g/ /aer/ • /ə/ /n/ • /t/ /ee/
	r-cont. • ə • digraph	ə • digraph • ə	digraph • r-controlled		r-cont. • closed • open
5	blizzard	prairie	concrete	crescent	bowful
	/b/ /l/ /i/ /z/ • /er/ /d/	/p/ /r/ /aer/ • /ee/	/k/ /o/ /n/ • /k/ /r/ /ee/ /t/	/k/ /r/ /e/ /s/ • /e/ /n/ /t/	/b/ /oe/ /l/ • /f/ /ə/ /l/
	closed • r-controlled	r-controlled • open	closed • digraph	closed • closed	digraph • ə
6	breakwater	peachy	spiffier	gherkin	qualify
	/b/ /r/ /ae/ /k/ • /w/ /o/ /t/ • /er/	/p/ /ee/ /ch/ • /ee/	/s/ /p/ /i/ /f/ • /ee/ • /er/	/g/ /er/ • /k/ /i/ /n/	/qu/ /o/ /l/ • /i/ /f/ • /ie/
	digraph • closed • r-controlled	digraph • open	closed • open • r-cont.	r-controlled • closed	closed • closed • open
7	yearning	exercise	loathe	ivory	disprove
	/y/ /er/ /n/ • /i/ /ng/	/e/ /x/ • /er/ • /s/ /ie/ /z/	/l/ /oe/ /th/	/ie/ • /v/ /ə/ • /r/ /ee/	/d/ /i/ /s/ • /p/ /r/ /oo/ /v/
	r-controlled • closed	closed • r-cont. • digraph		open • ? • open	closed • digraph
8	audit	baboon	continue	taught	overdue
	/aw/ • /d/ /i/ /t/	/b/ /a/ /b/ • /oo/ /n/	/k/ /u/ /n/ • /t/ /i/ /n/ • /ue/	/t/ /aw/ /t/	/oe/ • /v/ /er/ • /d/ /oo/
	digraph • closed	closed • digraph	closed • closed • open		open • r-cont. • digraph
9	chasm	human	pulled	warning	worthless
	/k/ /a/ /z/ • /ə/ /m/	/h/ /ue/ • /m/ /ə/ /n/	/p/ /oo/ /l/ /d/	/w/ /or/ /n/ • /i/ /ng/	/w/ /er/ /th/ • /l/ /e/ /s/
	closed • ə	open • ə		r-controlled • closed	r-controlled • closed
10	scowl	avoidance	paperboy	courses	woodchuck
	/s/ /k/ /ou/ /l/	/ə/ • /v/ /oi/ /d/ • /ə/ /n/ /s/	/p/ /ae/ • /p/ /er/ • /b/ /oi/	/k/ /or/ /s/ • /e/ /z/	/w/ /oo/ /d/ • /ch/ /u/ /k/
		ə • digraph • ə	open • r-cont. • digraph	r-controlled • closed	digraph • closed
11	switch	crumb	whopper	sprinkle	knitting
	/s/ /w/ /i/ /ch/	/k/ /r/ /u/ /m/	/w/ /o/ /p/ • /p/ /er/	/s/ /p/ /r/ /i/ /ng/ • /k/ /ə/ /l/	/n/ /i/ /t/ • /i/ /ng/
			closed • r-controlled	closed • – le	closed • closed
12	calculate	mustache	partridge	singe	assign
	/k/ /a/ /l/ • /k/ /ue/ • /l/ /ae/ /t/	/m/ /u/ /s/ • /t/ /a/ /sh/	/p/ /ar/ • /t/ /r/ /i/ /j/	/s/ /i/ /n/ /j/	/ə/ • /s/ /ie/ /n/
	closed • open • digraph	closed • closed	r-controlled • closed		ə • digraph
13	wriggle	bizarre	recommit	youthful	mistletoe
	/r/ /i/ /g/ • /ə/ /l/	/b/ /i/ /z/ • /ar/	/r/ /ee/ • /k/ /u/ /m/ • /i/ /t/	/y/ /oo/ /th/ • /f/ /ə/ /l/	/m/ /i/ /s/ • /ə/ /l/ • /t/ /oe/
	closed • – le	closed • r-controlled	open • closed • closed	digraph • ə	closed • – le • open

	a	b	c	d	e
1	steady	asphalt	oxygen	dovetail	birthplace
2	bravo	washtub	consume	delight	council
3	accuse	riddle	trolley	scoreboard	cruise
4	marvelous	betrayal	freighter	floored	guarantee
5	blizzard	prairie	concrete	crescent	bowful
6	breakwater	peachy	spiffier	gherkin	qualify
7	yearning	exercise	loathe	ivory	disprove
8	audit	baboon	continue	taught	overdue
9	chasm	human	pulled	warning	worthless
10	scowl	avoidance	paperboy	courses	woodchuck
11	switch	crumb	whopper	sprinkle	knitting
12	calculate	mustache	partridge	sing	assign
13	wriggle	bizarre	recommit	youthful	mistletoe

1a	stead•y	5a	bliz•zard	9a	chas•m
1b	as•phalt	5b	prair•ie	9b	hu•man
1c	ox•yg•en	5c	con•crete	9c	pulled
1d	dove•tail	5d	cresc•ent	9d	warn•ing
1e	birth•place	5e	bowl•ful	9e	worth•less
2a	brav•o	6a	break•wat•er	10a	scowl
2b	wash•tub	6b	peach•y	10b	a•void•ance
2c	con•sume	6c	spif•fi•er	10c	pa•per•boy
2d	de•light	6d	gher•kin	10d	cours•es
2e	coun•cil	6e	qual•if•y	10e	wood•chuck
3a	ac•cuse	7a	yearn•ing	11a	switch
3b	rid•dle	7b	ex•er•cise	11b	crumb
3c	trol•ley	7c	loathe	11c	whop•per
3d	score•board	7d	i•vor•y	11d	sprin•kle
3e	cruise	7e	dis•prove	11e	knit•ting
4a	mar•vel•ous	8a	au•dit	12a	cal•cu•late
4b	be•tray•al	8b	bab•oon	12b	mus•tache
4c	freight•er	8c	con•tin•ue	12c	par•tridge
4d	floored	8d	taught	12d	singe
4e	guar•an•tee	8e	o•ver•due	12e	as•sign
				13a	wrig•gle
				13b	biz•arre
				13c	re•com•mit
				13d	youth•ful
				13e	mist•le•toe