

Phonics Assessment Tests

Contents:

1. Letter Names Fluency
2. Oral Reading Test [1st grade through 7th grade]
3. Phonics Survey Test

Directions for All Assessment Tests:

Make two photocopies of the test to be used – one for the student and one for you the teacher. Write the student's name and the date on the teacher's copy. Give the student a copy and then instruct him/her to read aloud the letters in the boxed *practice* section.

Directions for Letter Names Fluency:

If a student is able to recite all the names of the letters without hesitation, it is sufficient to say that s/he knows all the letter names. If a student misses even one letter in the *practice* section, continue the test by having him/her read aloud all the remaining letters listed, one line at a time.

Watch the very beginning of the *WINNING* training video for verbal tips on helping children remember the names of each letter, especially the difficult ones like “b” and “d”.

Letter Names Fluency

Student's Name _____ Date _____

Practice

m r E j R d v Q

Capital and Lowercase Letters

Student reads letters aloud.

1. **a G i p W s**

2. **h K u O m X**

3. **Y t Z P A e**

4. **b H c N D f**

5. **L g J n k w**

6. **q v d E M T**

Teacher Evaluation

All letters correct (check here): _____

Letters missed (write here): _____

Fluency (speed in naming letters): very slow _____ slow _____ average _____

fairly rapid _____ rapid _____

Word Segmentation

As surprising as it may seem to literate persons, young children (and beginning readers of any age) often do not know how many words are in a spoken sentence or phrase. To some extent, a “word” is a written convention, not a spoken one. Note that even adults have trouble with compound words because they are somewhat arbitrary. For example, are the following words one word or two: blackbird, railroad, horsefly, into?

It is beneficial for beginning readers to be aware that language can be segmented into distinct words. Test 2 will see if your student(s) has (have) a good idea of what a “word” is.

Directions

Make a photocopy of the test for you as the teacher to use. The student should not see (or be given) a printed copy of Test 2.

Write the student's name and the date on the copy. Instruct the student to listen carefully as you read a group of words or sentences. Speak clearly so that the student can hear you well, but do not speak too slowly or exaggerate the time between words.

Scoring

Write the student's response on your teacher's copy. Then total the number of correct and incorrect answers. Note that younger students may have more difficulty with the sentences at the bottom of the test.

Teaching Suggestions

You can give some practice lessons with exercises similar to the test items, but don't be concerned if the student does not achieve perfection. “Word” sense will develop with literacy (i.e., reading and writing skills).

Oral Reading Test

Purpose

This test quickly determines a student's general reading level.

Answer Key

Mark the examiner's copy and record sheet.

Count one mistake for each word the student is unable to pronounce. If the student immediately makes the correction, this is not counted as a mistake. If a student omits a word, ask the student to read the line again more carefully.

Underline each word the student can't pronounce or needs help in pronouncing. When the student has finished reading a paragraph, count the mistakes and check the appropriate box to the right of each paragraph. For example, if a student begins with paragraph 1-B and reads it without a mistake, or with one or two mistakes, she/he can read at this level independently. Check "Indep." to the right of the paragraph.

The student should then read paragraph 2-A. If the student receives a score of 0-2 mistakes, then the student can handle material at this level independently, too. Check "Indep." The student next reads paragraph 2-B. If she/he makes three to four mistakes, you have found the instructional reading level. Check "Instr." to the right of that paragraph. This is the level at which reading instruction will be most effective for that student. Notice that the number of mistakes for each reading level is shown on the test to the right of the paragraph.

After finding the student's instructional reading level, continue the test until you find the frustration reading level. Check "Frustr." to the right of the paragraph. Stop testing when you get to the student's frustration level.

Record the results of the test in the spaces provided on the examiner's copy of the test. Fill in the highest grade level of material that the student can handle independently. Then record the grade level of material that should be used for instruction.

Oral Reading Test *(cont.)*

Do not use this test for instruction. If a student misses a word, tell that student to "go on." Do not supply any hints or tell the student the word. If this policy is followed, the same test can be used later to determine progress. When retesting a student, use different colored pencils to underline mistakes. Spaces have been provided for recording the results of the retests. Keep the record sheet for easy reference and for retesting.

The paragraphs are not timed, but excessive rapidity or slowness may be noted to the right of the paragraph as a characteristic of the student's reading ability. Slow reading means more practice is needed at that level so the student can gain fluency.

There are two paragraphs per grade level for grades one through three. The first paragraph is marked I-A. This means "easy first grade." The next is marked I-B. This means "hard first grade." There is only one paragraph for each level beyond third.

The last paragraph is marked grade seven, but actually it is indicative of popular adult and non-academic reading or a non-technical secondary reading level. If a student can read it without errors, she or he can do most junior and senior high school reading satisfactorily. For more accurate determination of reading ability for students reading at junior and senior high school levels, a standardized silent reading test is recommended. *If the last paragraph is read at the Independent Level, use a silent reading test to determine advanced skills.*

Teaching Suggestions

1. To improve general reading ability, see the book *How to Teach Reading*, which includes many strategies such as easy reading practice, comprehension instruction, phonics, vocabulary improvement, and development of writing skills.
2. Oral reading can be improved by practicing reading aloud from material at the student's independent or instructional level. See the readability graph on page 79 for determining book difficulty.
3. Use a variety of oral reading experiences such as reading short passages, poems, parts in plays, and announcements.

Oral Reading Test

Examiner's Copy and Record Sheet for Determining Independent and Instructional Reading Levels

Student's Name _____ Date _____

Examiner _____ Class _____

	1st Testing	2nd Testing	3rd Testing
Date	_____	_____	_____
Total Score: Independent reading level	_____	_____	_____
Instructional reading level	_____	_____	_____

Directions: The student reads aloud from the student copy—not this copy. If the student can't read a word or mispronounces it, just say "Go on," and count it as an error (underline the word). Do not tell the student the missed word. Stop the test when the Frustration Level is first reached.

	1st Testing	2nd Testing	3rd Testing
No. 1-A (Easy First Grade)			
Look at the dog.			
It is big.			
It can run.			
Run, dog, run away.			

	1st Testing	2nd Testing	3rd Testing
No. 1-B (Hard First Grade)			
We saw the sun.			
It made us warm.			
Now it was time to go home.			
It was a long way to walk.			

Oral Reading Test *(cont.)*

No. 4 (Fourth Grade)		1st Testing	2nd Testing	3rd Testing
Three more cowboys tried their best to rope and tie a calf as quickly as Red, but none of them came within ten seconds of his time. Then came the tall, thin cowboy. He was the last one to enter the contest.	Errors	Level		
	0-2	Indep.		
	3-4	Instr.		
	5+	Frust.		
Speed:	Fast			
	Avg.			
	Slow			
	Very slow			
No. 5 (Fifth Grade)		1st Testing	2nd Testing	3rd Testing
High in the hills they came to a wide ledge where trees grew among the rocks. Grass grew in patches, and the ground was covered with bits of wood from trees blown over a long time ago and dried by the sun. Down in the valley it was already beginning to get dark.	Errors	Level		
	0-2	Indep.		
	3-4	Instr.		
	5+	Frust.		
Speed:	Fast			
	Avg.			
	Slow			
	Very slow			
No. 6 (Sixth Grade)		1st Testing	2nd Testing	3rd Testing
Businessmen from suburban areas may travel to work in helicopters, land on the roof of an office building, and thus avoid city traffic jams. Families can spend more time at summer homes and mountain cabins through the use of this marvelous craft. People on farms can reach city centers quickly for medical service, shopping, entertainment, or sale of products.	Errors	Level		
	0-2	Indep.		
	3-4	Instr.		
	5+	Frust.		
Speed:	Fast			
	Avg.			
	Slow			
	Very slow			
No. 7 (Seventh Grade)		1st Testing	2nd Testing	3rd Testing
The president of the United States was speaking. His audience was comprised of two thousand foreign-born men who had just been admitted to citizenship. They listened intently, their faces aglow with the light of a newborn patriotism, upturned to the calm, intellectual face of the first citizen of the country they now claimed as their own.	Errors	Level		
	0-2	Indep.		
	3-4	Instr.		
	5+	Frust.		
Speed:	Fast			
	Avg.			
	Slow			
	Very slow			

Oral Reading Test

Name: _____

Directions: Read aloud from this copy. The teacher marks errors on the Examiner's Copy, pages 7, 8, 9.

No. 1-A

Look at the dog.

It is big.

It can run.

Run, dog, run away.

No. 1-B

We saw the sun.

It made us warm.

Now it was time to go home.

It was a long way to walk.

No. 2-A

The door of the house opened, and a man came out.

He had a broom in his hand. He said to the boy sitting there, "Go away."

The boy got up and left.

No. 2-B

The family ate breakfast. Then they gave the pig his breakfast. It was fun to watch him eat.

He seemed to like it. He was eating all of it.

No. 3-A

When the man had gone, the boys were surprised to see how many boxes he had left in their little backyard. Right away they began to pile them on top of each other. It took so long that lunchtime came before they knew they were hungry.

Oral Reading Test *(cont.)*

		1st Testing	2nd Testing	3rd Testing
No. 2-A (Easy Second Grade)				
The door of the house opened, and a man came out. He had a broom in his hand. He said to the boy sitting there, "Go away." The boy got up and left.	Errors			
	Level			
	0-2	0	0	0
	3-4	0	0	0
5+	0	0	0	
Speed:	Fast	0	0	0
	Avg.	0	0	0
	Slow	0	0	0
	Very slow	0	0	0
No. 2-B (Hard Second Grade)				
The family ate breakfast. Then they gave the pig his breakfast. It was fun to watch him eat. He seemed to like it. He was eating all of it.	Errors			
	Level			
	0-2	0	0	0
	3-4	0	0	0
5+	0	0	0	
Speed:	Fast	0	0	0
	Avg.	0	0	0
	Slow	0	0	0
	Very slow	0	0	0
No. 3-A (Easy Third Grade)				
When the man had gone, the boys were surprised to see how many boxes he had left in their little backyard. Right away they began to pile them on top of each other. It took so long that lunchtime came before they knew they were hungry.	Errors			
	Level			
	0-2	0	0	0
	3-4	0	0	0
5+	0	0	0	
Speed:	Fast	0	0	0
	Avg.	0	0	0
	Slow	0	0	0
	Very slow	0	0	0
No. 3-B (Hard Third Grade)				
The man became angry because his dog had never talked before, and besides, he didn't like its voice. So he took his knife and cut a branch from a palm tree. Just then the palm tree said, "Put down that branch." The man was getting very upset about the way things were going, and he started to throw the branch away.	Errors			
	Level			
	0-2	0	0	0
	3-4	0	0	0
5+	0	0	0	
Speed:	Fast	0	0	0
	Avg.	0	0	0
	Slow	0	0	0
	Very slow	0	0	0

Oral Reading Test *(cont.)*

No. 3-B

The man became angry because his dog had never talked before, and besides, he didn't like its voice. So he took his knife and cut a branch from a palm tree. Just then the palm tree said, "Put down that branch." The man was getting very upset about the way things were going, and he started to throw the branch away.

No. 4

Three more cowboys tried their best to rope and tie a calf as quickly as Red, but none of them came within ten seconds of his time. Then came the tall, thin cowboy. He was the last one to enter the contest.

No. 5

High in the hills they came to a wide ledge where trees grew among the rocks. Grass grew in patches, and the ground was covered with bits of wood from trees blown over a long time ago and dried by the sun. Down in the valley it was already beginning to get dark.

No. 6

Businessmen from suburban areas may travel to work in helicopters, land on the roof of an office building, and thus avoid city traffic jams. Families can spend more time at summer homes and mountain cabins through the use of this marvelous craft. People on farms can reach city centers quickly for medical service, shopping, entertainment, or sale of products.

No. 7

The president of the United States was speaking. His audience was comprised of two thousand foreign-born men who had just been admitted to citizenship. They listened intently, their faces aglow with the light of a newborn patriotism, upturned to the calm, intellectual face of the first citizen of the country they now claimed as their own.

Phonics Survey Test

Purpose

The purpose is to quickly assess a student's phonics skills through oral reading of nonsense words.

This test is designed to give you a rough idea of your student's total phonics (decoding) ability in just a few minutes. The test is partly diagnostic in that it gives you an idea of the student's competence in six areas: easy consonants, short vowels, hard consonants, long vowels, consonant digraphs, and difficult vowels.

Administration and Scoring

Ask the student to read the nonsense words aloud from the Phonics Survey Test. Tell the student that these are not real words. If the student makes an error, allow a second chance (but not a third).

Use the examiner's copy to mark each letter the student reads incorrectly. Then check the appropriate box to summarize the student's performance. This information will be useful in selecting materials for reading instruction.

Be careful in marking your examiner's copy and listen carefully. A student might pronounce the consonant sound of a nonsense word correctly and the vowel sound incorrectly. This test is a little tricky to score correctly, so take your time and remember it only yields a rough approximation of a student's skills.

Phonics is an important and useful skill associated with reading. Poor ability in phonics does not always mean poor reading ability, but if a student's reading ability is poor, it can often be aided by having the student's reading instruction include phonics lessons.

Do not do the whole test if the student is weak in the first section.

Suggested Student Reading Ability Level: Grades 1–4

Teaching Suggestions

1. Pause during oral reading and help the student sound out the beginning of an unknown word.
2. Systematically teach some or most phonics (phoneme grapheme correspondence) using phonics charts.
3. Use flashcards, one for each phoneme grapheme correspondence (letter sound relationship).
4. Use phonics workbooks or drill sheets.
5. Teach phonics as part of a spelling lesson.
6. Teach phonics as part of dictionary use.
7. Teach phonograms.

Phonics Survey Test

Examiner's Copy

Name: _____

Total Number of Words Correct: _____

Number Possible: 18

Directions: Have the student read aloud each nonsense word from the student test page. Mark each letter or letters the student reads incorrectly. Then check the appropriate box to summarize the student's performance.

					Knew All	Knew Some	Knew None
Section 1	TIF	NEL	ROM	Easy Consonants			
	DUP	CAV	SEB	Short Vowels			
Section 2	KO	HOAB	WAJE	Hard Consonants			
	ZEEX	QUIDE	YAIG	Long Vowels			
Section 3	WHAW	THOIM	PHER	Consonant Digraphs			
	OUSH	CHAU	EANG	Difficult Vowels			

Name _____

Phonics Survey Test

Directions: Read the nonsense words aloud. The examiner marks the examiner's copy.

Section 1

TIF

NEL

ROM

DUP

CAV

SEB

Section 2

KO

HOAB

WAJE

ZEEX

QUIDE

YAIG

Section 3

WHAW

THOIM

PHER

OUSH

CHAU

EANG

Frontrunner Substitute Table of Contents

	number on disk:
Table of contents	001-002
Winning outline (including Schwa supplement)	003-013
 FRONTRUNNER SUBSTITUTE	
Front cover	014
Introduction	015
Chart - key words	016
Sound Bingo	017-019
 <u>abc</u>	
a: key word	020
a: visual perception exercises	021
Directions: Capture game	022
a: Capture game	023
Directions: Flash cards, game cards	024
Directions: Old maid card	025
a: flash-cards/game-cards	026
b: key word, visual perception exercises, Capture game, flash/game cards	027-030
c: key word, visual perception exercises, Capture game, flash/game cards	031-034
Review (abc)	035
Writing practice	036
 <u>def</u>	
d: key word, visual perception exercises, Capture game, flash/game cards	037-040
e: key word, visual perception exercises, Capture game, flash/game cards	041-044
f: key word, visual perception exercises, Capture game, flash/game cards	045-048
Review (def)	049
Writing practice	050
 <u>ghi</u>	
g: key word, visual perception exercises, Capture game, flash/game cards	051-054
h: key word, visual perception exercises, Capture game, flash/game cards	055-058
i: key word, visual perception exercises, Capture game, flash/game cards	059-062
Review (ghi)	063
Writing practice	064
 <u>9 letter review</u>	
Directions: 9 letter review games	065
9 letter review cards (a-i)	066-067
9 letter review game boards	068-070
 <u>ijkl</u>	
j: key word, visual perception exercises, Capture game, flash/game cards	071-074
k: key word, visual perception exercises, Capture game, flash/game cards	075-078
l: key word, visual perception exercises, Capture game, flash/game cards	079-082
Review (ijkl)	083
Writing practice	084

contents cont.

mno

m: key word, visual perception exercises, Capture game, flash/game cards	085-088
n: key word, visual perception exercises, Capture game, flash/game cards	089-092
o: key word, visual perception exercises, Capture game, flash/game cards	093-096
Review (mno)	097
Writing practice	098

pqr

p: key word, visual perception exercises, Capture game, flash/game cards	099-102
q: key word, visual perception exercises, Capture game, flash/game cards	103-106
r: key word, visual perception exercises, Capture game, flash/game cards	107-110
Review (pqr)	111
Writing practice	112

9 letter review

9 letter review cards (j-r)	113-114
9 letter review game boards	115-117

stuv

s: key word, visual perception exercises, Capture game, flash/game cards	118-121
t: key word, visual perception exercises, Capture game, flash/game cards	122-125
u: key word, visual perception exercises, Capture game, flash/game cards	126-129
v: key word, visual perception exercises, Capture game, flash/game cards	130-133
Review (stuv)	134
Writing practice	135

wxyz

w: key word, visual perception exercises, Capture game, flash/game cards	136-139
x: key word, visual perception exercises, Capture game, flash/game cards	140-143
y: key word, visual perception exercises, Capture game, flash/game cards	144-147
z: key word, visual perception exercises, Capture game, flash/game cards	148-151
Review (wxyz)	152
Writing practice	153

7 letter review

7 letter review cards (s-z)	154-155
7 letter review game boards	156-158

Vowel practice supplement

Directions: Vowel tic tac toe	159
Vowel tic tac toe boards (a,e,i,o,u)	160-164
Vowel tic tac toe "x" cards	165-166
Vowel tic tac toe "o" cards	167-168

WINNING

36 steps to independent reading

PHONEMIC AWARENESS CARDS SUPPLEMENT

See the cards for instructions. Use in approx. 10 minute sessions during regular Winning lessons.

FRONTRUNNER SUBSTITUTE PAGES

Teaches the most common sounds of the letters of the alphabet (short vowels)

We will start at the point where the children know only the names of the ABC's. We tell them, "You know the names of the letters already, but there is something even more important than the name, and that's the sound of each letter. (See **Keyword Chart** on p. 1C of Frontrunner packet.) We find the sound by looking at these pictures. Let's start to say "apple", but not finish the word.--Aa apple."

(Point out the different forms of a: {a}, g: {g}, t: {t}, q: {q}.)

Practice only the initial sound: Bb ball (not Bu, bu ball). Always model the correct response; make sure child *verbalizes* the correct response. Go through the whole phonics keyword chart and say the initial sounds.

Talk about Xx box: "We are first going to learn the sound "x" makes when it is in the **middle** or **end** of a word. That sound is /KS/ as in the **end** of the word "box".

Play Tape #1, side #1.

Play **Sound-0 Game** (a "Bingo" style game included in the Frontrunner packet). First play capital letter side, then lower case letter side. Use the key word cards as references, as long as necessary.

See the introduction to the "**Frontrunner Substitute**" for an outline of the pages. Gauge your students for the pace you will take. Learning three letters a session is common, but some students may need a slower or a faster pace.

BREAKAWAY BOOK

Teaches the skills of connecting sounds and making beginning and ending consonant blends (gl, sl, nt, nd etc).-- mostly consonant-vowel-consonant words

Milepost 1: Phonics Song A to Z. Sing the phonics "Aa apple" song (tape #1).

Milepost 2: Aa, Bb, Cc Echoes. Same as Step 1, but without the pictures from the keyword chart. Do beginning sound worksheets page 3-8.

Milepost 3: Short Vowel Song. There are 5 letters of the alphabet that are more important than the others...the **vowels: a, e, i, o, u**. Mark the vowels "special" on their chart. Add the macron (scoopy mark) and tell the children this means "short vowel sound", which is the sound we learned in Milepost 1.

Sing the Short Vowel Song, (tape #1, side 2). Point to the vowels as you sing.

Milepost 4: Ferris Wheel Song. Show them the ferris wheel chart and say, "Look, here are some of our old friends. To ride this ferris wheel, you need tickets. (Holding up the 'b' ticket). what sound does this ticket say? 'Bb ball'. Now put it in front of the 'Aa apple' and slide the two letters together to make 'ba'. What word starts with 'ba'? Bat! What is the ending sound? 't' ... Bad: What is the ending sound? 'd'."

Next put the "b" ticket in front of the 'Ee egg' and continue in the same way. Letter "c" ticket is the only really tricky one; you have to flip it over to "k" in front of vowels "e" and "i". Continue doing the Ferris Wheel Song through all the single consonants,

and then the consonant blends (two letters combined on each ticket). Be sure to say initial sound only—"cr", not "cur" and "tr", not "ter".

Milepost 5: It is time to start reading words. Look at *Short "a" List*. Cover the last letter (map). Refer to Ferris Wheel Song. m+a = ma. Add the "p" to get "map". Then use the word "map" in a sentence. Have the child read, write, then spell each word. Look at the vocabulary list; there are words in "cages" because they are *rulebreakers*, stealing another letter's sound.

Milepost 6: 3 *Stories for Milepost 6*.

Do the *Word Recognition and Comprehension* page and the *Story Comprehension*.

Milepost 7: *Short "e" List* Read, write, and spell each word.

Milepost 8: *Story for Milepost 8*. This book contains only short "e" words plus short "a" words.

Do the *Word Recognition and Comprehension* page and the *Story Comprehension*.

Milepost 9: *Short "i" List*. As before.

Milepost 10: 2 *Stories for Milepost 10*. Short "i" words plus short "a" and short "e" words.

Do the *Word Recognition and Comprehension* page and the *Story Comprehension*.

Milepost 11: *Short "o" List*

Milepost 12: 2 *Stories for Milepost 12*. As before.

Milepost 13: *Short "u" List*

Milepost 14: *Story for Milepost 14*. As before. Remember to have child read, write, then spell each word. Use each word in a sentence.

Milepost 15: *More Short Vowel Words*. List of words of all short vowels, all mixed up. Some words are slightly longer now (i.e. hand); have child slide finger across word and sound out each letter sound.

Read the 3 *Stories for Milepost 15*.

At this point on the Raceway, a child can read 62% of the English language, and can read approximately 1600 words!

PACESETTER BOOK

Teaches most of the rest of the phonetic code minus the exceptions

Milepost 16: *Letter Cluster Phonics Song*. Say to the child, "On this step, look at the group of letters in each cluster...ie.:

'or'. Although this looks like 'o' plus 'r', that won't work here. These two letters together say only one sound...'or' as in 'orbit'.

"sh"...Ss sun plus Hh hand doesn't work. When "s" and "h" come together they say "sh" for shell.

"ch" for chocolate.

"er, ir, ur" for the rooster sound.

"th" for them (voiced "th") and threw (unvoiced "th"). Tell the child that "th" means to put his tongue to his teeth. Model the voiced and unvoiced sounds.

"ow" for owl and "ou" for out.

"ew" for new.

"ar" for car.

"aw" for jaw, "au" for sauce

"ing, ang, ong" as in ring, rang, song.

"oy" for toy and "oi" for oil.

"oo" for book and "oo" for spoon.
"tion" for invention and for nation.
"g" for giant (gi = j) and for gem (ge = j).
"c" for circus (ci = s) and for cycle (cy = s) and for cent (ce = s).
"wl" for white.
"ch" for Charlotte's chandelier.
"ä" for father.
"ow" for snow.
"ch" for Christmas.
"ph" for phone.
"u" says "oo" in words as pull, push, bull, full.
"ui" says "oo" as in suit.
"ue" says "oo" as in glue.

Milepost 17: Letter Cluster Sound-0 Game – (page 125-6 of Pacesetter book). This is a “Bingo” style game.

Letter Cluster Pick-A-Sound Game – “Go Fish” style game. (If you do not have these cards you can make them on index cards, two cards for each letter cluster.)

Milepost 18: Long Vowel Song. First review Aa apple, Ee egg, Ii Indian, Oo ox, Uu umbrella. Then tell the child, “Sometimes vowels have a different sound ... they simply say their names.” Sing tape #4.

ABC Echoes; All Sounds. First model for the child and have him “echo” all of the sounds for each letter. The three sounds for “Aa” are “a” as in apple, “a” as in apron, and “a” as in father. The other vowels each have two sounds, the long sound and the short sound. The letters “c” and “g” have their hard sound and their soft sound. Next have the child say all the sounds on his own.

***By Milepost 18 on the Raceway, a child has learned all of the different sounds of the English language.** The individual letters themselves can make 31 *different* sounds; the Letter Clusters add another 12 *different* sounds.

Milepost 19: Most Frequently Used Sight Words. Have the child read these words, then write them on the page, and finally, write them on another piece of paper from memory.

Play **Word-0.** (Page 127-8 of Pacesetter book)

Read the **Story for Milepost 19.**

Milepost 19a: Schwa. See “**Supplement to Milepost 19: Teaching the “Schwa” Sound**” at the end of this outline. This supplement is also included in the “Supplemental Games and Materials” packet.

Milepost 20A-D: Two Vowel Song and Silent “e” Song. Tell the child “We have already learned 2 sounds for each vowel. When you come to a word that has ‘a’ in it, how do you know if it says Aa apple, or Aa apron? Does an “i” say Ii Indian or Ii ice cream? And so on. Back at the beginning, when we had short words with only one vowel, the vowel was always short. But when you come to a word that has two vowels together, the first vowel says its name, and the second vowel is completely silent. “ ...As they play their game, the job of the second vowel is only to make the first vowel say her name.” Sing **Two Vowel Song**, tape #5. Tell the child that there is another verse to the song. When there is an “e” on the end it is silent, and makes the first vowel say its name.

Sing the second part of the *Two Vowel Song*, tape #5.

On workbook pages, have the child strike out the silent vowel and put the long mark over the first vowel. Have child read the words, write them, then spell them (either orally to you, or on a blank piece of paper).

"c" = "ss". When "c" comes before "e" at the end of a word, the "e" is silent and makes the "c" say "s" (rice).

Milepost 20E: Numbers and colors

Read the 4 *Stories for Milepost 20*.

*Regarding the two vowel rule, refer back to the letter cluster page. Because we have **first** taught the child that "oy,oi" makes one sound, that "ar,or", and "er,ir, ur" each make one unique sound, "oo" makes a special sound, etc., we can assure the child that the two vowel rule works in most of the rest of the words.

Milepost 21A:

Words that end with "y" as "day". Explain that "y" is sometimes a vowel. In the word "day" "y" is the second vowel, and follows the two vowel rule, and is silent, making the "a" say its name.

Words that end with "y" and it is the only vowel as "my". The "y" says long "i".

When "g" sounds like "j": When "g" is before "e" or "i": "ge" or "gi" says "j" as in "gem" and "giant".

Have student use each word in a complete sentence as you read through the lists.

Milepost 21B-C:

"y" on the end of a 2-syllable word says "e" as in "baby".

Word endings and suffixes:

Sometimes "ed" says "t". Use these words in sentences to show the child past tense.

"Today I pack; yesterday I packed."

Sometimes "ed" says "d";

Sometimes "ed" says "ed".

When a word already ends with "e", just add "d".

Milepost 21D: Endings "ed, er, ing". Hop, hopped, hopper, hopping. In words with one vowel and one consonant, always double the last consonant before adding "ed, er, ing".

Read the 4 *Stories for Mileposts 21A-D*.

Milepost 22A-C: "or, sh, ch".

Circle the "or" in each word then sound it out.

Read, write, spell the words.

Circle the "sh" in each word then sound out the word. Read, write, spell them.

Circle "ch" in each word, etc.

Children can practice spelling their words to each other.

Read the 3 *Stories for Mileposts 22A-C*.

Milepost 23A: "er, ir, ur". Have child circle the "er,ir, ur" in each word. Remember, they all say the same thing. Read, write, spell the words. Use in sentences.

Milepost 23B:

"th". Tell the child that whenever he sees "th" to put his tongue up to his teeth. To make the "unvoiced th" as in "thank, three, throw"; just use your breath to say the words.

To make the "voiced th" as in "these, them, those", use your throat. Have child put his hand on his throat to feel the difference.

"tch". "tch" at the end of a word says "ch".

Read the 4 *Stories for Milepost 23A-B*

Milepost 24A: "ow, ou". Read, write, spell the words.

Milepost 24B: "ow" says long "ō"; and "ew" as in "new".

Milepost 24C: "qu" and "wh" This almost sounds like "hw". Most of the question words start with "wh". (When? Where? Why?)

Read the 6 *Stories for Mileposts 24A-C*.

Milepost 25A: "ar". Read, write, spell the words.

Read the *Story for Milepost 25A*.

Milepost 25B: "aw, au". Read, write spell the words.

Read the 2 *Stories for 25B*.

Milepost 26A: "ing,ang, ong" and "oy,oi".

Read the 2 *stories for Milepost 26A*.

Milepost 26B: "oo" as "boot".

Read the *Story for Milepost 26B*.

Milepost 26C: "oo" as "took"; and "tion" says "shun".

Read the 2 *Stories for Milepost 26C*.

AIRBORNE BOOK

Teaches exceptions.

Milepost 27A-B: Mr. G.H. makes vowels say a different sound.

Sing *Mr. G.H. song*, tape #6.

"fright" - tell the child that Mr.G.H. is always silent in the middle of a word, but that he frightens the vowel "i" in front of him into saying its name.

*Note: Night vs. knight—tell the child the **k**night is the guy on a horse that helps the **K**ing.

"ought" - Mr. G.H. changes the "ou" sound from "out" to short "o".

"eight" - Mr. G.H. makes "ei" say long "a".

"laugh" - Mr. G.H. goes "ff" at the end of a word.

"high" - At the end of a word, but silent.

Read the *Story for Milepost 27*.

Milepost 28A-B:

"war" ("ar" says "or", after the letter "w").

"dge" says "j" as in "fudge".

"ue" as in "true".

"x" = "cks" as in "box".

"ie" says long "e" as in "chief"; "ea" says long "a" as in "great". These are exceptions to the two vowel rule.

Read the 7 *Stories for Mileposts 28A-B*.

Milepost 29A:

"ea" says short "e" as in "bread".

"ear" says "er" as in "pearl".

"f to "ves" for plural.

Read the 2 *Stories for Milepost 29A*

Milepost 29B:

Long "i" as in "kind".

"u" says "oo" as in "put".

"air"

"ui" says "oo" as in "suit".

Read the 2 *Stories for Milepost 29B*.

Milepost 30A-B:

"or" = "er" as in "worm".

Contractions.

"are" says "air" as in "bare".

"ä" says short "o" as in "father".

"c" = "s" (before "e" or "i" or "y") as in "cent" and "circus" and "cycle".

Read the 5 *Stories for Milepost 30A-B*.

Milepost 31:

Silent "w". This is most often followed by the letter "r". Strike out the "w" in words. Tell the child some homonyms for words, where appropriate. Use each word in a sentence.

Silent "k" (followed by "n").

Read the 2 *Stories for Milepost 31*.

Milepost 32:

Silent "l" as in "walk" and "should".

Silent "b" as in "dumb" and "doubt".

Read the 2 *Stories for Milepost 32*

Milepost 33:

Silent "g" as in "sign".

Silent "h" as in "hour".

Silent "t" as in "often".

"qu" says "k" as in "mosquito".

Read the 2 *Stories for Milepost 33*.

Milepost 34A-B:

"ph" says "f". Circle the "ph" in each word, and write "f" above it.

"ch" says "k" as in "Christ".

"ss" says "sh" as in "mission".

Read the 2 *Stories for Milepost 34A-B*

Milepost 35A-B:

"ch" = "sh"

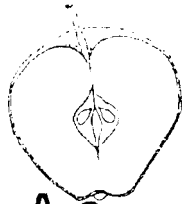
Rulebreakers and Wacky Words.

Read the 2 *Stories for Milepost 35A-B*

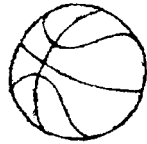
Milepost 36: "ous" and multi-syllable words. Have the child slide his finger across these words as he sounds them out.

Read the *Story for Milepost 36*.

**KEY
WORDS**



A a a

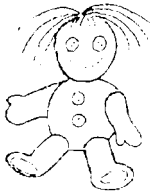


B b

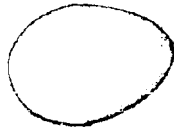


C c

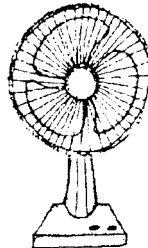
These keywords correspond to the alphabet keyword song from the Winning program.



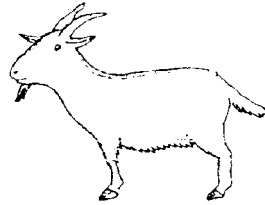
D d



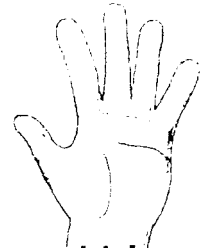
E e



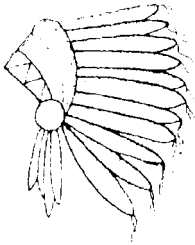
F f



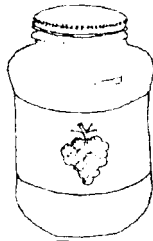
G g g



H h



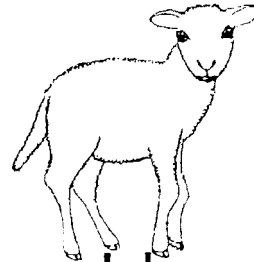
I i



J j



K k



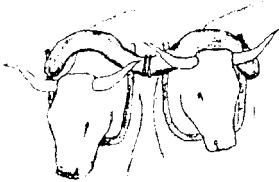
L l



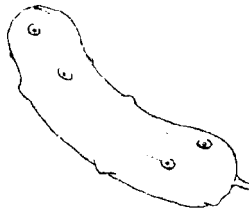
M m



N n



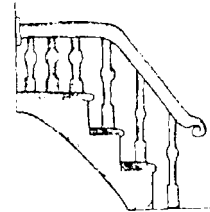
O o



P p



Q q



R r



S s



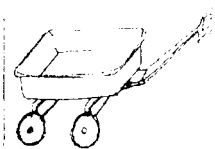
T t t



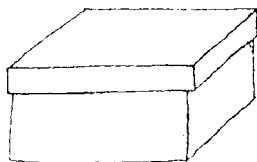
U u



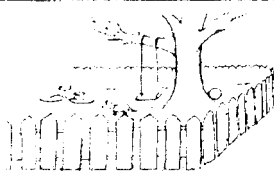
V v



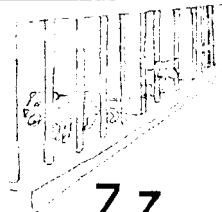
W w



X x



Y y



Z z