

Sound City Reading

Baseline Assessment

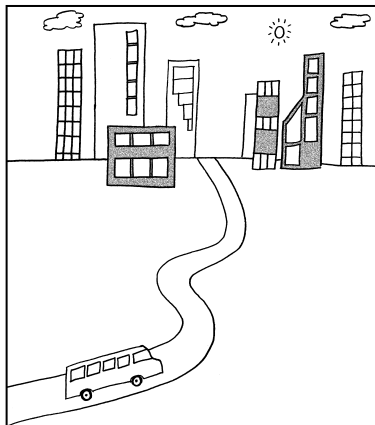
Identify The Sounds For Letters And Phonograms

Decode Phonetic Words With Various Phonogram Patterns

Decode Words With Various Syllable Patterns

Read Sight Words

Write Letters, Phonograms,
And Sentences From Dictation





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Phonics books, phonetic stories, handwriting books, spelling books, games, and wall charts are available as free PDF downloads at www.soundcityreading.net.

To teach phonemic awareness skills see
Phonemic Awareness Picture Pages
at the Sound City Reading website.

The activities can be used for instruction
and could also be used for assessment if desired.

Instructions

Visual Test

- Before beginning the testing, listen to the sound charts on the www.soundcityreading.net website so that you can learn how to pronounce the alphabet and phonogram sounds. Some patterns have more than one sound. You will need to know these sounds so that you can record student responses. You can listen to the sound charts for several Sound City Reading books under the Audio tab. Under the Video tab, you can find videos for all of the charts in *Advanced Phonics Patterns From Children's Books*. The book includes both beginning sounds and advanced sounds.
- Students should be tested individually, one at a time. Students look at each pattern or word and respond orally. Explain to each student that these tests will help you understand what they already know and what they need to learn. This will help you plan their lessons. Students should not feel pressured to know all of the answers.
- Students use the pages with large print. Point to each letter, letter pattern, or word and have the student say the sound or read the word. If a pattern has more than one sound, students should say all of the sounds they can remember. If they just say one sound, you can prompt them if needed by asking if they know any other sounds for that pattern. Students read both phonetic words and sight words. Use the teacher checklists to record the student's response to each item as correct or incorrect. The checklists shows the phonics patterns and words in the same order shown on the student pages. If the answer is correct put a check mark. Make a note of any incorrect answers by listing the wrong response. Put a dash to show that the student did not give a response. If a phonogram pattern has more than one sound, there is space to record the responses for all of the sounds.
- The small pictures are from *A Sound Story About Audrey And Brad*. For some patterns they are used to indicate the correct sound. An x over a letter indicates that it is not pronounced. An umbrella over a vowel shows that it should be pronounced like the short *u* sound, as heard at the beginning of *umbrella*.
- The test covers all of the alphabet letters, phonogram patterns, and advanced phonogram patterns. Start at the beginning. Do not expect young students/beginning readers to be able to complete the whole test. Let the student try each type of page (letters, phonograms, words, etc). If a student is unable to give a correct answer for many of the patterns or words as they go through a page, record those answers, skip the rest of the page, and go to the next part of the test.
- Students who clearly don't know the first phonogram patterns do not need to be tested on the advanced patterns.
- On the phonogram check list, the phonograms are listed in sections that correlate with the eight phonics patterns books from Sound City Reading. Each section shows all of the phonogram patterns that are taught in that book, in the order in which they are introduced. The item number for the first pattern from each book has a gray background.
- After doing as many of the visual pages as possible, have the student try to read a few pages from several children's books at different levels. Have books available that are very easy, easy, a little more difficult, and advanced. If the student can read fairly well in the easiest book, try a few pages in the next higher book, and continue until the material is too difficult. Make a few quick notes about the student's responses.
- The results of the testing will help you know how to proceed when planning student lessons and will provide a baseline for measuring student progress.

Written Test

- You will dictate selected letter sounds, phonogram sounds, words, and sentences for students to write. The dictation outline is found on page twenty-five.
- Be sure to listen to the alphabet and phonogram sounds on the Sound City Reading website so that you will know how to pronounce them correctly.
- You can do the written part of the test with the whole class. Spread out the desks so students won't be able to see their neighbors' answers. Pass out lined paper and have students write their names and the date at the top. Before passing the paper out, fold it into four columns. Students will start at the top of the first column and write each letter or pattern going down the column. When they get to the bottom of one column, they should move to the top of the next column. You may want to have students number their papers ahead of time. Demonstrate this on the board. When they run out of room on the front of the page, students can continue on the back.
- Dictate all of the alphabet letters, one at a time. Say the sounds clearly. Do not say the letter names. Walk around the room and be sure the students are in the right place on their papers, assisting as needed. This exercise will help you know if students are able to pair written symbols with sounds. It will also show which letters the students can write correctly and which letters need to be taught in guided handwriting lessons.
- You will dictate only a few phonogram patterns. This is because many of the patterns are ambiguous. For example, if you say "Write what says /ā/," the students could write *ā*, *ai*, *ay*, or *a_e* to show that sound. Students will practice writing phonogram patterns daily as soon as they begin their regular lessons. As they learn new patterns, you will teach them to verbalize specific details that identify an ambiguous pattern. For example, "/ā/ in the middle" is written *ai*, while "/ā/ at the end" is written as *ay*.
- Dictate the words, then dictate the sentences. Repeat each sentence several times, slowly, so that students can remember what to write.
- Before you begin, tell the students to write the answer if they know it. If they are not sure, they should write their best guess. If they are completely stumped and don't know what to write at all, they should draw a short horizontal line on their paper (a dash) in place of the letters or words. This is important so that they can keep their place and not accidentally fill in their answers in a previous empty space.
- Adjust the written test as needed for very young students. But keep in mind that some students who are quite young may be able to complete much of the material.
- The results of the written test will give you insight into the students' current writing skills and will provide a baseline for measuring student progress.

Alphabet Assessment - Student Page



1. t	10. r	19. a
2. i	11. f	20. v
3. h	12. x	21. g
4. l	13. e	22. p
5. n	14. s	23. k
6. w	15. j	24. y
7. u	16. o	25. qu
8. b	17. c	26. z
9. m	18. d	

Vowel Code Assessment - Student Page

1. a	2. ā	3. ä
4. e	5. ē	6. ë
7. i	8. ī	9. ï
10. o	11. ō	12. ö
13. u	14. ū	15. ü

Note: On this page students say the sounds going across the rows.

Phonogram Assessment - Student Page # 1

1. sh	10. nch	19. ai
2.  o	11. wh	20. ay
3.  a	12. ng	21. a_e
4. th	13. nk	22. i_e
5. or	14. ee	23. ie
6. ck	15. e_e	24. igh
7. _ve	16. ei	25. ind
8. ch	17. ey	26. ild
9. tch	18. ea	27. y

Phonogram Assessment - Student Page # 2

28.

oa

37.


_a

46.

ow

29.

oe

38.

ui

47.

oo

30.

o_e

39.

ue

48.

ould

31.


o_e

40.

u_e

49.

au

32.

old

41.

ew

50.

aw

33.

olt

42.

dge

51.

all

34.

oll

43.

oi

52.

al

35.

olk

44.

oy

53.

alk

36.



a_

45.



ou




54.

wa

55. swa	64. gy	73. ea
56.  ou	65. _ge	74. eigh
57. ce	66. ar	75. eu
58. ci	67. er	76. ie
59. cy	68. ur	77. wor
60. _ce	69. _se	78. er
61. ir	70. _ze	79. or
62. ge	71. ei	80. ar
63. gi	72. ey	81. ear

Phonogram Assessment - Student Page # 4

82.	our	91.	y_e	
83.	 a	92.	 y	
84.	kn	93.	qua	
85.	wr	94.	squa	
86.	gh			
87.	ought			
88.	ph			
89.	ugh			
90.	ye			Note: Several of these patterns are also taught at the advanced level.

1. mb	10. ought	19. y_e
2. ugh	11.  ou	20.  y
3. gu	12. × t	21. rh
4. ph	13. dge	22. gn
5. _ze	14.  i	23. mn
6. ye	15. sc	24. x
7. ch	16. qua	25. qu
8. bu	17. squa	26. × h
9. × b	18. swa	27. é

28.	th	6.	ive	15.	tient
29.	z	7.	cial	16.	ine
30.	p ^x	8.	sure	17.	sion
Advanced Ending Syllables (tu is a middle syllable)		9.	sual	18.	sia
1.	tion	10.	cian	19.	ious
2.	tain	11.	ate	20.	cious
3.	ous	12.	ice	21.	tious
4.	ace	13.	tu	22.	ite
5.	ture	14.	tial	23.	age

Ending Consonant Blend Assessment - Student Page

1. ast	11. ond	21. est
2. ask	12. omp	22. esk
3. and	13. oft	23. elt
4. amp	14. olf	24. elf
5. aft	15. ost	25. elp
6. ist	16. ump	26. eld
7. isk	17. unt	27. end
8. ift	18. ulb	28. ent
9. ind	19. ust	29. ext
10. ilk	20. usk	30. ept

Beginning Consonant Blend Assessment - Student Page

1. st	10. fl	19. tr
2. sp	11. gl	20. br
3. sm	12. pl	21. cr
4. sn	13. sl	22. dr
5. sc	14. bl	23. fr
6. sk	15. spl	24. gr
7. sw	16. tw	25. scr
8. squ	17. dw	26. spr
9. cl	18. pr	27. str

Short Vowel Decoding Assessment - Student Page

1. log	10. fist	19. blend
2. cap	11. pond	20. swift
3. six	12. bulb	21. stump
4. fun	13. sled	22. frost
5. jet	14. span	23. sham
6. kit	15. trip	24. chum
7. web	16. scum	25. thin
8. lamp	17. slot	26. whiff
9. tent	18. craft	27. graph

Phonogram Pattern Decoding Assessment - Student Page

1. seem	10. due	19. swap
2. lie	11. mark	20. loud
3. main	12. firm	21. soup
4. ray	13. port	22. howl
5. tight	14. turn	23. bought
6. pile	15. fern	24. would
7. road	16. mall	25. pool
8. hope	17. do	26. team
9. tune	18. paw	27. hook

Sight Word Assessment - Student Page





1. a	10. who	19. were
2. is	11. been	20. again
3. was	12. says	21. are
4. of	13. any	22. eye
5. I	14. lose	23. does
6. both	15. sure	24. answer
7. the	16. busy	25. heart
8. most	17. one	26. friend
9. what	18. poor	27. where





Understanding Syllables Assessment - Student Page

1. so	10. rotate	19. penny
2. be	11. trombone	20. why
3. sudden	12. banjo	21. wonder
4. open	13. menu	22. octopus
5. cabin	14. hero	23. fiction
6. ribbon	15. create	24. mansion
7. petal	16. attend	25. future
8. raven	17. panda	26. captive
9. begin	18. letter	27. private

Alphabet		19.	a _____	11.	ō _____	Bk. 2 14.	ee _____
1.	t _____	20.	v _____	12.	ö _____	15.	e_e _____
2.	i _____	21.	g _____	13.	u _____	16.	ei _____
3.	h _____	22.	p _____	14.	ū _____	17.	ey _____
4.	l _____	23.	k _____	15.	ü _____	18.	ea ____, ____
5.	n _____	24.	y _____	Phonograms		19.	ai _____
6.	w _____	25.	qu _____	Bk. 1 1.	sh _____	20.	ay _____
7.	u _____	26.	z _____	2.	o _____	21.	a_e _____
8.	b _____	Vowel Code		3.	a _____	22.	i_e _____
9.	m _____	1.	a _____	4.	th ____, ____	23.	ie _____
10.	r _____	2.	ā _____	5.	or _____	24.	igh _____
11.	f _____	3.	ä _____	6.	ck _____	25.	ind _____
12.	x _____	4.	e _____	7.	_ve _____	26.	ild _____
13.	e _____	5.	ē _____	8.	ch _____	27.	y ____, ____, ____
14.	s _____	6.	ë _____	9.	tch _____	Bk. 3 28.	oa _____
15.	j _____	7.	i _____	10.	nch _____	29.	oe _____
16.	o _____	8.	ī _____	11.	wh ____, ____	30.	o_e _____
17.	c _____	9.	ï _____	12.	ng _____	31.	o_e _____
18.	d _____	10.	o _____	13.	nk _____	32.	old _____

Student Name _____ Date _____

33.	olt _____	52.	al _____	Bk. 6 71.	ei _____, _____
34.	oll _____	53.	alk _____	72.	ey _____, _____
35.	olk _____	54.	wa _____	73.	ea _____, _____, _____
36.	 a _____	55.	swa _____	74.	eigh _____
37.	 _a _____	56.	 ou _____	75.	eu _____, _____
38.	ui _____	Bk. 5 57.	ce _____	76.	ie _____, _____
39.	ue _____, _____	58.	ci _____	Bk. 7 77.	wor _____
40.	u_e _____, _____	59.	cy _____	78.	er _____, _____
41.	ew _____, _____	60.	_ce _____	79.	or _____, _____, _____
42.	dge _____	61.	ir _____	80.	ar _____, _____, _____
Bk. 4 43.	oi _____	62.	ge _____	81.	ear _____
44.	oy _____	63.	gi _____	82.	our _____
45.	ou _____, _____, _____	64.	gy _____	Bk. 8 83.	 a _____
46.	ow _____, _____	65.	_ge _____	84.	kn _____
47.	oo _____, _____	66.	ar _____	85.	wr _____
48.	ould _____	67.	er _____	86.	gh _____, _____
49.	au _____	68.	ur _____	87.	ought _____
50.	aw _____	69.	_se _____, _____	88.	ph _____
51.	all _____	70.	_ze _____	89.	ugh _____

90.	ye _____	14.	 i _____	Advanced Ending Syllables	
91.	y_e _____	15.	sc _____	1.	tion _____
92.	 y _____	16.	qua _____ *	2.	tain _____
93.	qua _____	17.	squa _____ *	3.	ous _____
94.	squa _____	18.	swa _____ *	4.	ace _____
Advanced Phonograms		19.	y_e _____ *	5.	ture _____
1.	mb _____	20.	 y _____ *	6.	ive _____
2.	ugh _____ *	21.	rh _____	7.	cial _____
3.	gu _____	22.	gn _____	8.	sure _____, _____
4.	ph _____ *	23.	mn _____	9.	sual _____
5.	_ze _____ *	24.	x _____, _____, _____	10.	cian _____
6.	ye _____ *	25.	qu _____, _____	11.	ate _____
7.	ch _____, _____, _____	26.	[*] h _____	12.	ice _____
8.	bu _____	27.	é _____	13.	tu _____
9.	[*] b _____	28.	th _____	14.	tial _____
10.	ought _____ *	29.	z _____	15.	tient _____
11.	 ou _____ *	30.	[*] p _____	16.	ine _____, _____
12.	[*] t _____			17.	sion _____, _____
13.	dge _____ *		* Starred items are also taught at the phonics pattern level.	18.	sia _____, _____

19.	ious _____	14.	olf _____	Beginning Consonant Blends		19.	tr _____
20.	cious _____	15.	ost _____	1.	st _____	20.	br _____
21.	tious _____	16.	ump _____	2.	sp _____	21.	cr _____
22.	ite _____	17.	unt _____	3.	sm _____	22.	dr _____
23.	age _____, _____	18.	ulb _____	4.	sn _____	23.	fr _____
Ending Consonant Blends		19.	ust _____	5.	sc _____	24.	gr _____
1.	ast _____	20.	usk _____	6.	sk _____	25.	scr _____
2.	ask _____	21.	est _____	7.	sw _____	26.	spr _____
3.	and _____	22.	esk _____	8.	squ _____	27.	str _____
4.	amp _____	23.	elt _____	9.	cl _____		
5.	aft _____	24.	elf _____	10.	fl _____		
6.	ist _____	25.	elp _____	11.	gl _____		
7.	isk _____	26.	eld _____	12.	pl _____		
8.	ift _____	27.	end _____	13.	sl _____		
9.	ind _____	28.	ent _____	14.	bl _____		
10.	ilk _____	29.	ext _____	15.	spl _____		
11.	ond _____	30.	ept _____	16.	tw _____		
12.	omp _____			17.	dw _____		
13.	oft _____			18.	pr _____		

Student Name _____ Date _____

Short Vowels		19.	_____ blend	10.	_____ due
1.	_____ log	20.	_____ swift	11.	_____ mark
2.	_____ cap	21.	_____ stump	12.	_____ firm
3.	_____ six	22.	_____ frost	13.	_____ port
4.	_____ fun	23.	_____ sham	14.	_____ turn
5.	_____ jet	24.	_____ chum	15.	_____ fern
6.	_____ kit	25.	_____ thin	16.	_____ mall
7.	_____ web	26.	_____ whiff	17.	_____ do
8.	_____ lamp	27.	_____ graph	18.	_____ paw
9.	_____ tent	Vowel Patterns		19.	_____ swap
10.	_____ fist	1.	_____ seem	20.	_____ loud
11.	_____ pond	2.	_____ lie	21.	_____ soup
12.	_____ bulb	3.	_____ main	22.	_____ howl
13.	_____ sled	4.	_____ ray	23.	_____ bought
14.	_____ span	5.	_____ tight	24.	_____ would
15.	_____ trip	6.	_____ pile	25.	_____ pool
16.	_____ scum	7.	_____ road	26.	_____ team
17.	_____ slot	8.	_____ hope	27.	_____ hook
18.	_____ craft	9.	_____ tune		

Sight Words		19.	_____ were	10.	_____ rotate
1.	_____ a	20.	_____ again	11.	_____ trombone
2.	_____ is	21.	_____ are	12.	_____ banjo
3.	_____ was	22.	_____ eye	13.	_____ menu
4.	_____ of	23.	_____ does	14.	_____ hero
5.	_____ I	24.	_____ answer	15.	_____ create
6.	_____ both	25.	_____ heart	16.	_____ attend
7.	_____ the	26.	_____ friend	17.	_____ panda
8.	_____ most	27.	_____ where	18.	_____ letter
9.	_____ what	Understanding Syllables		19.	_____ penny
10.	_____ who	1.	_____ so	20.	_____ why
11.	_____ been	2.	_____ be	21.	_____ wonder
12.	_____ says	3.	_____ sudden	22.	_____ octopus
13.	_____ any	4.	_____ open	23.	_____ fiction
14.	_____ lose	5.	_____ cabin	24.	_____ mansion
15.	_____ sure	6.	_____ ribbon	25.	_____ future
16.	_____ busy	7.	_____ petal	26.	_____ captive
17.	_____ one	8.	_____ raven	27.	_____ private
18.	_____ poor	9.	_____ begin		

Written Assessment

Dictate the **sound** of each of the following letters and patterns.

t, i, h, l, n, w, u, b, m, r, f, x, e, s, j, o, c, d, a, v, g, p, k, y, qu, z (Use short vowel sounds.)

sh, ch, old, all, ar, or, nk

Dictate the following words.

kit, cup, fog, jam, yes

clamp, crust, twist, left, spot

harm, sleeve, joy, frown, shook

the, from, who, half, through

Dictate the following sentences.

Six dogs jumped into the truck.

She was running to class.

I did the dishes with Mom.

