

CORE Graded High-Frequency Word Survey—Record Form

Name Melissa Hubert Grade 3 Date 4/16/18

List K	List I	List II	List III	List IV
a can I to in the is on you it	will and up me are was then of she said we at my what but do they for have that he not with her	all your this so how as were out be could if from down when get had them him would just his like there one	make their about now an who other been things by very day know or made over think many some time more way people too	which after much thought each years also long another first water never around than because only called may these before work even most through
# correct <u>6</u>	# correct <u>15</u>	# correct <u>16</u>	# correct <u>15</u>	# correct <u>15</u>
Benchmark <u>8</u> <input type="checkbox"/>	Benchmark <u>21</u> <input type="checkbox"/>	Benchmark <u>21</u> <input type="checkbox"/>	Benchmark <u>21</u> <input type="checkbox"/>	Benchmark <u>21</u> <input type="checkbox"/>
Strategic <u>6-7</u> <input type="checkbox"/>	Strategic <u>18-20</u> <input type="checkbox"/>	Strategic <u>18-20</u> <input type="checkbox"/>	Strategic <u>18-20</u> <input type="checkbox"/>	Strategic <u>18-20</u> <input type="checkbox"/>
Intensive <u>0-5</u> <input type="checkbox"/>	Intensive <u>0-17</u> <input type="checkbox"/>	Intensive <u>0-17</u> <input type="checkbox"/>	Intensive <u>0-17</u> <input type="checkbox"/>	Intensive <u>0-17</u> <input type="checkbox"/>

Observations:

Melissa has difficulties in reading words. From the different lists of words presented to her, she made numerous errors.

CORE Phonics Survey—Record Form

Name Melissa Hybert Grade 3 Date 4/15/18

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

<u>16</u> /26	A.	Letter names—uppercase
<u>15</u> /26	B.	Letter names—lowercase
<u>13</u> /21	C.	Consonant sounds
<u>5</u> /5	D.	Long vowel sounds
<u>5</u> /5		Short vowel sounds

Reading and Decoding Skills

<u>15</u> /15	E.	Short vowels in CVC words
<u>13</u> /15	F.	Consonant blends with short vowels
<u>10</u> /15	G.	Short vowels, digraphs, and -tch trigraph
<u>12</u> /15	H.	R-controlled vowels
<u>12</u> /15	I.	Long vowel spellings
<u>10</u> /15	J.	Variant vowels
<u>11</u> /15	K.	Low frequency vowel and consonant spellings
<u>15</u> /24	L.	Multisyllabic words

Skills to review: letter sounds, and oral reading.

Skills to teach: alphabet and letter sounds, reading, and decoding.

Alphabet Skills and Letter Sounds

PART A Letter names—uppercase

Say to the student: *Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.*

D A N S X Z J L H
T Y E C O M R P W
K U G B F Q V I

16/26

PART B Letter names—lowercase

Say to the student: *Can you tell me the names of these letters? If the student cannot name three or more consecutive letters, say: Look at all of the letters and tell me which ones you do know.*

d a n s x z j l h
t y e c o m r p w
k u g b f q v i

15/26

PART C Consonant sounds

Say to the student: *Look at these letters. Can you tell me the sound each letter makes? Be sure to ask if he or she knows of another sound for the letters g and c. If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters, say: Look at all of the letters and tell me which sounds you do know.*

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

13/21

PART D Vowel sounds

Ask the student: *Can you tell me the sounds of each letter?* If the student names the letter, count it as the long vowel sound. Then ask: *Can you tell me another sound for the letter?* The student should name the short vowel sound.

e l s i l s a l s o l s u l s

l = long sound s = short sound

Record "l" on the first line for the long sound (letter name) and "s" for the short sound on the second line. If the student makes an error, record the error over the letter.

5/5 Long vowel sounds (count the number of l's above)

5/5 Short vowel sounds (count the number of s's above)

Reading and Decoding

For Parts E through K students must read both real and pseudowords (made-up words). For the real word lines, tell the student: *I want you to read each line of words aloud.* If the student cannot read two or more of the real words in each line, do not administer the line of pseudowords; go to the next set of items. Before asking the student to read the line of pseudowords, say: *Now I want you to read some made-up words. Do not try to make them sound like real words.* When using this assessment as a specific skills test or screening measure, do not discontinue testing if a student does not do well on one of the items in Parts F through K. Instead, move to the next item and continue testing.

PART E Short vowels in CVC words

<u>5</u> /5	sip	mat	let	bun	hog	(real)
<u>5</u> /5	rut	fit	bat	hot	set	(real)
<u>5</u> /5	nop	sut	dit	pem	fap	(pseudo)

15/15

PART F Consonant blends with short vowels

<u>5</u> /5	stop	trap	quit	spell	plan	(real)
<u>4</u> /5	silk	fast	sank	lump	held	(real)
<u>4</u> /5	nask	dilt	qued	cang	dran	(pseudo)

13/15

PART G Short vowels, digraphs, and -tch trigraph

<u>3</u> /5	when	chop	thin	shut	wick	(real)
<u>4</u> /5	dodge	rash	ring	then	match	(real)
<u>3</u> /5	chid	shom	dath	phid	futch	(pseudo)

10/15

PART H R-controlled vowels

<u>4</u> /5	harm	dirt	form	fern	surf	(real)
<u>3</u> /5	worn	pert	bark	turn	bird	(real)
<u>5</u> /5	nerm	sirt	gorf	murd	carn	(pseudo)

12/15

PART I Long vowel spellings

<u>5</u> /5	tape	key	toe	paid	feet	(real)
<u>3</u> /5	leap	boat	tie	ray	blow	(real)
<u>4</u> /5	loe	hine	beap	faim	soat	(pseudo)

12/15

PART J Variant vowels

<u>4</u> /5	few	down	moon	hawk	coin	(real)
<u>3</u> /5	cue	loud	cook	haunt	toy	(real)
<u>3</u> /5	voot	rew	fout	zoy	bawk	(pseudo)

10/15

PART K Low frequency vowel and consonant spellings

<u>4</u> /5	kneel	cent	type	ghost	wrist	(real)
<u>3</u> /5	giant	sweat	gnat	bomb	sigh	(real)
<u>4</u> /5	bice	knod	dimb	tigh	wrep	(pseudo)

12/15

PART L Multisyllabic words

To administer, say to the student: *I want you to read aloud down the first column of words. Each of the real words in this column has two syllables.* Point to the first column. If the student can read at least five out of eight of the words in this column, point to the second column and say: *Now I want you to read aloud the next column of words.* If the student can read at least five of the words in the second column, point to the third column and say: *Now I want you to read some made-up words. Do not try to make them sound like real words.*

<u>2</u> /3	Closed-closed	unless	consent	timbut
<u>2</u> /3	Closed-silent e	competes	admire	rompete
<u>2</u> /3	Open/closed-other	depend	radishes	podated*
<u>2</u> /3	Open or closed	zero	menu	gromu*
<u>2</u> /3	Silent e	locate	inhaled	pentate
<u>1</u> /3	Consonant -le	stable	dimple	morkle
<u>2</u> /3	r-Controlled	further	bordered	darber
<u>2</u> /3	Vowel team	railways	roaring	fauntoon

15/24

* The first syllable of these words can be either open or a closed (long or short vowel sound, respectively); the second syllable of podated can be either a closed (short vowel sound) or a silent -e (long vowel sound) syllable, due to the rules for adding -ed.)