

CORE Graded High-Frequency Word Survey—Record Form

Name _____ Grade _____ Date _____

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 _____	# correct _____	# correct _____	# correct _____	# correct _____
Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>	Benchmark <input type="checkbox"/>
Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>	Strategic <input type="checkbox"/>
Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>	Intensive <input type="checkbox"/>

Observations:

CORE Graded High-Frequency Word Survey—Student Material

List K

a

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List I

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List II

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List III

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some
time
more
way
people
too

List IV

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another
first
water
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around
than
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called
may
these
before
work
even
most
through

CORE Graded High-Frequency Word Survey

SKILL ASSESSED

High-Frequency Words

Grade Level

K-4, older struggling readers

Language

English

Grouping

Individual

Approximate Testing Time

5-7 Minutes

Materials

- Teacher Record Form (p.65)
- Student Material (pp.66-67)

Source

Consortium On Reading Excellence (CORE)

► **WHAT** The *CORE Graded High-Frequency Word Survey* consists of five word lists that assess student recognition of words occurring very frequently in text at each of Grades K through 4. The lists take into account the changing frequency of particular words from grade to grade and reflect the high-frequency words encountered by students as they progress through the grades. Words that occur with high frequency at all grade levels (i.e. *the, and, is, you, was*, etc.) were included for consideration only in the grade where they first occur with very high frequency. All words are among the first 160 most frequent words in *The Educator's Word Frequency Guide* (Zeno et al. 1995) that students in the United States are likely to encounter in text from Grade 1 through college.

The *High-Frequency Word Survey* can be used as a screening measure, and also as an outcome measure, providing data about growth at the end of an instructional period. As a specific diagnostic skills test, it can indicate whether or not a student needs instruction in selected high-frequency words at his or her grade level, or if further assessment is needed. It may also be used to track progress from earlier level lists to grade level mastery. Testing students on lists beyond their grade level does not yield meaningful information because this measure is designed only to detect a lack of sufficient knowledge of high-frequency words typically included in a text at the specific grade level.

► **WHY** High-frequency words are phonetically regular and irregular words that appear often in printed text and therefore are crucial for comprehension. Automatic recognition of these high-frequency words affects the flow and coherence of text and are therefore important contributors to reading fluency (Blevins 2006).

► **HOW** For screening or specific skills use, administer the word list at the student's grade level and continue to monitor student progress to mastery. The grade level for each list corresponds to the Roman numeral on each; the Grade 3 list is List III, for example.

Place the Student Material word list in front of the student and ask the student to read the words out loud. Mark errors on the Record Form by crossing out missed words. If the student hesitates more than 3 seconds before saying a word, it is considered an error. If a student misses more than three words, more information about the student's ability can be gained by administering the word list for each preceding grade until reaching a list on which the student performs satisfactorily.

► **WHAT IT MEANS** Score each list completed by student as shown below.

CORE Graded High-Frequency Word Mastery Level		
	List K (10 Item)	Lists I-IV (24 Item)
Benchmark	9+	21+
Strategic	6-8	18-20
Intensive	0-5	0-17

► **WHAT'S NEXT?** If students do poorly on this assessment, further assessment is necessary to identify underlying causes. The *CORE Phonics Survey* will identify whether or not poor decoding skill knowledge is causing poor word recognition, and the *CORE Phonological Segmentation Test* or the *CORE Phoneme Segmentation Test* will isolate phoneme awareness as an underlying factor. However, since it is important that students master these words, explicit instruction and ample practice must be provided in them, particularly those that are irregular words. Methods for teaching irregular words include the *Sound-Out Strategy* and the *Spell-Out Strategy*, both of which can be found in the *Teaching Reading Sourcebook*.

CORE Phonics Survey—Record Form

Name _____ Grade _____ Date _____

SKILLS SUMMARY

Alphabet Skills and Letter Sounds

- ____/26 A. Letter names—uppercase
- ____/26 B. Letter names—lowercase
- ____/21 C. Consonant sounds
- ____/5 D. Long vowel sounds
- ____/5 Short vowel sounds

Reading and Decoding Skills

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

Skills to review: _____

Skills to teach: _____

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

___/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

___/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

___/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 ___ i ___ a ___ o ___ u ___
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 Long vowel sounds (count the number of l's above)

___/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

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

___/15

PART F Consonant blends with short vowels

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

___/15

PART G Short vowels, digraphs, and -tch trigraph

____/5 when chop thin shut wick (real)
____/5 dodge rash ring then match (real)
____/5 chid shom dath phid futch (pseudo)

____/15

PART H R-controlled vowels

____/5 harm dirt form fern surf (real)
____/5 worn pert bark turn bird (real)
____/5 nerm sirt gorf murd carn (pseudo)

____/15

PART I Long vowel spellings

____/5 tape key toe paid feet (real)
____/5 leap boat tie ray blow (real)
____/5 loe hine beap faim soat (pseudo)

____/15

PART J Variant vowels

____/5 few down moon hawk coin (real)
____/5 cue loud cook haunt toy (real)
____/5 voot rew fout zoy bawk (pseudo)

____/15

PART K Low frequency vowel and consonant spellings

____/5 kneel cent type ghost wrist (real)
____/5 giant sweat gnat bomb sigh (real)
____/5 bice knod dimb tigh wrep (pseudo)

____/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.*

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

____/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.)

CORE Phonics Survey—Student Material

Alphabet and Letter Sounds

PART A

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	

PART B

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	

PART C

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

PART D

e	i	a	o	u				
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CORE Phonics Survey—Student Material

Reading and Decoding

PART E

sip	mat	let	bun	hog
rut	fit	bat	hot	set
nop	sut	dit	pem	fap

PART F

stop	trap	quit	spell	plan
silk	fast	sank	lump	held
nask	dilt	qued	cang	dran

PART G

when	chop	thin	shut	wick
dodge	rash	ring	then	match
chid	shom	dath	phid	futch

PART H

harm	dirt	form	fern	surf
worn	pert	bark	turn	bird
nerm	sirt	gorf	murd	carn

PART I

tape	key	toe	paid	feet
leap	boat	tie	ray	blow
loe	hine	beap	faim	soat

PART J

few	down	moon	hawk	coin
cue	loud	cook	haunt	toy
voot	rew	fout	zoy	bawk

PART K

kneel	cent	type	ghost	wrist
giant	sweat	gnat	bomb	sigh
bice	knod	dimb	tigh	wrep

PART L

unless

consent

timbut

competes

admire

rompete

depend

radishes

podated

zero

menu

gromu

locate

inhaled

pentate

stable

dimple

morkle

further

bordered

darber

railways

roaring

fauntoon

CORE Phonics Surveys

SKILL ASSESSED

Phonics

Grade Level

K-12

Language

- English
- Spanish

Grouping

Individual

Approximate Testing Time

10-15 Minutes

Materials

- Pencil
- Lined Paper
- English Record Form (pp. 44-48)
- English Student Material (pp. 49-52)
- Spanish Record Form (pp. 53-58)
- Spanish Student Material (pp. 59-62)

Source

Consortium On Reading
Excellence (CORE)

► **WHAT** The *CORE Phonics Survey* and the *CORE Spanish Phonics Survey* assess the phonics and phonics-related skills that have a high rate of application in beginning reading. Each survey presents a number of lists of letters and words for the student to identify or decode. Pseudowords, or made-up words, are included since the student must use decoding skills to correctly pronounce these words and cannot have memorized them.

The *CORE Phonics Surveys* can be used as screening measures, and also as outcome measures, providing data about growth and mastery at the end of an instructional period. As diagnostics, they can indicate whether or not a student needs instruction in selected phonics concepts, or if further assessment is needed. They may also be used to track progress from earlier skills to grade level mastery. The *CORE Phonics Surveys* are not meant to replace screening and progress monitoring tests such as those from AIMSweb or DIBELS, or other CBM tests that may already be in place but can be used to augment such tests.

► **WHY** A student's ability to use knowledge of sound/letter correspondences (phonics) to decode words determines, in large measure, his or her ability to read individual words. A detailed assessment of a student's phonics skills points to areas in which the student is likely to benefit most from systematic, explicit phonics instruction. Also, knowing the skills that the student does possess will help in selecting reading tasks that offer the most effective reinforcement of those skills.

CONTINUED ►

See also ...

CORE's Teaching
Reading Sourcebook,
Second Edition

► **WHAT IT MEANS** This test is a mastery test. It is expected that students will ultimately get all items correct. Score each list completed by student as shown below.

CORE Phonics Survey—English, Mastery				
	(Letter Names/ Sounds)	(15 Item)	(24 Item)	
Benchmark	83 (all)	14+	21+	
Strategic	65–82	10–13	15–20	
Intensive	0–64	0–9	0–14	

CORE Phonics Survey—Spanish, Mastery				
	(Letter Names/ Sounds)	(5 Item)	(10 Item)	(24 Item)
Benchmark	73 (all)	4+	9+	21+
Strategic	58–72	3	6–8	15–20
Intensive	0–57	0–2	0–5	0–14

► **WHAT'S NEXT?** Students who score at Strategic or Intensive levels will benefit from targeted and intensified instruction and extensive practice in the phonics concepts indicated. An analysis of individual errors can give more specific information about phonic elements that need instruction. Additionally, the *CORE Phoneme Segmentation Test* or other tests of phoneme awareness can be administered to isolate phoneme awareness as an underlying factor. Older struggling readers who score at Intensive levels will need basic phonics instruction, possibly including instruction in phonemic awareness and sound/spelling correspondences. Students at all levels need repeated opportunities to develop automaticity through practice in reading words in isolation and in appropriately decodable text. Model lessons for explicit instruction in introducing and practicing sound/spellings, blending, and reading and writing words can be found in the *Teaching Reading Sourcebook*.