

GRADE

2

everyday

Phonics

Intervention Activities

Pre- and Post-Assessment

Use the following pre-/post-assessment pages to plan instruction and monitor progress.

Letter Recognition Pre- and Post-Tests

Student: _____

Directions: Ask the student to point to each letter, moving across the page, and name each one. If the student comes to a letter he or she doesn't know, say the letter name, put an X next to the letter in the column, and have the student continue. If the student says an incorrect letter name, record what he or she says in the column.

	Pre-Test Date	Post-Test Date		Pre-Test Date	Post-Test Date		Pre-Test Date	Post-Test Date		Pre-Test Date	Post-Test Date
	_____	_____		_____	_____		_____	_____		_____	_____
e			f			L			B		
h			l			U			K		
m			g			N			J		
c			z			T			X		
o			j			A			P		
a			p			D			M		
y			k			V			G		
b			q			Z			C		
x			r			R			Y		
i			v			F			Q		
d			s			O			E		
n			w			W			I		
u			H			S					
t											

Letter Recognition

e h m c o a y b x

i d n u t f l g z

j p k q r v s w

H L U N T A D V Z

R F O W S B K J X

P M G C Y Q E I

Student Name: _____

Word Awareness

Directions: Say the sentence. Have the student repeat the sentence and tell you the number of words. **Example:** *This is my dog. I can hear four words in this sentence.*

	Pre-Test Date _____	Post-Test Date _____
I see my cat.	/4	/4
Can you do this?	/4	/4
This book is fun to read.	/6	/6
Please sit on the chair.	/5	/5
Where do you live?	/4	/4
Score	/23	/23

Observations: _____

Identify Rhyme

Directions: Say the word pairs and ask the student if the words rhyme. **Example:** Roast/toast. *Yes, these words rhyme.* Roast/ran. *No, these words don't rhyme.*

	Pre-Test Date _____	Post-Test Date _____
bug/rug		
pink/sink		
big/box		
hop/hip		
jump/pump		
Score	/5	/5

Observations: _____

Syllable Awareness

Directions: Say the word. Have the student repeat the word and clap for the number of syllables. **Example:** Engine. *I hear two syllables in engine.*

	Pre-Test Date _____	Post-Test Date _____
happy	/2	/2
Saturday	/3	/3
book	/1	/1
sunshine	/2	/2
experiment	/4	/4
Score	/12	/12

Observations: _____

Initial Sounds

Directions: Say the word. Have the student repeat the word and tell you the sound at the beginning. **Example:** Hat. *I hear /h/ at the beginning of the word hat.*

	Pre-Test Date _____	Post-Test Date _____
turtle		
man		
sink		
pudding		
leg		
Score	/5	/5

Observations: _____

Student Name: _____

Final Sounds

Directions: Say the word. Have the student repeat the word and tell you the sound at the end. **Example:** Hat. *I hear /t/ at the end of the word hat.*

	Pre-Test Date _____	Post-Test Date _____
park		
noise		
rabbit		
trap		
head		
Score	/5	/5

Observations: _____

Differentiating Sounds

Directions: Say the words. Have the student repeat the words and say which word starts with a different sound. **Example:** Mix, man, nose. *Nose starts with a different sound.*

	Pre-Test Date _____	Post-Test Date _____
bag, bug, cup		
table, nut, tent		
cup, cat, bat		
fish, pan, pig		
sun, sit, man		
Score	/5	/5

Observations: _____

Medial Sounds

Directions: Say the word. Have the student repeat the word and tell you the sound in the middle. **Example:** Hat. *I hear /a/ in the middle of the word hat.*

	Pre-Test Date _____	Post-Test Date _____
pet		
sack		
hit		
stop		
cut		
Score	/5	/5

Observations: _____

Onset and Rime

Directions: Say the word. Have the student repeat the word, say the first sound in the word, and then say the rest of the word. **Example:** pig: /p/ /ig/.

	Pre-Test Date _____	Post-Test Date _____
cat: /k/ /at/		
run: /r/ /un/		
pop: /p/ /op/		
hen: /h/ /en/		
rid: /r/ /id/		
Score	/5	/5

Observations: _____

Student Name: _____

Phoneme Segmentation

Directions: Say the word. Have the student tell you all the sounds in the word. **Example:** *If I say run, you will say /r/ /u/ /n/.*

	Pre-Test Date _____	Post-Test Date _____
cat: /k/ /a/ /t/	/3	/3
top: /t/ /o/ /p/	/3	/3
said: /s/ /e/ /d/	/3	/3
jumps: /j/ /u/ /m/ /p/ /s/	/5	/5
rugs: /r/ /u/ /g/ /z/	/4	/4
Score	/18	/18

Observations: _____

Initial Sound Substitution

Directions: Say the word. Ask the student to replace the first sound in the word with the new sound. **Example:** *I can change the /r/ in rat to /k/ to make the word cat.*

	Pre-Test Date _____	Post-Test Date _____
tin: change /t/ to /b/ [bin]		
mat: change /m/ to /r/ [rat]		
hop: change /h/ to /b/ [bop]		
pen: change /p/ to /t/ [ten]		
lake: change /l/ to /k/ [cake]		
Score	/5	/5

Observations: _____

Blending Phonemes

Directions: Say the word sound by sound. Then have the student say the word. **Example:** *I will say the sounds of some words. I want you to blend the sounds and say the words: for example, /r/ /u/ /t/: rut.*

	Pre-Test Date _____	Post-Test Date _____
/n/ /u/ /t/ : nut		
/j/ /e/ /t/: jet		
/w/ /i/ /g/: wig		
/r/ /a/ /t/: rat		
/m/ /o/ /p/: mop		
Score	/5	/5

Observations: _____

Student Name: _____

Consonant Sounds Assessment

Directions: Have students point to each letter and tell you the sound each consonant stands for. Some letters stand for more than one sound. Note whether students say both sounds. Circle any letters they miss on the recording sheet.

	Pre-Test Date _____	Post-Test Date _____
m: /m/		
s: /s/, /z/		
c: /k/, /s/		
v: /v/		
l: /l/		
g: /g/, /j/		
n: /n/		
d: /d/		
t: /t/		
j: /j/		
w: /w/		
p: /p/		
r: /r/		
b: /b/		
q: /kw/		
h: /h/		
z: /z/		
f: /f/		
k: /k/		
x: /ks/		
n: /n/		
Score	/21	/21

Observations: _____

Vowel Sounds Assessment

Directions: Have the student point to each word and tell you the sound each vowel stands for in the word. Record the student's responses in the column.

	Pre-Test Date _____	Post-Test Date _____
mat		
rub		
get		
hot		
fit		
Score	/5	/5

Observations: _____

Blending Sounds Assessment

Student Name: _____

Directions: Explain to the student that these are nonsense words that you want him or her to sound out. Have the student put his or her finger on the example word on the student sheet. **Say:** *I can sound out this nonsense word: /m/ /i/ /n/: min.* Have the student say each sound in the nonsense word and then blend the sounds.

	Pre-Test Date _____	Post-Test Date _____		Pre-Test Date _____	Post-Test Date _____
fam: /f/ /a/ /m/			yad: /y/ /a/ /d/		
tif: /t/ /i/ /f/			hep: /h/ /e/ /p/		
wug: /w/ /u/ /g/			bab: /b/ /a/ /b/		
fop: /f/ /o/ /p/			ven: /v/ /e/ /n/		
rac: /r/ /a/ /k/			sut: /s/ /u/ /t/		
zot: /z/ /o/ /t/			gom: /g/ /o/ /m/		
jun: /j/ /u/ /n/			dat: /d/ /a/ /t/		
sot: /s/ /o/ /t/			nex: /n/ /e/ /ks/		
rog : /r/ /o/ /g/			leb: /l/ /e/ /b/		
mic: /m/ /i/ /k/			quet: /kw/ /e/ /t/		
pum: /p/ /u/ /m/			sil: /s/ /i/ /l/		
cof: /k/ /o/ /f/			kif: /k/ /i/ /f/		

Score _____/24 _____/24

Observations: _____

Consonant Sounds

m

s

c

v

l

g

n

d

t

j

w

p

r

b

q

h

z

f

k

x

n

Vowel Sounds

mat

rub

get

hot

fit

Blending Sounds

Example: min /m/ /i/ /n/

fam

tif

wug

fop

rac

zot

jun

sot

rog

mic

pum

cof

yad

hep

bab

ven

sut

gom

dat

nex

leb

quet

sil

kif

Student Name: _____

Differentiating Sounds

Directions: Say the words. Have the student say the words and tell you which sound is the same in the words. **Example:** Boy, toy, soil. *I hear (/oi/) in all three words.*

	Pre-Test Date	Post-Test Date
	_____	_____
damp, romp, lump (/mp/)		
make, train, tray (/ā/)		
saw, hawk, ball (/ô/)		
small, smiling, smack (/sm/)		
rest, waist, stick (/st/)		
fish, shake, stash (/sh/)		
corn, chore, roar (/ôr/)		
stove, cold, goat (/ô/)		
hand, lend, bland (/nd/)		
such, bench, church (/ch/)		
spoon, chew, blue (/oo/)		
wheat, whistle, whisper (/hw/)		
Score	/12	/12

Observations: _____

Manipulating Sounds

Directions: Say the word. Ask the student to replace one of the sounds in the word with a new sound to create a new word. **Example:** *I can change the /sk/ in skate to /ll/ to make the word late.*

	Pre-Test Date	Post-Test Date
	_____	_____
feed: change /f/ to /n/ (need)		
dart: change /är/ to /ûr/ (dirt)		
saw: change /â/ to /ô/ (so)		
cheer: change /ch/ to /sn/ (sneer)		
pest: change /st/ to /n/ (pen)		
brake: change /br/ to /sh/ (shake)		
brook: change /öô/ to /ô/ (broke)		
both: change /ô/ to /oo/ (booth)		
then: change /e/ to /a/ (than)		
bench: change /b/ to /cr/ (crunch)		
treat: change /tr/ to /hw/ (wheat)		
spoil: change /oi/ to /oo/ (spool)		
Score	/12	/12

Observations: _____

Student Name: _____

Blending Phonemes

Directions: Say the word, sound by sound. Then have the student blend the sounds and say the word. **Example:** *I will say the sounds of some words. I want you to blend the sounds and say the words: for example, /s/ /p/ /oi/ /l/: spoil.*

	Pre-Test Date	Post-Test Date
	_____	_____
/w/ /r/ /e/ /n/ /ch/: wrench		
/k/ /ɔ̃/ /d/: could		
/g/ /r/ /a/ /n/ /d/: grand		
/s/ /t/ /ɔ̃/ /d/: stood		
/s/ /l/ /ûr/ /p/: slurp		
/t/ /r/ /ē/ /t/: treat		
/h/ /a/ /p/ /ē/: happy		
/th/ /ôr/ /n/: thorn		
/w/ /ô/ /k/: walk		
/ch/ /â/ /m/ /p/: champ		
/r/ /ou/ /n/ /d/: round		
/s/ /t/ /r/ /ô/ /k/: stroke		
Score	/12	/12

Observations: _____

Segmenting Phonemes

Directions: Say the word. Have students say the word and tell you each of the sounds. **Example:** *If I say smack, you will say /s/ /m/ /a/ /k/.*

	Pre-Test Date	Post-Test Date
	_____	_____
stomp: /s/ /t/ /o/ /m/ /p/		
strive: /s/ /t/ /r/ /ī/ /v/		
goose: /g/ /ō/ /s/		
queen: /qu/ /ē/ /n/		
thorn: /th/ /ôr/ /n/		
grease: /g/ /r/ /ē/ /s/		
slump: /s/ /l/ /u/ /m/ /p/		
plant: /p/ /l/ /a/ /n/ /t/		
clock: /c/ /l/ /o/ /k/		
chest: /ch/ /e/ /s/ /t/		
sprout: /s/ /p/ /r/ /ou/ /t/		
shade: /s/ /h/ /ā/ /d/		
Score	/12	/12

Observations: _____

Student Name: _____

Consonant Sounds Assessment

Directions: The following sounds have been taught in the *Start Up™* Kit. Have students point to each letter and tell you the sound each consonant stands for. Some letters stand for more than one sound. Note whether students say both sounds. Circle any letters they miss on your record sheet.

	Pre-Test Date	Post-Test Date
	_____	_____
m: /m/		
s: /s/, /z/		
c: /k/, /s/		
v: /v/		
l: /l/		
g: /g/, /j/		
n: /n/		
d: /d/		
t: /t/		
j: /j/		
w: /w/		
p: /p/		
r: /r/		
b: /b/		
q: /kw/		
h: /h/		
z: /z/		
f: /f/		
k: /k/		
x: /ks/		
n: /n/		
Score	/21	/21

Observations: _____

Vowel Sounds Assessment

Directions: Short vowel sounds have been taught in the *Start Up™* Kit. Have the student point to each word and tell you the sound each vowel stands for in the word. Record the student's responses in the column.

	Pre-Test Date	Post-Test Date
	_____	_____
mat		
rub		
get		
hot		
fit		
Score	/5	/5

Observations: _____

Student Name: _____

Consonant Clusters

Directions: Ask the student what sound the underlined letters make. Then have them read the word. Put a ✓ if they get the sound right, and a + if they read the word correctly. **Example:** Trip. *The underlined letters make the /tr/ sound. The word is trip.*

	Pre-Test Date _____		Post-Test Date _____	
	Sound	Word	Sound	Word
<u>b</u> rat				
<u>c</u> rab				
<u>d</u> rip				
<u>f</u> rom				
<u>g</u> rab				
<u>p</u> rod				
<u>t</u> rim				
<u>b</u> lot				
<u>cl</u> am				
<u>fl</u> ap				
<u>gl</u> ad				
<u>pl</u> an				
<u>sl</u> id				
<u>sc</u> ab				
<u>sk</u> id				
<u>sm</u> ell				
<u>sn</u> ap				
<u>sp</u> ill				
<u>scr</u> ub				
<u>sw</u> ell				
<u>st</u> aff				
<u>sq</u> uid				
<u>str</u> ap				

Observations: _____

	Pre-Test Date _____		Post-Test Date _____	
	Sound	Word	Sound	Word
<u>s</u> prig				
<u>sp</u> lit				
<u>thr</u> ill				
<u>dr</u> ift				
<u>h</u> eld				
<u>f</u> elt				
<u>j</u> ump				
<u>gr</u> and				
<u>dr</u> ink				
<u>b</u> ent				
<u>a</u> sk				
<u>cr</u> isp				
<u>c</u> ast				
<u>ch</u> at				
<u>s</u> uch				
<u>sh</u> ed				
<u>d</u> ish				
<u>h</u> ung				
<u>b</u> ath				
<u>th</u> in				
<u>th</u> at				
<u>w</u> hen				

Score /45 /45 /45 /45

Observations: _____

Student Name: _____

Long Vowels

Directions: Ask the student to tell you what sound the underlined letters make and then to read the word. Place a ✓ next to each sound identified correctly. Place a + next to each word read correctly. **Example:** Tape. The underlined letter makes the /ā/ sound. The word is tape.

	Pre-Test Date _____		Post-Test Date _____	
	Sound	Word	Sound	Word
ca <u>k</u> e				
h <u>o</u> le				
b <u>i</u> ke				
fe <u>e</u> t				
bo <u>o</u> t				
b <u>e</u>				
fl <u>e</u> a				
co <u>l</u> d				
g <u>o</u>				
ti <u>e</u>				
ro <u>l</u> l				
pr <u>y</u>				
blow				
tr <u>a</u> in				
spr <u>a</u> y				
ki <u>n</u> d				
Score	/16	/16	/16	/16

Observations: _____

Variant Vowels

Directions: Ask the student to tell you what sound the underlined letters make and then to read the word. Place a ✓ next to each sound identified correctly. Place a + next to each word read correctly. **Example:** Toy. The underlined letter makes the /oi/ sound. The word is toy

	Pre-Test Date _____		Post-Test Date _____	
	Sound	Word	Sound	Word
sh <u>a</u> re				
fl <u>a</u> ir				
sw <u>e</u> ar				
l <u>e</u> arn				
st <u>e</u> rn				
st <u>a</u> ll				
st <u>a</u> lk				
ca <u>u</u> ght				
dr <u>a</u> w				
f <u>l</u> oss				
s <u>o</u> ng				
so <u>a</u> r				
ch <u>o</u> re				
fl <u>o</u> or				
th <u>i</u> rd				
bl <u>u</u> r				
h <u>e</u> rd				
sp <u>a</u> rk				
th <u>o</u> rn				
bl <u>e</u> w				
dr <u>o</u> ol				
cl <u>u</u> e				
pr <u>u</u> ne				
wh <u>o</u>				
st <u>o</u> od				
co <u>u</u> ld				
ch <u>o</u> w				
cr <u>o</u> uch				
jo <u>i</u> nt				
pl <u>o</u> y				
Score	/30	/30	/30	/30

Observations: _____

Consonant Sounds

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

Vowel Sounds

mat rub get hot fit

Consonant Clusters

Example: trip

brat

crab

drip

from

grab

prod

trim

blot

clam

flap

glad

plan

slid

scab

skid

smell

snap

spill

scrub

swell

staff

squid

strap

Consonant Clusters (continued)

sprig split thrill drift held

felt jump grand drink bent

ask crisp cast chat such

shed dish hung bath thin

that when

Long Vowels

cakeholebikefeetboatbefleacoldgotierollpryblowtrainspraykind

Student Sheet 1

Pre/Post Phonics Assessment

clam

kept

limp

sock

brush

cactus

hiccup

consent

made

smile

quote

tune

mistake

inside

tadpole

excuse

be

so

pry

lady

silent

doughnut

Pre/Post Phonics Assessment

mail sway they weigh

detail playmate obey eighty

throat flown foe below

foamy rowboat treat sneeze

grief easy between relief

people hockey thigh pie

brighten design untie twilight

Teacher Record Form 1

Student Name: _____

Pre/Post Phonics Assessment

Directions: Have the student point to each word on the corresponding student sheet, segment the word parts or syllables, and blend them together. Put a ✓ if the student successfully segments and blends the word or reads it as a complete unit. If the student misses the word, record the error.

	Pretest Date:	Posttest Date:
Closed-syllable patterns		
clam		
kept		
limp		
sock		
brush		
cactus		
hiccup		
consent		
CVCe syllable patterns		
made		
smile		
quote		
tune		
mistake		
inside		
tadpole		
excuse		
Open-syllable patterns		
be		
so		
pry		
lady		
silent		
doughnut		
	Score /22	Score /22

Teacher Record Form 2

Student Name: _____

Pre/Post Phonics Assessment

Directions: Have the student point to each word on the corresponding student sheet, segment the word parts or syllables, and blend them together. Put a ✓ if the student successfully segments and blends the word or reads it as a complete unit. If the student misses the word, record the error.

	Pretest Date:	Posttest Date:
Long a digraph syllable patterns		
mail		
sway		
they		
weigh		
detail		
playmate		
obey		
eighty		
Long o digraph syllable patterns		
throat		
flown		
foe		
below		
foamy		
rowboat		
Long e digraph syllable patterns		
treat		
sneeze		
grief		
easy		
between		
relief		
people		
hockey		
Long i digraph syllable patterns		
thigh		
pie		
brighten		
design		
untie		
twilight		
	Score /28	Score /28