

GRADE

4

everyday

Phonics

Intervention Activities

Pre- and Post-Assessment

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

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

Student Sheet 3

Pre/Post Phonics Assessment

charm

star

artist

racecar

storm

wore

pour

forest

explore

yourself

learn

serve

twirl

surf

early

perfect

thirsty

turnip

share

fair

wear

berry

prepare

stairway

bearskin

Pre/Post Phonics Assessment

moist joy poison employ

growl pouch towel aloud

crew youth glue broom

chewy regroup pursue cartoon

shook bush pull would

crooked pushpin bully lawn

small floss walk vault

sought jigsaw recall bossy

salty faultless thoughtful wiggle

twinkle fable shuffle

Student Sheet 5

Pre/Post Phonics Assessment

wildlife playpen fingerprint understand

I'm she'll he'd didn't

you've we're let's that's

stones papers lunches ponies

mice geese knives children

women oxen

Pre/Post Phonics Assessment

played

stacked

graded

trusting

planning

joking

farmer

actor

jogger

sailor

faster

wider

funnier

longest

safest

prettiest

crunchy

juicy

fluffy

stringy

deeply

lively

busily

finally

Student Sheet 7

Pre/Post Phonics Assessment

undo

untwist

unlucky

untangle

repay

recall

relocate

reopen

dislike

dismiss

disconnect

disaster

pointless

seedless

toothless

penniless

question

division

companion

suggestion

confusion

suspicion

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

Teacher Record Form 3

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:
r-controlled a syllable patterns		
charm		
star		
artist		
racecar		
r-controlled o syllable patterns		
storm		
wore		
pour		
forest		
explore		
yourself		
r-controlled e, i, u syllable patterns		
learn		
serve		
twirl		
surf		
early		
perfect		
thirsty		
turnip		
r-controlled /â/ syllable patterns		
share		
fair		
wear		
berry		
prepare		
stairway		
bearskin		
	Score /25	Score /25

Teacher Record Form 4

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:		Pretest Date:	Posttest Date:
Vowel diphthong /oi/ syllable patterns			Variant vowel /ô/ syllable patterns		
moist			lawn		
joy			small		
poison			floss		
employ			walk		
Vowel diphthong /ou/ syllable patterns			vault		
growl			sought		
pouch			jigsaw		
towel			recall		
aloud			bossy		
Variant vowel syllable patterns /oo/			salty		
crew			faultless		
youth			thoughtful		
glue					
broom					
chewy					
regroup					
pursue					
cartoon					
Variant vowel syllable patterns /ow/			Consonant +le syllable patterns		
shook			wiggle		
bush			twinkle		
pull			fable		
would			shuffle		
crooked					
pushpin					
bully					
				Score	/39 Score

Teacher Record Form 5

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:
Compound words and silent letters		
wildlife		
playpen		
fingerprint		
understand		
Contractions		
I'm		
she'll		
he'd		
didn't		
you've		
we're		
let's		
that's		
Regular plurals		
stones		
papers		
lunches		
ponies		
Irregular plurals		
mice		
geese		
knives		
children		
women		
oxen		
	Score /22	Score /22

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:
-ed, -ing endings		
played		
stacked		
graded		
trusting		
planning		
joking		
-er, -or endings		
farmer		
actor		
jogger		
sailor		
Comparatives		
faster		
wider		
funnier		
longest		
safest		
prettiest		
-y endings		
crunchy		
juicy		
fluffy		
stringy		
-ly ending		
deeply		
lively		
busily		
finally		
	Score /24	Score /24

Teacher Record Form 7

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:
Prefix un-		
undo		
untwist		
unlucky		
untangle		
Prefix re-		
repay		
recall		
relocate		
reopen		
Prefix dis-		
dislike		
dismiss		
disconnect		
disaster		
Suffix -less		
pointless		
seedless		
toothless		
penniless		
Suffixes -sion, -tion, -ion		
question		
division		
companion		
suggestion		
confusion		
suspicion		
	Score /22	Score /22