

GRADE

5

everyday

# Phonics

## Intervention Activities

### Pre- and Post-Assessment

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

# Student Sheet 1

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## Pre/Post Phonics Assessment

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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**

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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

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### Pre/Post Phonics Assessment

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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**

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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

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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**

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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

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### Pre/Post Phonics Assessment

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undo

untwist

unlucky

untangle

repay

recall

relocate

reopen

dislike

dismiss

disconnect

disaster

pointless

seedless

toothless

penniless

question

division

companion

suggestion

confusion

suspicion



**Pre/Post Phonics Assessment**

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biology

diagram

microscope

thermometer

photography

geometry

telephone

digraph

program

grammar

zoology

graphic

# Teacher Record Form 1

Student Name: \_\_\_\_\_

## Pre/Post Phonics Assessment

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**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:
<b>Closed-syllable patterns</b>		
clam		
kept		
limp		
sock		
brush		
cactus		
hiccup		
consent		
<b>CVCe syllable patterns</b>		
made		
smile		
quote		
tune		
mistake		
inside		
tadpole		
excuse		
<b>Open-syllable patterns</b>		
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:
<b>Long a digraph syllable patterns</b>		
mail		
sway		
they		
weigh		
detail		
playmate		
obey		
eighty		
<b>Long o digraph syllable patterns</b>		
throat		
flown		
foe		
below		
foamy		
rowboat		
<b>Long e digraph syllable patterns</b>		
treat		
sneeze		
grief		
easy		
between		
relief		
people		
hockey		
<b>Long i digraph syllable patterns</b>		
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:
<b>r-controlled a syllable patterns</b>		
charm		
star		
artist		
racecar		
<b>r-controlled o syllable patterns</b>		
storm		
wore		
pour		
forest		
explore		
yourself		
<b>r-controlled e, i, u syllable patterns</b>		
learn		
serve		
twirl		
surf		
early		
perfect		
thirsty		
turnip		
<b>r-controlled /â/ syllable patterns</b>		
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:
<b>Vowel diphthong /oi/ syllable patterns</b>			<b>Variant vowel /ô/ syllable patterns</b>		
moist			lawn		
joy			small		
poison			floss		
employ			walk		
<b>Vowel diphthong /ou/ syllable patterns</b>			vault		
growl			sought		
pouch			jigsaw		
towel			recall		
aloud			bossy		
<b>Variant vowel syllable patterns /oo/</b>			salty		
crew			faultless		
youth			thoughtful		
glue					
broom					
chewy					
regroup					
pursue					
cartoon					
<b>Variant vowel syllable patterns /ow/</b>			<b>Consonant +le syllable patterns</b>		
shook			wiggle		
bush			twinkle		
pull			fable		
would			shuffle		
crooked					
pushpin					
bully					
				Score	/39 Score

# Teacher Record Form 5

Student Name: \_\_\_\_\_

## Pre/Post Phonics Assessment

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

Student Name: \_\_\_\_\_

## Pre/Post Phonics Assessment

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**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:
<b>-ed, -ing endings</b>		
played		
stacked		
graded		
trusting		
planning		
joking		
<b>-er, -or endings</b>		
farmer		
actor		
jogger		
sailor		
<b>Comparatives</b>		
faster		
wider		
funnier		
longest		
safest		
prettiest		
<b>-y endings</b>		
crunchy		
juicy		
fluffy		
stringy		
<b>-ly ending</b>		
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:
<b>Prefix un-</b>		
undo		
untwist		
unlucky		
untangle		
<b>Prefix re-</b>		
repay		
recall		
relocate		
reopen		
<b>Prefix dis-</b>		
dislike		
dismiss		
disconnect		
disaster		
<b>Suffix -less</b>		
pointless		
seedless		
toothless		
penniless		
<b>Suffixes -sion, -tion, -ion</b>		
question		
division		
companion		
suggestion		
confusion		
suspicion		
	Score /22	Score /22



Student Name: \_\_\_\_\_

## Pre/Post Phonics Assessment

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**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:
<b>Unit 32: Greek roots</b>		
biology		
diagram		
microscope		
thermometer		
photography		
geometry		
telephone		
digraph		
program		
grammar		
zoology		
graphic		
	Score            /12	Score            /12