

GRADE

3

everyday

Phonics

Intervention Activities

Pre- and Post-Assessment

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

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/ /û/ /p/: slurp		
/t/ /r/ /ē/ /t/: treat		
/h/ /a/ /p/ /ē/: happy		
/th/ /ô/ /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/ /ô/ /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>a</u> ke				
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>o</u> ld				
g <u>o</u>				
ti <u>e</u>				
ro <u>o</u> ll				
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

cakeholebikefetboatbefleacoldgotierollpryblowtrainspraykind

Variant Vowel Sounds

share

flair

swear

learn

stern

stall

stalk

caught

draw

floss

song

soar

chore

floor

third

blur

herd

spark

thorn

blew

drool

clue

prune

who

stood

could

chow

crouch

joint

ploy

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

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 /âr/ syllable patterns		
share		
fair		
wear		
berry		
prepare		
stairway		
bearskin		
	Score /25	Score /25

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