



FIRST GRADE

PHONICS SCREENERS

SCIENCE OF READING ALIGNED



Name: Luana
Date: 3/12/2024

Section I Letter Naming

Directions: Show the student the letter page. Ask them to tell you the name of each letter. Highlight the letter below if the student does not say the letter name correctly.

m	h	s	p	t	i	n	b	c
o	g	h	d	r	g	e	i	u
k	w	l	x	v	q	y	z	

Score: 21 / 26

C	B	N	G	T	P	S	A	M
U	E	L	I	D	R	H	F	O
Z	Y	J	X	Q	W	K		

Score: 20 / 26

Grapheme to Phoneme Correspondence

Directions: Show the student the grapheme page. Ask them to tell you the sound that each grapheme represents. Highlight the grapheme if student does not produce the correct sound.

m	a	s	p	t	i	n	b
c	o	f	h	d	r	g	e
l	u	k	w	j	x	v	qu
y	z	ch	sh	th / th	wh	ng	

Score: 25 / 31

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Name: Luana
Date: 3/12/2024

Section II Segmenting Phonemes

Directions: Tell the student you are going to say a word and you want them to tell you all the sounds in the word. Check the box if they segmented the sounds correctly. Record student error on the line if the answer was incorrect.

rat	r-a-t	<input checked="" type="checkbox"/>	train	t-r-a-i-n	<input checked="" type="checkbox"/>
floss	f-l-o-s-s	<input checked="" type="checkbox"/>	soon	s-o-o-n	<input checked="" type="checkbox"/>
steam	s-t-e-a-m	<input checked="" type="checkbox"/>	ride	r-i-d	<input checked="" type="checkbox"/>
crawl	k-r-a-w-l	<input checked="" type="checkbox"/>	fuse	f-y-u-z	<input checked="" type="checkbox"/>
thing	th-i-ng	<input checked="" type="checkbox"/>	quest	k-w-e-s-t	<input checked="" type="checkbox"/>

Score: 6 / 10

If the student scored 6/10 or below, begin instructions with the Phoneme Segmenting & Connecting Phonemes to Graphemes task in the phonemic awareness lessons. Give the student the spelling assessment from Section II to determine where to start PA instruction in the scope & sequence.

If the student scored 9/10 or above, continue to the next section.

Blending Phonemes

Directions: Tell the student you are going to say some sounds and you want them to tell you the whole word. Check the box if they blended the sounds correctly. Record student error on the line if the answer was incorrect.

m-a-z	maze	<input checked="" type="checkbox"/>	f-r-ch	fatch	<input checked="" type="checkbox"/>
s-l-p	slp	<input checked="" type="checkbox"/>	r-sh	rush	<input checked="" type="checkbox"/>
l-n	lean	<input checked="" type="checkbox"/>	s-p-f-n	spine	<input checked="" type="checkbox"/>
h-z	haze	<input checked="" type="checkbox"/>	th-t	that	<input checked="" type="checkbox"/>
k-y-u-b	cuba	<input checked="" type="checkbox"/>	b-k-s	box	<input checked="" type="checkbox"/>

Score: 7 / 10

Begin instruction with all tasks in the phonemic awareness lessons. Give the student the spelling assessment from Section II to determine where to start PA instruction in the scope & sequence.

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Assessments

Phonemic Awareness Screener ● Reading Survey

Letter & Grapheme Identification Screener ● Spelling Survey

INCLUDED IN THIS RESOURCE:



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SCIENCE OF READING ALIGNED ASSESSMENTS

- Phonemic Awareness Screener
- Letter & Grapheme Identification Screener
- Reading Survey
- Spelling Survey



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SCIENCE OF READING ALIGNED SCOPE & SEQUENCES

- Kindergarten
- First Grade
- Second Grade

Great for completing *benchmark assessments* throughout the year, determining *student growth*, and forming *small groups for instruction!*

DOWNLOAD THE FULL PREVIEW TO SEE MORE!

PHONEMIC AWARENESS SCREENER

Name: _____ 1st Grade Phonemic Awareness
Date: _____ Screener

Section II

Segmenting Phonemes

Directions: Tell the student you are going to say a word and you want them to tell you the sounds in the word. Check the box if they segmented the sounds correctly. Record student error on the line if the answer was incorrect.

rat	r-ă-t	<input type="checkbox"/>	_____	train	t-r-ă-n	<input type="checkbox"/>	_____
floss	f-l-ô-s	<input type="checkbox"/>	_____	soon	s-û-n	<input type="checkbox"/>	_____
steam	s-t-ê-m	<input type="checkbox"/>	_____	ride	r-î-d	<input type="checkbox"/>	_____
crawl	k-r-ăw-l	<input type="checkbox"/>	_____	fuse	f-yu-z	<input type="checkbox"/>	_____
thing	th-î-ng	<input type="checkbox"/>	_____	queen	k-w-ê-n	<input type="checkbox"/>	_____

Score: ____ / 10

If the student scored 6/10 or below, begin instruction with the **Phoneme Segmenting** and **Connecting Phonemes to Graphemes** tasks in the phonemic awareness lessons. Give the student the spelling assessment from Section II to determine where to start PA instruction in the scope & sequence.

If the student scored 7/10 or above, continue to the next section.

Blending Phonemes

Directions: Tell the student you are going to say some sounds and you want them to tell you the whole word. Check the box if they blended the sounds correctly. Record student error on the line if the answer was incorrect.

m-ă-z	maze	<input type="checkbox"/>	_____	f-ê-ch	fetch	<input type="checkbox"/>	_____
s-l-î-p	slip	<input type="checkbox"/>	_____	r-û-sh	rush	<input type="checkbox"/>	_____
l-ê-n	lean	<input type="checkbox"/>	_____	s-p-î-n	spine	<input type="checkbox"/>	_____
h-ô-z	hose	<input type="checkbox"/>	_____	th-ă-t	that	<input type="checkbox"/>	_____
k-yu-b	cube	<input type="checkbox"/>	_____	b-ô-k-s	box	<input type="checkbox"/>	_____

Score: ____ / 10

Begin instruction with **all tasks** in the phonemic awareness lessons. Give the student the spelling assessment from Section II to determine where to start PA instruction in the scope & sequence.

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Use to assess
students
individually!

Quickly & easily
see student
growth & gain
information to
inform your
instruction!



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LETTER & GRAPHEME IDENTIFICATION SCREENER



Name: _____ 1st Grade Letter & Grapheme Identification
Date: _____

Section I

Letter Naming

Directions: Show the student the letter page. Ask them to tell you the *name* of each letter. Highlight the letter below if the student does not say the letter name correctly.

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

Score: ___ / 26

C	B	N	I	T	P	S	A	M
U	E	L	G	D	R	H	F	O
Z	Y	V	J	X	Q	W	K	

Score: ___ / 26

Grapheme to Phoneme Correspondence

Directions: Show the student the grapheme page. Ask them to tell you the sound that each grapheme represents. Highlight the grapheme if student does not produce the correct sound.

m	a	s	p	t	i	n	b
---	---	---	---	---	---	---	---

1st Grade Letter & Grapheme Identification

Lowercase Letter Identification

m
o
k

1st Grade Letter & Grapheme Identification

Uppercase Letter Identification

C
U
Z

1st Grade Letter & Grapheme Identification

Grapheme to Phoneme Correspondence

m	a	s	p	t	i	n	b
c	o	f	h	d	r	g	e
l	u	k	w	j	x	v	qu
y	z	ch	sh	th	wh	ng	

Use these assessments to track progress in the beginning, middle, and end of the year!

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READING SURVEY



Name: _____ 1st Grade Reading Survey
Date: _____

Section III

Reading Survey

Directions: Using the student printable, instruct students to decode each line of words. Check the box if they decode the word correctly. Record student error on the line if the answer was incorrect.

Name: _____ 1st Grade Reading Survey
Date: _____

Section III

Reading Survey

Directions: Using the student printable, instruct students to decode each line of words. Check the box if they decode the word correctly. Record student error on the line if the answer was incorrect.

Name: _____ 1st Grade Reading Survey
Date: _____

Section III

Reading Survey

Directions: Using the student printable, instruct students to decode each line of words. Check the box if they decode the word correctly. Record student error on the line if the answer was incorrect.

Variant Vowels

Line 1: real words cook toil boy moon couch

Line 2: real words cow saw spoil house tall

Line 3: nonsense words droom zoy chaw spoin mouch

Score: ___ / 15

If the student scored 11/15 or below, begin instruction with Variant Vowel skills. If the student scored 12/15 or above, continue to the next section.

Other Vowels & Consonant Spellings

Line 1: real words pie niece doe monkey windy

Line 2: real words knee thumb fudge gnaw ghost

Line 3: nonsense words smice knog namb writ phime

Score: ___ / 15

Name: _____ 1st Grade Reading Survey
Date: _____

Section III

Reading Survey

Directions: Using the student printable, instruct students to decode each line of words. Check the box if they decode the word correctly. Record student error on the line if the answer was incorrect.

Digraphs

Line 1: real words chin dash with ring them

Line 2: real words this gong whiz shell match

Line 3: nonsense words chob whem thell yish thush

Score: ___ / 15

If the student scored 11/15 or below, begin instruction with Digraph skills. If the student scored 12/15 or above, continue to the next section.

CVCs

Line 1: real words bake theme time note cube

Line 2: real words broke mule pipe plate bone

Line 3: nonsense words mife pake snake fube swive

Score: ___ / 15

If the student scored 11/15 or below, begin instruction with CVCs skills. If the student scored 12/15 or above, continue to the next section.

1st Grade Reading Survey

CVC

mat sit cob red lug

men hot zip fan jet

mag vot bim fud ren

1st Grade Reading Survey

Digraphs

chin dash with ring them

this gong whiz shell match

chob whem thell yish thush

1st Grade Reading Survey

Vowel Teams

beach sigh rain coat hue

few snow cry seek stay

poat yeam smaid pright zoad

1st Grade Reading Survey

Variant Vowels

cook toil boy moon couch

cow saw spoil house tall

droom zoy chaw spoin mouch

1st Grade Reading Survey

R-Controlled Vowels

mart flirt torn perch fur

hurt car shore bird her

flar ver thor slore chur

1st Grade Reading Survey

Other Vowel & Consonant Spellings

pie niece doe monkey windy

knee thumb fudge gnaw ghost

smice knog namb writ phime

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SPELLING SURVEY



1st Grade Spelling Survey

Section III

Directions: You can cut their recording sheet from Spelling A.

1. bat	The b
2. fun	It is f
3. send	I am
4. block	Can y
5. string	I mus
6. shake	Many
7. chime	The v
8. home	Dad v
9. mail	I sent
10. wheat	Farm
11. throat	My th
12. night	I like
13. few	Do yc
14. party	My fr
15. stir	I alw
16. porch	The t
17. book	Read
18. now	It's ti
19. point	Can y
20. either	We c

Name: _____
Date: _____

Spelling Analysis Tool

Give the student the spelling assessment from the beginning of Section III. Check off the skills that the student wrote correctly for each word (regardless of how they spelled the rest of the word). Use the data to determine where to begin instruction in the Spacing & Sequence.

Name: _____
Date: _____

Student Recording Sheet

1. _____ ----- _____	8. _____ ----- _____	15. _____ ----- _____
2. _____ ----- _____	9. _____ ----- _____	16. _____ ----- _____
3. _____ ----- _____	10. _____ ----- _____	17. _____ ----- _____
4. _____ ----- _____	11. _____ ----- _____	18. _____ ----- _____
5. _____ ----- _____	12. _____ ----- _____	19. _____ ----- _____
6. _____ ----- _____	13. _____ ----- _____	20. _____ ----- _____
7. _____ ----- _____	14. _____ ----- _____	

1st Grade Spelling Survey

and 1 digraph, begin

	r- controlled	other vowels
l		
i		
e		
o		
u		
ai		
ay		
er	<input type="checkbox"/>	y <input type="checkbox"/>
ir	<input type="checkbox"/>	
or	<input type="checkbox"/>	
oo	<input type="checkbox"/>	
ow	<input type="checkbox"/>	
oi	<input type="checkbox"/>	
er	<input type="checkbox"/>	ei <input type="checkbox"/>
/5	/4	/5

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AUTOFILL DATA TRACKERS



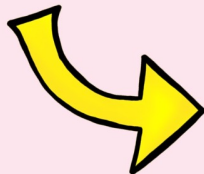
x

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AUTOFILL DATA TRACKERS



Type in students names



Class Data Tracker
Type your students names below to autofill the data trackers.

	Name
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	
13.	
14.	
15.	
16.	
17.	
18.	
19.	
20.	
21.	
22.	
23.	
24.	
25.	

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Student names will appear on each data tracking sheet instantly!



Class Data Tracker
Letter ID & Grapheme to Phoneme
Use the chart below to record the skills your students have mastered. Add the date to each box when the student has mastered the skill. Then, use that data to group students based on their instructional needs.

Name
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.
21.
22.
23.
24.
25.

Class Reading Data Tracker
Use the chart below to record and quickly identify skills in the scope & sequence that your students have mastered. Add the date to each box when the student has mastered the skill. Then, use that data to group students based on their instructional needs.

Name	CVC	Blends	Digraphs	CVCs
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

Class Spelling Data Tracker
Use the chart below to record and quickly identify skills in the scope & sequence that your students have mastered. Add the date to each box when the student has mastered the skill. Then, use that data to group students based on their instructional needs.

Name	Short Vowels				
	a	i	o	u	e
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					

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TIME SAVER!

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SCOPE & SEQUENCE



First Grade Scope & Sequence

5	short a	20	syll
6	short i	21	l
7	short o	22	lc
8	short u	23	lc
9	short e	24	lc
10	l blends	25	lor
11	s blends	26	
12	r blends	27	r
13	final blends	28	l
14	3 letter blends	29	vc
15	digraph ch & tch , sh	30	var
16	digraph th (voiced & voiceless), wh	31	
17	digraph _ng	33	cor
18	long vowel a_e, i_e	34	
19	long vowel o_e, u_e, e_e	35	

Kindergarten Scope & Sequence

1	Mm	17	Short e Word Families
2	Short a, Ss	18	Short u Word Families
3	Pp, Tt	19	Short Vowel Review
4	Short i, Nn	20	l Blends
5	Bb, Cc	21	s Blends
6	Short o, Ff	22	r Blends
7	Hh, Dd	23	Final Blends
8	Rr, Gg	24	Blends Review
9	Short e, Ll	25	Digraph ch
10	Short u, Kk	26	Digraph sh
11	Ww, Jj	27	Digraph th (voiced & voiceless)
12	Xx, Vv	28	Digraph wh
13	Qu, Yy, Zz	29	Digraph ng
14	Short a Word Families	30	Open Syllable e, i, o (ex. hi, be)
15	Short i Word Families	31	Final e: a_e
16	Short o Word Families	32	Final e: o_e, i_e

Second Grade Scope & Sequence

1	Short vowels	20	vowel team syllables (ex. teammate, raincoat)
2	3 syllables (skin, carrot)	21	r-controlled ar
3	consonant +le (ex. cattle, paddle)	22	r-controlled er, ir, ur
4	s blends	23	r-controlled or, ore
5	l blends	24	r-controlled syllables (ex. starfish, farmer)
6	es - multisyllabic (ex. donut, tulip)	25	r-controlled & consonant +le syllables (ex. marble, turtle)
7	consonant +le (ex. table, title)	26	variant vowel short oo
8	graphs (th, wh, _ng, ph)	27	variant vowel long oo
9	final e (i_e, u_e, e_e)	28	diphthong ou, ow
10	e syllables (ake, bathrobe)	29	diphthong oi, oy
11	(a, ai, ay)	30	complex vowel /aw/ (au, aw, aik, alt, all)
12	(e, ea, y, ey ie, ei)	31	Vowel team syllables - diphthongs & variant vowels (ex. flower, balloon)
13	o, oa, ow, oe)	32	review six syllable types
14	(i, igh, y, ie)	33	other final stable syllables (-ture, -sure,-ion, -tion, -sion)
15	u, _ew, _ue)		

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5 STAR REVIEWS



Already started testing today!! Such a helpful resource!!!
- Kelsey F. ★★★★★

x

Already used this today and know what I need to work
on with a small group.
- Melissa W. ★★★★★

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