



SECOND GRADE

PHONICS SCREENERS

SCIENCE OF READING ALIGNED



2nd Grade Reading Survey

Name: Laura
Date: 3/12/2024

Section I Reading Survey

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

CVC					
Line 1: real words	<input checked="" type="checkbox"/> mat	<input checked="" type="checkbox"/> sit	<input checked="" type="checkbox"/> cob	<input checked="" type="checkbox"/> red	<input checked="" type="checkbox"/> lug
Line 2: real words	<input checked="" type="checkbox"/> men	<input checked="" type="checkbox"/> hot	<input checked="" type="checkbox"/> zip	<input checked="" type="checkbox"/> fan	<input checked="" type="checkbox"/> jet
Line 3: nonsense words	<input checked="" type="checkbox"/> mag	<input checked="" type="checkbox"/> vot	<input checked="" type="checkbox"/> bim	<input checked="" type="checkbox"/> tud	<input checked="" type="checkbox"/> ren

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

Blends					
Line 1: real words	<input checked="" type="checkbox"/> frog	<input checked="" type="checkbox"/> black	<input checked="" type="checkbox"/> skip	<input checked="" type="checkbox"/> scab	<input checked="" type="checkbox"/> blad
Line 2: real words	<input checked="" type="checkbox"/> blab	<input checked="" type="checkbox"/> dress	<input checked="" type="checkbox"/> atop	<input checked="" type="checkbox"/> drip	<input checked="" type="checkbox"/> smug
Line 3: nonsense words	<input checked="" type="checkbox"/> glug	<input checked="" type="checkbox"/> spod	<input checked="" type="checkbox"/> plab	<input checked="" type="checkbox"/> drin	<input checked="" type="checkbox"/> blem

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

2nd Grade Spelling Survey

Section II Spelling Assessment

Directions: You can complete this task whole group. Have students write the words on their recording sheet as you dictate and use each word in a sentence. Then, use the Spelling Analysis Tool to determine where to begin word study in the scope & sequence.

- web** The spider built a **web** on the porch to catch his dinner.
- fox** I saw an orange **fox** with a fluffy tail running through the woods.
- napkin** I use a **napkin** to wipe my mouth while I'm eating juicy watermelon.
- middle** A fish was swimming in the **middle** of the pond.
- clog** There was a **clog** in the drain, so the sink filled up with water.
- tulip** The beautiful yellow **tulip** was the perfect flower to give my mom.
- maple** The man collected sap from a **maple** tree to make syrup!
- chime** The grandfather clock will **chime** at 8:00.
- wishbone** Some people say a **wishbone** is a symbol for good luck.
- snail** There was a tiny **snail** moving along the edge of the garden.
- tree** In the summer, it feels nice to sit under the shade of a **big tree**.
- might** We **might** be able to go to the playground if it doesn't rain.
- core** In the center of an apple is the **core** and some seeds.
- birthday** The **birthday** cake was decorated with frosting, sprinkles, and candles.
- royal** The king and queen are part of the **royal** family.
- point** Can you please **point** me in the direction of the office?
- sidewalk** Be sure to stay on the **sidewalk** when there is a lot of traffic!
- sunflower** Did you know a **sunflower** can grow to be 20 feet tall?
- football** I saw a **football** player score a touchdown at the game this weekend.
- bloom** Springtime is pretty when all the flowers begin to **bloom**.

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2

Assessments

Reading Survey



Spelling Survey

INCLUDED IN THIS RESOURCE:



2

SCIENCE OF READING ALIGNED ASSESSMENTS

- Reading Survey
- Spelling Survey



3

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!

READING SURVEY



Name: _____ Date: _____

Section I
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.

CVC

Line 1: real words mat sit cob red lug

Line 2: real words men hot zip fan jet

Line 3: nonsense words mag vot bim fud ren

Score: ____ / 15

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

Name: _____ Date: _____

Section II
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 yish dash with ring team

Line 2: real words graph gong whiz shell match

Line 3: nonsense words chob whem thell yish thush

Score: ____ / 15

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

Name: _____ Date: _____

Section II
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.

Vowel Teams

Line 1: real words beach sign rain toe hue

Line 2: real words few snow cry seek key

Line 3: nonsense words poof yream smid pright zood

Score: ____ / 15

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

Name: _____ Date: _____

Section II
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 book tall 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 better, begin instruction with Variant Vowel skills.
If the student scored 12/15 or above, continue to the next section.

Other Vowel & Consonant Spellings

Line 1: real words chalk niece haunt malt either

Line 2: real words knee thumb fudge gnaw ghost

Line 3: nonsense words smice knog namb writ baunt

Score: ____ / 15

Name: _____ Date: _____

Section II
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.

Multisyllabic Words

Classed Syllables

basist common fabric submit

Open Syllables

donut giant hotel dust

V-Ce Syllables

athlete campfire sunrise erase

Vowel Team Syllables

crayon tiptoe raisin jellybean

R-Controlled Syllables

armor tractor soccer curtain

Consonant Link

gaffe stable sparkie bundle

Score: ____ / 24

Name: _____ Date: _____

Section II
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.

Blends

frog black skip

blab dress stop

glug snod plab

Score: ____ / 15

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

Name: _____ Date: _____

Section II
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.

CVC

mat sit cob red lug

men hot zip fan jet

mag vot bim fud ren

Score: ____ / 15

Name: _____ Date: _____

Section II
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

chin dash with ring them

graph gong whiz shell match

chob whem thell yish thush

Score: ____ / 15

Name: _____ Date: _____

Section II
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.

Vowel Teams

beach sigh rain toe hue

few snow cry seek key

poaf yeam smaid pright zoad

Score: ____ / 15

Name: _____ Date: _____

Section II
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.

Blends

frog black skip

blab dress stop

glug snod plab

Score: ____ / 15

Name: _____ Date: _____

Section II
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.

CVCe

cook foil boy moon couch

cow saw spoil house tall

droom zoy chaw spoin mouch

Score: ____ / 15

Name: _____ Date: _____

Section II
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.

R-Controlled Vowels

crayon tiptoe raisin jellybean

armor tractor soccer curtain

bottle stable sparkie bundle

Score: ____ / 15

Name: _____ Date: _____

Section II
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

cook foil boy moon couch

cow saw spoil house tall

droom zoy chaw spoin mouch

Score: ____ / 15

Name: _____ Date: _____

Section II
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.

Multisyllabic Word Decoding

basket common fabric submit

athlete campfire sunrise erase

crayon tiptoe raisin jellybean

armor tractor soccer curtain

bottle stable sparkie bundle

Score: ____ / 15

Name: _____ Date: _____

Section II
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.

Other Vowel & Consonant Spellings

chalk niece haunt malt either

knee thumb fudge gnaw ghost

smice knog namb writ baunt

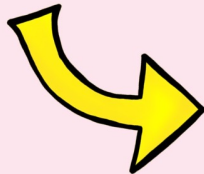
Score: ____ / 15

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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 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	CVCe
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					closed syllables	open syllables	schwa
	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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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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