



# PHONICS SCREENERS

K-2  
MEGA  
BUNDLE

Kindergarten Phonemic Awareness Screener

Name: Layna  
Date: 3/12/2024

### Section I

#### Isolating Beginning Sounds

Directions: Ask the student to say the first sound in the words below. Check the box if they identified the correct phoneme. Record student error on the line if the answer was incorrect.

mule /m/ <input type="checkbox"/>	h	toad /t/ <input type="checkbox"/>
sit /s/ <input type="checkbox"/>	g	gate /g/ <input type="checkbox"/>
rope /r/ <input type="checkbox"/>	q	cut /k/ <input type="checkbox"/>
van /v/ <input type="checkbox"/>	u	yes /j/ <input type="checkbox"/>
heap /h/ <input type="checkbox"/>	o	wide /w/ <input type="checkbox"/>

Score: 9 / 10

If the student scored 8/10 or below, begin instruction with **Isolating Beginning Sounds, Visual Drill, and Auditory Drill** in the **Isolating Sounds** lessons. Use the Section II assessments to determine where to start PA instruction in the scope and sequence.

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

#### Isolating Final Sounds

Directions: Ask the student to say the last sound in the words below. Check the box if they identified the correct phoneme. Record student error on the line if the answer was incorrect.

buzz /z/ <input type="checkbox"/>	gap /p/ <input type="checkbox"/>	s
loaf /f/ <input type="checkbox"/>	tube /b/ <input type="checkbox"/>	
fill /v/ <input type="checkbox"/>	side /d/ <input type="checkbox"/>	
mane /n/ <input type="checkbox"/>	wreck /k/ <input type="checkbox"/>	
league /g/ <input type="checkbox"/>	dodge /j/ <input type="checkbox"/>	

Score: 9 / 10

If the student scored 8/10 or below, begin instruction with **all** tasks in the **Isolating Sounds** lessons. Use the Section II assessments to determine where to start PA instruction in the scope and sequence.

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

### 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
o	f	h	d	r	g	e	l
k	w	j	x	v	q	y	z

Score: 22 / 26

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

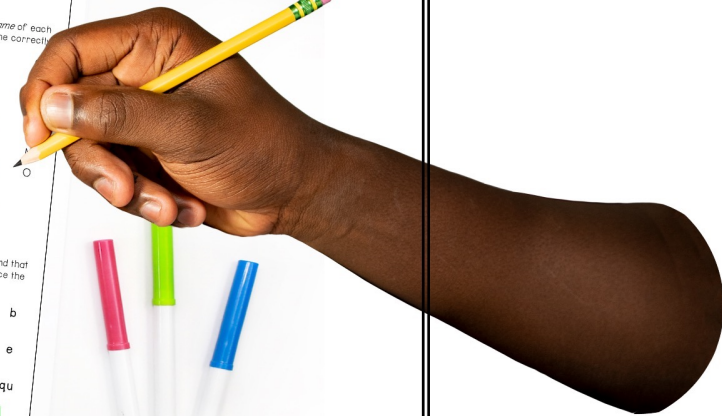
Score: 20 / 26

### 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	oh	sh	th / th	wh	ng	

Score: 22 / 31



# 10 ASSESSMENTS INCLUDED

Phonemic Awareness Screener

● Reading Survey

Letter & Grapheme Identification Screener

● Spelling Survey

SCIENCE  
OF  
READING  
ALIGNED

# INCLUDED IN THIS RESOURCE:



10

## SCIENCE OF READING ALIGNED ASSESSMENTS FOR KINDERGARTEN, 1<sup>ST</sup> GRADE, & 2<sup>ND</sup> GRADE

- 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!*

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# KINDERGARTEN PHONEMIC AWARENESS SCREENER



Name: \_\_\_\_\_ Kindergarten Phonemic Awareness Screener  
Date: \_\_\_\_\_

## Section I

### Isolating Beginning

**Directions:** Ask the student to say the **first** sound they identified the correct phoneme. Record student incorrect

- mule /m/  \_\_\_\_\_  
 sit /s/  \_\_\_\_\_  
 rope /r/  \_\_\_\_\_  
 van /v/  \_\_\_\_\_  
 heap /h/  \_\_\_\_\_

Score: \_\_\_ / 5

If the student scored 8/10 or below, begin instruction v and **Auditory Drill** in the **Isolating Sounds** lessons. U where to start PA instruction in it

If the student scored 9/10 or above, c

### Isolating Final

**Directions:** Ask the student to say the **last** sound they identified the correct phoneme. Record student incorrect

- buzz /z/  \_\_\_\_\_  
 loaf /f/  \_\_\_\_\_  
 fill /l/  \_\_\_\_\_  
 mane /n/  \_\_\_\_\_  
 league /g/  \_\_\_\_\_

Score: \_\_\_ / 5

If the student scored 8/10 or below, begin instruction v. Use the Section II assessments to determine where to st

If the student scored 9/10 or above, c

Name: \_\_\_\_\_ Kindergarten Phonemic Awareness Screener  
Date: \_\_\_\_\_

### 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.

- |             |                          |       |              |                          |       |
|-------------|--------------------------|-------|--------------|--------------------------|-------|
| fizz f-i-z  | <input type="checkbox"/> | _____ | mule m-yu-t  | <input type="checkbox"/> | _____ |
| less l-è-s  | <input type="checkbox"/> | _____ | weave w-è-v  | <input type="checkbox"/> | _____ |
| name n-à-m  | <input type="checkbox"/> | _____ | dime d-i-m   | <input type="checkbox"/> | _____ |
| shut sh-ù-t | <input type="checkbox"/> | _____ | coach k-ò-ch | <input type="checkbox"/> | _____ |
| hog h-ò-g   | <input type="checkbox"/> | _____ | tax t-à-k-s  | <input type="checkbox"/> | _____ |

Score: \_\_\_ / 10

If the student scored 8/10 or below, begin instruction with the **Phoneme Segmenting and Connecting Phonemes to Graphemes** tasks in the **short a Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

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.

- |        |       |                          |       |         |        |                          |       |
|--------|-------|--------------------------|-------|---------|--------|--------------------------|-------|
| r-à-n  | rain  | <input type="checkbox"/> | _____ | h-yu-j  | huge   | <input type="checkbox"/> | _____ |
| s-ù-b  | sub   | <input type="checkbox"/> | _____ | d-f-v   | dive   | <input type="checkbox"/> | _____ |
| f-i-n  | fin   | <input type="checkbox"/> | _____ | s-l-è-d | sled   | <input type="checkbox"/> | _____ |
| r-ò-t  | wrote | <input type="checkbox"/> | _____ | b-ò-t   | bought | <input type="checkbox"/> | _____ |
| ch-è-k | cheek | <input type="checkbox"/> | _____ | k-w-à-k | quack  | <input type="checkbox"/> | _____ |

Score: \_\_\_ / 10

Begin instruction with **all tasks** in the **short a Segmenting & Blending** lesson. Also, use the Section II assessments to determine the student's phoneme / grapheme knowledge.

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

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# 1<sup>ST</sup> GRADE PHONEMIC AWARENESS SCREENER

Name: \_\_\_\_\_ 1<sup>st</sup> 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-ō-s	<input type="checkbox"/>	_____	soon	s-ū-n	<input type="checkbox"/>	_____
steam	s-t-ē-m	<input type="checkbox"/>	_____	ride	r-ī-d	<input type="checkbox"/>	_____
crawl	k-r-ăw-l	<input type="checkbox"/>	_____	fuse	f-yu-z	<input type="checkbox"/>	_____
thing	th-ī-ng	<input type="checkbox"/>	_____	queen	k-w-ē-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-ē-ch	fetch	<input type="checkbox"/>	_____
s-l-ī-p	slip	<input type="checkbox"/>	_____	r-ū-sh	rush	<input type="checkbox"/>	_____
l-ē-n	lean	<input type="checkbox"/>	_____	s-p-ī-n	spine	<input type="checkbox"/>	_____
h-ō-z	hose	<input type="checkbox"/>	_____	th-ă-t	that	<input type="checkbox"/>	_____
k-yu-b	cube	<input type="checkbox"/>	_____	b-ō-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  
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instruction!



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# KINDERGARTEN LETTER & GRAPHEME IDENTIFICATION SCREENER



Name: \_\_\_\_\_ Kindergarten Letter & Grapheme Identification  
Date: \_\_\_\_\_

## Section II 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
---	---	---	---	---	---	---	---

Kindergarten Letter & Grapheme Identification

### Lowercase Letter Identification

m	a	s
o	f	h
k	w	j

Kindergarten Letter & Grapheme Identification

### Uppercase Letter Identification

C	B	N	I
U	E	L	G
Z	Y	V	J

Kindergarten Letter & Grapheme Identification

### Grapheme to Phoneme Correspondence

m	a								
c	o								
l	u								
y	z								

Kindergarten 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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# 1<sup>ST</sup> GRADE LETTER & GRAPHEME IDENTIFICATION SCREENER



Name: \_\_\_\_\_ 1<sup>st</sup> 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
---	---	---	---	---	---	---	---

1<sup>st</sup> Grade Letter & Grapheme Identification

## Lowercase Letter Identification

m
o
k

1<sup>st</sup> Grade Letter & Grapheme Identification

## Uppercase Letter Identification

C
U
Z

1<sup>st</sup> 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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# KINDERGARTEN READING SURVEY



Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Kindergarten Reading Survey

## Section III

### Reading Survey

Directions: Using the student printable, instruct students to check the box if they decode the word correctly. Record student error if the answer was incorrect.

#### CVC

Line 1: real words	<input type="checkbox"/> mat	<input type="checkbox"/> sit	<input type="checkbox"/> cob	
Line 2: real words	<input type="checkbox"/> men	<input type="checkbox"/> hot	<input type="checkbox"/> zip	
Line 3: nonsense words	<input type="checkbox"/> mag	<input type="checkbox"/> vot	<input type="checkbox"/> bim	

Score: \_\_\_ / 15

If the student scored 11/15 or below, begin instruction  
If the student scored 12/15 or above, continue to th

#### Blends

Line 1: real words	<input type="checkbox"/> frog	<input type="checkbox"/> black	<input type="checkbox"/> skip	
Line 2: real words	<input type="checkbox"/> blab	<input type="checkbox"/> dress	<input type="checkbox"/> stop	
Line 3: nonsense words	<input type="checkbox"/> glug	<input type="checkbox"/> snod	<input type="checkbox"/> plab	

Score: \_\_\_ / 15

If the student scored 11/15 or below, begin instruction  
If the student scored 12/15 or above, continue to th

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

Kindergarten Reading Survey

## 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	<input type="checkbox"/> chin	<input type="checkbox"/> dash	<input type="checkbox"/> with	<input type="checkbox"/> ring	<input type="checkbox"/> them
Line 2: real words	<input type="checkbox"/> this	<input type="checkbox"/> gong	<input type="checkbox"/> whiz	<input type="checkbox"/> shell	<input type="checkbox"/> match
Line 3: nonsense words	<input type="checkbox"/> chob	<input type="checkbox"/> whem	<input type="checkbox"/> thell	<input type="checkbox"/> yish	<input type="checkbox"/> 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.

#### CVCE

Line 1: real words	<input type="checkbox"/> bake	<input type="checkbox"/> theme	<input type="checkbox"/> time	<input type="checkbox"/> note	<input type="checkbox"/> cube
Line 2: real words	<input type="checkbox"/> broke	<input type="checkbox"/> mule	<input type="checkbox"/> pipe	<input type="checkbox"/> plate	<input type="checkbox"/> bone
Line 3: nonsense words	<input type="checkbox"/> mife	<input type="checkbox"/> pake	<input type="checkbox"/> snoke	<input type="checkbox"/> fube	<input type="checkbox"/> swive

Score: \_\_\_ / 15

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

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Kindergarten Reading Survey

**CVC**

mat	sit	cob
men	hot	zip
mag	vot	bim

**Blends**

frog	black	skip
blab	dress	stop
glug	snod	plab

Kindergarten Reading Survey

**Digraphs**

chin	dash	with	ring	them
this	gong	whiz	shell	match
chob	whem	thell	yish	thush

Kindergarten Reading Survey

**CVCE**

bake	theme	time	note	cube
broke	mule	pipe	plate	bone
mife	pake	snoke	fube	swive

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# 1ST GRADE 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.

- Line 1: real words
- Line 2: real words
- Line 3: nonsense words

## 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	<input type="checkbox"/> cook	<input type="checkbox"/> toil	<input type="checkbox"/> boy	<input type="checkbox"/> moon	<input type="checkbox"/> couch
Line 2: real words	<input type="checkbox"/> cow	<input type="checkbox"/> saw	<input type="checkbox"/> spoil	<input type="checkbox"/> house	<input type="checkbox"/> tall
Line 3: nonsense words	<input type="checkbox"/> droom	<input type="checkbox"/> zoy	<input type="checkbox"/> chaw	<input type="checkbox"/> spoin	<input type="checkbox"/> 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	<input type="checkbox"/> pie	<input type="checkbox"/> niece	<input type="checkbox"/> doe	<input type="checkbox"/> monkey	<input type="checkbox"/> windy
Line 2: real words	<input type="checkbox"/> knee	<input type="checkbox"/> thumb	<input type="checkbox"/> fudge	<input type="checkbox"/> gnaw	<input type="checkbox"/> ghost
Line 3: nonsense words	<input type="checkbox"/> smice	<input type="checkbox"/> knog	<input type="checkbox"/> namb	<input type="checkbox"/> writ	<input type="checkbox"/> phime

Score: \_\_\_ / 15

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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.

#### Vowel Teams

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	<input type="checkbox"/> chin	<input type="checkbox"/> dash	<input type="checkbox"/> with	<input type="checkbox"/> ring	<input type="checkbox"/> them
Line 2: real words	<input type="checkbox"/> this	<input type="checkbox"/> gong	<input type="checkbox"/> whiz	<input type="checkbox"/> shell	<input type="checkbox"/> match
Line 3: nonsense words	<input type="checkbox"/> chob	<input type="checkbox"/> whem	<input type="checkbox"/> thell	<input type="checkbox"/> yish	<input type="checkbox"/> 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	<input type="checkbox"/> bake	<input type="checkbox"/> theme	<input type="checkbox"/> time	<input type="checkbox"/> note	<input type="checkbox"/> cube
Line 2: real words	<input type="checkbox"/> broke	<input type="checkbox"/> mule	<input type="checkbox"/> pipe	<input type="checkbox"/> plate	<input type="checkbox"/> bone
Line 3: nonsense words	<input type="checkbox"/> mife	<input type="checkbox"/> pake	<input type="checkbox"/> snocke	<input type="checkbox"/> fube	<input type="checkbox"/> 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.

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Name: \_\_\_\_\_ 1st Grade Reading Survey  
Date: \_\_\_\_\_

#### CVC

mat	sit	cob	red	lug
men	hot	zip	fan	jet
mag	tot	bim	fud	ren

Name: \_\_\_\_\_ 1st Grade Reading Survey  
Date: \_\_\_\_\_

#### Digraphs

chin	dash	with	ring	them
this	gong	whiz	shell	match
chob	whem	thell	yish	thush

Name: \_\_\_\_\_ 1st Grade Reading Survey  
Date: \_\_\_\_\_

#### Vowel Teams

beach	sigh	rain	coat	hue
few	snow	cry	seek	stay
poat	yeam	smaid	priht	zoad

Name: \_\_\_\_\_ 1st Grade Reading Survey  
Date: \_\_\_\_\_

#### Variant Vowels

cook	toil	boy	moon	couch
cow	saw	spoil	house	tall
droom	zoy	chaw	spoin	mouch

Name: \_\_\_\_\_ 1st Grade Reading Survey  
Date: \_\_\_\_\_

#### R-Controlled Vowels

mart	flirt	torn	perch	fur
hurt	car	shore	bird	her
flar	ver	thor	slor	chur

Name: \_\_\_\_\_ 1st Grade Reading Survey  
Date: \_\_\_\_\_

#### Other Vowel & Consonant Spellings

pie	niece	doe	monkey	windy
knee	thumb	fudge	gnaw	ghost
smice	knog	namb	writ	phime

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# 2ND GRADE 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 12/15 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  ash  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 12/15 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  smoid  pright  zood

Score: \_\_\_\_ / 15

If the student scored 12/15 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  
 frog  black  skip

Line 2: real words  
 blab  dress  stop

Line 3: nonsense words  
 slug  snod  plab

Score: \_\_\_\_ / 15

If the student scored 12/15 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  
 basket  common  fabric  submit

Open Syllables  
 donut  giant  hotel  dust

V-Ce Syllables  
 athlete  campfire  sunrise  erase

Vowel Team Syllables  
 crayon  tiptoe  raisin  jellybean

Controlled Syllables  
 armor  tractor  soccer  curtain

Consonant Link  
 bottle  stable  sparkle  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**

Line 1: real words  
 horn  perch  fur

Line 2: real words  
 share  bird  her

Line 3: nonsense words  
 thor  store  chur

Score: \_\_\_\_ / 15

If the student scored 12/15 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**

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 12/15 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  
 chin  dash  with  ring  them

Line 2: real words  
 graph  gong  whiz  shell  match

Line 3: nonsense words  
 chob  whem  thell  yish  thush

Score: \_\_\_\_ / 15

If the student scored 12/15 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  sigh  rain  toe  hue

Line 2: real words  
 few  snow  cry  seek  key

Line 3: nonsense words  
 poaf  yeam  smaid  pright  zoad

Score: \_\_\_\_ / 15

If the student scored 12/15 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.

**Blends**

Line 1: real words  
 frog  black  skip

Line 2: real words  
 blab  dress  stop

Line 3: nonsense words  
 slug  snod  plab

Score: \_\_\_\_ / 15

If the student scored 12/15 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.

**CVCe**

Line 1: real words  
 cook  foil  boy  moon  couch

Line 2: real words  
 cow  saw  spoil  house  tall

Line 3: nonsense words  
 droom  zoy  chaw  spoin  mauch

Score: \_\_\_\_ / 15

If the student scored 12/15 or better, begin instruction with CVCe 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.

**R-Controlled Vowels**

Line 1: real words  
 perch  fur

Line 2: real words  
 bird  her

Line 3: nonsense words  
 slore  chur

Score: \_\_\_\_ / 15

If the student scored 12/15 or better, begin instruction with R-Controlled Vowel 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  
 cook  foil  boy  moon  couch

Line 2: real words  
 cow  saw  spoil  house  tall

Line 3: nonsense words  
 droom  zoy  chaw  spoin  mauch

Score: \_\_\_\_ / 15

If the student scored 12/15 or better, begin instruction with Variant Vowel 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.

**Multisyllabic Word Decoding**

Line 1: real words  
 basket  common  fabric  submit

Line 2: real words  
 athlete  campfire  sunrise  erase

Line 3: nonsense words  
 crayon  tiptoe  raisin  jellybean

Score: \_\_\_\_ / 24

If the student scored 12/15 or better, begin instruction with Multisyllabic Word Decoding 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.

**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

If the student scored 12/15 or better, begin instruction with Other Vowel & Consonant Spelling skills.  
 If the student scored 12/15 or above, continue to the next section.

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# KINDERGARTEN SPELLING SURVEY



## Spelling Survey

**Directions:** You can complete this task whole group. Have students use their recording sheet as you dictate and use each word in the Spelling Analysis Tool to determine where to begin.

1. **map** My mom looked at the **map** to find out how to get to the store.
2. **sit** I **sit** in a cozy chair to read my favorite books.
3. **cob** Do you like to eat corn on the **cob**?
4. **fed** Our dog gobbled down his food when my brother **fed** him.
5. **crab** The **crab** scurried across the sand at the beach.
6. **chin** When I ate my ice cream cone, it dripped onto my **chin**.
7. **thump** The backpack made a loud **thump** when it fell on the ground.
8. **he** My dad said **he** wanted to go for a walk this afternoon.
9. **flake** The paint on my old rocking chair is starting to **flake** off.
10. **rope** John used a **rope** to tie the boat to the dock.

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Name: \_\_\_\_\_ Kindergarten Spelling Survey

Date: \_\_\_\_\_

## Student Recording Sheet

_____	_____
1. _____	6. _____
_____	_____
2. _____	7. _____
_____	_____
3. _____	8. _____
_____	_____
4. _____	9. _____
_____	_____
5. _____	10. _____

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Kindergarten Spelling Survey

## Spelling Analysis Tool

assessment from the beginning of Section III. Check off the skills for which the student wrote correctly (regardless of how they spelled the rest of the word). Use this tool here to begin word study in the scope & sequence.

Correctly identified all consonants, 4 short vowels, and 2 blends, begin with the next level.

Consonants	short vowels	blends	digraphs	open syllables	CVCE
	a <input type="checkbox"/>				
	i <input type="checkbox"/>				
	o <input type="checkbox"/>				
	e <input type="checkbox"/>				
	α <input type="checkbox"/>	cr <input type="checkbox"/>			
	i <input type="checkbox"/>		ch <input type="checkbox"/>		
	u <input type="checkbox"/>	mp <input type="checkbox"/>	th <input type="checkbox"/>		
				e <input type="checkbox"/>	
		fl <input type="checkbox"/>			a_e <input type="checkbox"/>
					o_e <input type="checkbox"/>
14	/7	/3	/2	/1	/2

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# 1ST GRADE SPELLING SURVEY



1st Grade Spelling Survey

**Section III**

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**

Directions: You can cut out these words and use them for your spelling practice. Write the words on your recording sheet.

1. bat	The t
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 y
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

	r- controlled	other vowels
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
5	/4	/5

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# 2<sup>ND</sup> GRADE SPELLING SURVEY



## Section II Spelling Assessment

2<sup>nd</sup> Grade Spelling Survey

**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 din
- fox** I saw an orange **fox** with a fluffy tail running throug
- napkin** I use a **napkin** to wipe my mouth while I'm eating ju
- middle** A fish was swimming in the **middle** of the pond.
- clog** There was a **clog** in the drain, so the sink filled up w
- tulip** The beautiful yellow **tulip** was the perfect flower to
- maple** The man collected sap from a **maple** tree to make s
- chime** The grandfather clock will **chime** at 8:00.
- wishbone** Some people say a **wishbone** is a symbol for good l
- snail** There was a tiny **snail** moving along the edge of the
- tree** In the summer, it feels nice to sit under the shade o
- might** We **might** be able to go to the playground if it doesn
- core** In the center of an apple is the **core** and some see
- birthday** The **birthday** cake was decorated with frosting, spr
- royal** The king and queen are part of the **royal** family.
- point** Can you please **point** me in the direction of the offi
- sidewalk** Be sure to stay on the **sidewalk** when there is a lot
- sunflower** Did you know a **sunflower** can grow to be 20 feet t
- football** I saw a **football** player score a touchdown at the ga
- bloom** Springtime is pretty when all the flowers begin to bl

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2<sup>nd</sup> Grade Spelling Survey

## Spelling Analysis Tool

the student the spelling assessment. Check off the skills below that the student wrote correctly for each word (regardless of how they spelled the rest of the word). Identify skills the student has erred and those that they need more practice with. Use that data to determine where to begin study instruction in the scope & sequence.

Name: \_\_\_\_\_ 2<sup>nd</sup> Grade Spelling Survey

Date: \_\_\_\_\_

## Spelling Analysis Tool

Give the student the spelling assessment. Check off the skills below that the student wrote correctly for each word (regardless of how they spelled the rest of the word). Identify skills the student has mastered and those that they need more practice with. Use that data to determine where to begin word study instruction in the scope & sequence.

	CVCe	vowel teams	r-controlled	variant vowels	diphthongs	complex vowels
f	/3	/6	/3	/2	/3	/2

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Name: \_\_\_\_\_ 2<sup>nd</sup> Grade Spelling Survey

Date: \_\_\_\_\_

### Student Recording Sheet

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

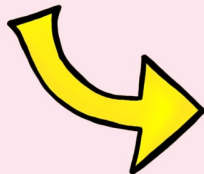
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# AUTOFILL DATA TRACKERS



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	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				
	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	ea, 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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