



KINDERGARTEN

PHONICS SCREENERS

SCIENCE OF READING ALIGNED



Kindergarten Phonemic Awareness Screener

Name: Layla
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.

mufe /m/ <input type="checkbox"/>	toss /t/ <input type="checkbox"/>
sit /s/ <input checked="" type="checkbox"/>	gate /g/ <input type="checkbox"/>
rope /r/ <input checked="" type="checkbox"/>	cut /k/ <input type="checkbox"/>
van /v/ <input checked="" type="checkbox"/>	yes /y/ <input type="checkbox"/>
heap /h/ <input checked="" type="checkbox"/>	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 checked="" type="checkbox"/>	gap /p/ <input type="checkbox"/>
leaf /f/ <input checked="" type="checkbox"/>	tube /b/ <input type="checkbox"/>
fill /l/ <input checked="" type="checkbox"/>	side /d/ <input type="checkbox"/>
mane /n/ <input checked="" type="checkbox"/>	wreck /k/ <input type="checkbox"/>
league /g/ <input checked="" 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.

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Kindergarten Letter & Grapheme Identification

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

Score: 22 / 26

C	B	N	I	T	P	S	A
U	E	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	f	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: 22 / 31

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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



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!*

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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

- mute /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/ _____
- leaf /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"/> | _____ | mute 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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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: _____ 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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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 the next section.

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 the next section.

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

Kindergarten Reading Survey

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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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

<p>1. _____</p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p> <p>5. _____</p>	<p>6. _____</p> <p>7. _____</p> <p>8. _____</p> <p>9. _____</p> <p>10. _____</p>
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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.

Skills	short vowels	blends	digraphs	open syllables	CVCe
Consonants	a <input type="checkbox"/>				
	i <input type="checkbox"/>				
	o <input type="checkbox"/>				
	e <input type="checkbox"/>				
	a <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

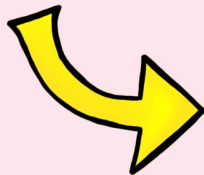
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AUTOFILL DATA TRACKERS



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

Name	consonants												
	b	c	d	f	g	h	j	k	l	m	n		
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)		

DOWNLOAD THE FULL PREVIEW TO SEE MORE!

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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