

Introduction

Zoo-phonics® Assessment Inventory.....	1-3
Student Inventory–Determining Student’s Skill and Interest	5-8

Section 1 Auditory/Vocal Perception

Reciting Personal Information	9-10
Identifying Real vs. Fantasy	11-14
Listening and Matching Words to Objects.....	15-18
Listening and Repeating and Performing Tasks	19-26
Discriminating Initial Sounds	27-34
Discriminating Ending Sounds	35-40
Which Two Sounds Are the Same? Different?	41-48
Putting Letters Together - What Word do You Have?	49-50
Take Away One or Two Letters - What Sounds do You Have?	51-52
Categorization by Sounds	53-56
Detecting Rhymes	57-60
Determining the Number of Syllables in a Word	61-62
Auditory/Short Term Memory - Listening, Using Manipulatives	63-66

Section 2 Visual Perception

Seeing, and then Replicating Shapes from Memory	67-70
Identifying Differences Upon Sight	71-76
Short Term Memory, Identifying and Verbalizing, “Whats Missing?”	77-80
Replicating Patterns from Visual Memory	81-82
Replicating Geometric Shapes In Order	83-86
Which Two Sounds are the Same?	87-90

Section 3 Alphabet

Reciting the Alphabet by Letter Name or Letter Sound	91-92
Identifying the Shape, Sound and/or Signal of the Lowercase Animal Alphabet	93-100
Identifying the Shape, Sound and/or Signal and Name of Lowercase Merged/ Animal	101-108
Identifying Letter Names, Sounds and/or Signals of Lowercase Letter Alphabet	109-116
Manipulating and Writing the Lowercase Alphabet.....	117-128
Identifying the Shape, Sound and/or Signal and Letter Name of Merged Capital Alphabet	129-136
Identifying the Sounds, Signals, and Letter Name of Capital Letter Alphabet	137-144
Identifying and Writing the Capital Alphabet in Sequence	145-148

Section 4 Sounding/Reading/Spelling

Initial Sounds Using Manipulatives	149-156
Two and Three Letter Nonsense Words	157-164
VC and CVC Words, Phrases and Sentences	165-172
Identifying and Writing Two Letter and Three Letter Blends	173-180
Four to Six Letter Blend Words, Words in Phrases and Sentences	181-196
Identifying and Writing Two and Three Letter Beginning and Ending Digraphs	197-204

Which Words are Spelled Correctly	205-208
Two and Three Letter Beginning and Ending Digraph Words, Phrases and Sentences	209-216
Definition, Recognition and Usage of the Schwa	217-222
Using Schwa Sound When Writing.	223-228
"I Say My Own Letter Name" Long Vowels in Word Lists, and/or Sentences	229-240
"Bossy 'e' or 'Ellie' Words" Long Vowels in Word List and/or Sentences	241-252
"Polite Partner" Sounds/Sentences, Long Vowels and Diphthongs.	253-272
Recognition and Usage of "r" Controlled Vowels.	273-286
Silent Letters from a Word List and/or Sentences.	287-298
Recognition and Usage of Soft Sounds, Words and Sentences.....	299-310
Long Vowels, Diphthongs, Silent Letters and Soft Sounds	311-322
High Frequency Words	323-358
Prefixes and Suffixes	359-370

Section 5 Comprehension

Reading - Kindergarten through Third Grade	371-390
Science - Kindergarten through Third Grade	391-408
Social Studies - Kindergarten through Third Grade	409-426

Section 6 Grammar, Sentence Structure/Writing

Capitalization	427-462
Punctuation	463-478
Grammar	479-522
Sentences	523-534
Proofreading	535-538
Writing Prompts	539-542

Sound Blending 07 – Identifying Two and Three Letter Beginning and Ending Digraphs

SKILL

Child can identify two and three letter beginning and ending digraphs in isolation.

SKILL DOMAIN

Visual, auditory, verbal and symbol recognition, kinesthetic, long-term memory, abstract thinking ability; reading: two and three letter digraph beginning and ending words

STUDENT OBJECTIVE

When presented with a digraph and/or digraph word, the student will pronounce the digraphs and sound blend the digraph words.

TEST JUSTIFICATION

The digraphs are more complex than the blends, because the two (or three) letters together make a completely different sound. There are many digraph words, which will add to the student's reading and spelling vocabulary.

REMEDIAION IDEAS

When teaching the digraph concept, make sure that it is completely understood. Teaching through abstractions is known to have a low success rate. Explain the digraphs through the Animals. Read the *Zoo-phonics® Readers*, listen to the *Pick-A-Pick A Partner Music Tape*. Remember, "*Honey Horse is Always Right!*"

Please note: These words follow the digraphs found in the *Zoo-phonics® Beginning Sound Flash Cards*.

Directions: Ask the student to sound blend each digraph written on the page.

Say: "Here are some digraphs. Can you Sound and Signal and tell me the digraphs?"

If the student does not understand the directions, point to one of the digraphs from the middle of the test, and demonstrate the Sound and Signal for the digraph.

Say: "Listen and watch me Signal." Point to the "ch" digraph and Sound and Signal. Next, Signal, Sound and read one of the digraph words in the test.

Say: "Can you start from the beginning and Sound and Signal each digraph?" Point to each digraph and digraph word, expecting a response. If no response is given, move on to the next. Keep moving on to the next digraph until you have pointed to five. If there is no response, stop the test.

Use the *Teacher Work and Score Sheet #SB-07(a)* for student responses.

Praise and encouragement are important. Tests are often frightening to children. You will put them at ease by saying, "Good job" or "Nice try."

Minimum Proficiency: Continue with the test until three errors are made. +7/9 is required for Test I. +8/10 is required for Tests II and III.

Time: Give the child 15 seconds per item before moving on to the next digraph.

For the Special Needs Student: Make sure there are other ways to test a child who is visually challenged. If there are too many words on the page, cover all but the one being read. Give this child more time to complete the test.

For the ELL/Bilingual Student: In order for the student to be successful on this test, s/he will have to be taught the sounds of the digraphs. If this student has been taught the Sounds and Signals for the digraphs, s/he should have little trouble with this test. Digraphs may be pronounced incorrectly resulting from ELL students' confusion of sounds/letters in their primary language.

SB-07(a)

**Identifying Two and Three Letter
Beginning and Ending Digraphs
(Teacher Work and Score Sheet)**

Practice Test:

1. ch _____

2. ph _____

Test I

- 1. ch _____
- 2. sh _____
- 3. th _____
- 4. wh _____
- 5. ph _____
- 6. qu _____
- 7. shr _____
- 8. thr _____
- 9. squ _____

Test I Score + ____ / 9

Test II Score + ____ /10

Test III Score + ____ /10

Test II

- 1. champ _____
- 2. chip _____
- 3. ranch _____
- 4. pinch _____
- 5. thrill _____
- 6. this _____
- 7. with _____
- 8. math _____
- 9. phone _____
- 10. graph _____

Test III

- 1. whip _____
- 2. whiz _____
- 3. shrink _____
- 4. shrimp _____
- 5. thrift _____
- 6. that _____
- 7. squint _____
- 8. quack _____
- 9. squat _____
- 10. quit _____

Student Name: _____

Date: _____

Total Score: + ____ /29

Comments and Observations

Goals and Strategies

SB-07(b)

Identifying Two and Three Letter
Beginning and Ending Digraphs
(Student Prompt)

Practice Test:

1. ch

2. ph

Test I

1. ch

2. sh

3. th

4. wh

5. ph

6. qu

7. shr

8. thr

9. squ

Test II

1. champ

2. chip

3. ranch

4. pinch

5. thrill

6. this

7. with

8. math

9. phone

10. graph

Test III

1. whip

2. whiz

3. shrink

4. shrimp

5. thrift

6. that

7. squint

8. quack

9. squat

10. quit

Writing Sound Blending 07 – Writing Two and Three Letter Beginning and Ending Digraphs

SKILL

Child can write two and three letter beginning and ending digraphs in isolation.

SKILL DOMAIN

Visual, auditory, sound/verbal symbol recognition, kinesthetic, long-term memory, abstract thinking ability, writing two and three-letter digraphs, beginning and ending digraph words

STUDENT OBJECTIVE

When presented with a digraph/digraph word, the student will write the digraphs and digraph words.

TEST JUSTIFICATION

The digraphs are more complex than the blends, because the two (or three) letters together make a completely different sound from the original letters that make up the digraph. There are many digraph words to learn, which will add to the student's reading and spelling vocabulary.

REMEDIATION IDEAS

When teaching the digraph concept, make sure that it is completely understood. Teaching through abstractions is known to have a low success rate. Explain the digraphs through the Animals. Read the *Zoo-phonics® Readers*, listen to the *Pick-A-Pick A Partner Music Tape*. Remember, "*Honey Horse is Always Right!*"

Please note: These words follow the digraphs found in the *Zoo-phonics® Beginning Sound Flash Cards* and the *Beginning Sound Flash Card Activity Packet*.

Directions: Ask the student to write each digraph and digraph word dictated.

Say: "I am going to call out a digraph. I want you to write the digraph on your paper. You may Signal if you like."

If the student does not understand the directions, point to one of the digraphs from WSB-07(b).

Say: "Listen carefully." Give the sound or word, and then write the word for the student.

Say: "Let's begin the test." Call out each digraph and digraph word, expecting a response. If no response is given, move on to the next. Keep moving on to the next digraph until you have called out three. If there is no response, stop the test.

Use the *Teacher Work and Score Sheet #WSB-07(a)* for student responses.

Praise and encouragement are important. Tests are often frightening to children. You will put them at ease by saying, "Good job" or "Nice try."

Minimum Proficiency: Continue with the test until three written errors are made. +7/9 is required for Test I; + 8/10 is required for Tests II & III.

Time: Give the child ten seconds per item before moving on to the next digraph.

For the Special Needs Student: Make sure there are other ways to test a child who is visually or motorically challenged. The student can manipulate the *Large Picture Cards*, the *Grids* or *Magnets*. The student may need to use specially lined paper. You should allow the child to Signal or verbalize the letters. Give this child more time to complete the test.

For the ELL/Bilingual Student: In order for the student to be successful on this test, s/he must be taught the sounds of the digraphs. If this student has been taught the Sounds and Signals for the digraphs, s/he should have little trouble with this test. Spelling of digraphs will vary. ELL students may relate sounds to sounds/letters in their primary language. The teacher must decide whether to give the test at this time. Digraphs may be pronounced incorrectly resulting from ELL students' confusion of sounds/letters in their primary language.

Test I

- 1. ch _____
- 2. sh _____
- 3. th _____
- 4. wh _____
- 5. ph _____
- 6. qu _____
- 7. shr _____
- 8. thr _____
- 9. squ _____

Test I Score + ____ / 9

Test II Score + ____ / 10

Test III Score + ____ / 10

Test II

- 1. champ _____
- 2. chip _____
- 3. ranch _____
- 4. pinch _____
- 5. thrill _____
- 6. this _____
- 7. with _____
- 8. math _____
- 9. phone _____
- 10. graph _____

Test III

- 1. whip _____
- 2. whiz _____
- 3. shrink _____
- 4. shrimp _____
- 5. thrift _____
- 6. that _____
- 7. squint _____
- 8. quack _____
- 9. squat _____
- 10. quit _____

Student Name: _____

Date: _____

Total Score: + ____ / 29

Comments and Observations

Goals and Strategies

**Writing Two and Three Letter
Beginning and Ending Digraphs
(Student Worksheet)**

Test I

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

Test II

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Test III

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Visual/Auditory Discrimination 08 – Which Words are Spelled Correctly?

SKILL

Student will look at three words and determine which word is spelled correctly. Give the student the appropriate test, or give him or her all three tests.

SKILL DOMAIN

Auditory, visual discrimination, patterning skills, long-term memory, phonics, reading and spelling.

STUDENT OBJECTIVE

Student will be able to discriminate auditorily and visually between correctly and incorrectly spelled words, by using long-term memory.

TEST JUSTIFICATION

Students must be taught to discriminate auditorily and visually discriminate or perceive subtle differences in sound patterns immediately, for reading and spelling success. Teaching students through word families or patterns (including high frequency words) aids student understanding of the language, as well as memory.

REMEDIATION IDEAS

Teach this skill as a part of your direct phonics, reading and spelling activities. You can develop auditory and visual discrimination skills by playing various spelling games. Your students can cue themselves by using the Body Signals. Use *The Zoo-phonics® Zoo-illion Dollar Word List* to easily locate words needed in the games.

Directions: Tell your students that you are going to show them three spellings of a word, and read the word aloud to them. They must then determine which spelling is correct.

Say: “Look at the three spellings carefully. Tell me (or show me) which is correct. I will also read the word aloud to you.”

If the student does not understand the directions, point to one of the words from the middle of the test, and read the word for the student.

Use the *Teacher Work and Score Sheet #VAD-19(a)* for student responses.

Praise and encouragement are important. Tests are often frightening to children. You will put them at ease by saying, “Good job” or “Nice try.”

Minimum Proficiency: +4/5 for Test I and II; +6/8 for Test III. Total of 18 points possible.

Time: Give the child ten seconds for each prompt. Allow time to repeat one time.

For the Special Needs Student: This child may need to have more time when taking the test. Allow the child to Signal if needed.

For the ELL/Bilingual Student: In order for the ELL student to be successful on this test, s/he needs to know how to spell and understand English words. You may choose to test on the more basic words, not give the test, or, if the student is English proficient, test on all three. Pronounce the words very carefully, repeating two or three times if needed. Pause between words. Remember, depending on the age of the student, the child may not be able to perceive the exact sound. Translate the directions if necessary.

VAD-08(a)

**Which Words are Spelled Correctly?
(Teacher Score Sheet)**

Practice Test:

- 1. Read, "can." Show, kan - can - ken _____
- 2. Read, "him." Show, hem - kam - him _____

Test I

- 1. Read, "men." Show, man - nan - men _____
- 2. Read, "log." Show, log - lig - bog _____
- 3. Read, "mad." Show, mab - mad - nad _____
- 4. Read, "bus." Show, bun - buz - bus _____
- 5. Read, "did." Show, did - dil - bid _____

Test I Score + ____ /5

Test II Score + ____ /5

Test III Score + ____ /8

Test II

- 1. Read, "blast."
Show, plast - blast - plant _____
- 2. Read, "stamp."
Show, cramp - stamp - stack _____
- 3. Read, "crush."
Show, crush - crutch - krush _____
- 4. Read, "drink."
Show, dwink - drink - brink _____
- 5. Read, "told."
Show, fold - toll - told _____

Test III

- 1. Read, "champ."
Show, chant - shamp - champ _____
- 2. Read, "when."
Show, when - then - whet _____
- 3. Read, "this."
Show, thus - thes - this _____
- 4. Read, "chip."
Show, chip - shep - ship _____
- 5. Read, "read."
Show, reed - reab - read _____
- 6. Read, "seen."
Show, sean - seen - screen _____
- 7. Read, "boat."
Show, bot - boot - boat _____
- 8. Read, "rain."
Show, rain - rane - rean _____

Student Name: _____

Date: _____

Total Score: + ____ / 18

Comments and Observations

Goals and Strategies

VAD-08(a)

**Which Words are Spelled Correctly?
(Student Prompt)**

Practice Test:

- | | | | |
|----|-----|-----|-----|
| 1. | kan | can | ken |
| 2. | hem | kam | him |

Test I

- | | | | |
|----|-----|-----|-----|
| 1. | man | nan | men |
| 2. | log | lig | bog |
| 3. | mab | mad | nad |
| 4. | bun | buz | bus |
| 5. | did | dil | bid |

Test II

- | | | | |
|----|-------|--------|-------|
| 1. | plast | blast | plant |
| 2. | cramp | stamp | stack |
| 3. | crush | crutch | krush |
| 4. | dwink | drink | brink |
| 5. | fold | toll | told |

Test III

- | | | | |
|----|-------|-------|--------|
| 1. | chant | shamp | champ |
| 2. | when | then | whet |
| 3. | thus | thes | this |
| 4. | chip | shep | ship |
| 5. | reed | reab | read |
| 6. | sean | seen | screen |
| 7. | bot | boot | boat |
| 8. | rain | rane | rean |