



*RGR offers a workshop on administering and scoring the Pre-Reading Skills Surveys. Please visit our website ([www.ReallyGreatReading.com](http://www.ReallyGreatReading.com)) to learn about this workshop and many others we offer. You can also see our lessons and teaching manipulatives that help students understand phonics and improve their word attack skills.*

# Pre-Reading Skills Diagnostic Surveys

**Form A:**  
**Letter Names and Sounds Survey**  
**Phonological Awareness Survey**  
**Phonemic Awareness Survey**

Complimentary Version

Draft v6 02-17-09

[www.ReallyGreatReading.com](http://www.ReallyGreatReading.com)

1-866-401-7323

# Pre-Reading Skills Diagnostic Surveys

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# The RGR Diagnostic Surveys

## Overview

The Really Great Reading Surveys quickly diagnose a student's weaknesses in basic reading skills.

The Surveys consist of six measures grouped into five components. These components are grouped as Decoding Skills and Pre-reading Skills.

Skills	RGR Survey	What is assessed
<b>Decoding</b>	<i>Beginning Decoding</i>	Basic phonics <ul style="list-style-type: none"> <li>– Sight words</li> <li>– Common consonants</li> <li>– Short vowels</li> <li>– Digraphs</li> <li>– Consonant blends</li> <li>– Nonsense words</li> </ul>
	<i>Advanced Decoding</i>	Advanced phonics <ul style="list-style-type: none"> <li>– Long vowels</li> <li>– Variant vowels</li> <li>– R-controlled vowels</li> <li>– Multisyllable words</li> <li>– Nonsense words</li> </ul>
<b>Pre-Reading</b>	<i>Letter Names</i>	Letter naming
	<i>Letter Sounds</i>	Letter/sound correspondence
	<i>Phonological Awareness</i>	Phonological awareness at these levels: <ul style="list-style-type: none"> <li>– Syllable</li> <li>– Onset/rime</li> <li>– Matching: <ul style="list-style-type: none"> <li>◦ Initial sounds</li> <li>◦ Final sounds</li> </ul> </li> <li>– Identifying: <ul style="list-style-type: none"> <li>◦ Initial sounds</li> <li>◦ Final sounds</li> </ul> </li> </ul>
	<i>Phonemic Awareness</i>	Phonemic awareness at these levels: <ul style="list-style-type: none"> <li>– Blending <ul style="list-style-type: none"> <li>◦ 3 sounds</li> <li>◦ 4 sounds</li> </ul> </li> <li>– Segmenting <ul style="list-style-type: none"> <li>◦ 3 sounds</li> <li>◦ 4 sounds</li> </ul> </li> </ul>

## Summary Directions Letter Names Survey

### Purpose

- Give to students who struggle with Phonemic Awareness tasks.
- To quickly identify which letter names a student knows

### What is assessed

- Names of the 26 letters of the alphabet

### Materials

- Letter Names Student Page – Form A
- Letter Names & Letter Sounds Recording & Scoring – Form A
- Pen or pencil

### Administration

- Use the *Letter Names Student Page*
  - Ask student to name each letter
  - Explain accuracy is more important than speed
  - If student gives letter sound, prompt with: **“That is a letter sound, do you know the name of this letter?”**

### Recording

- On the *Recording and Scoring Form* in the Letter Sounds box:
  - For correct answers, place check mark (✓) next to correct response
  - For errors, record exactly what student reads in the response box
  - Record all incorrect attempts
  - Write SC for self correction after recording the error(s)
  - Cross out the response and write DK for no attempt or “I don’t know.”
  - Record additional comments and observations in the *Comments* boxes

### Scoring Form

- After administration:
  - Tally correct responses for each row
  - Self corrections do not count as correct
  - Total correct responses
  - Highlight or circle appropriate skill level box

## Summary Directions

### Letter Sounds Survey

#### Purpose

- Give to students who read 0 -14 words correctly on Beginning Decoding Survey
- To quickly identify which letter sounds a student knows

#### What is assessed

- Short vowel sounds
- Sounds of all consonants and *qu*
- Sounds of digraphs *ch*, *sh*, *ck*, *wh*, and *th*

#### Materials

- Letter Sounds Student Page – Form A
- Letter Names & Letter Sounds Recording & Scoring – Form A
- Pen or pencil

#### Administration

- Use the *Letter Sounds Student Page*
  - Ask student to name the sound spelled by each letter
  - Explain accuracy is more important than speed
  - Short vowels sounds are the correct answers for the vowels
  - Hard c, /k/ for c and hard g, /g/ for g are the correct answers
  - Prompt with “**Do you know any others sounds (name the letter) spells?**” for:
    - Correct long vowel responses
    - Correct soft c or soft g responses
  - If student gives letter name, prompt with: “**That is a letter name, do you know the sound this letter spells?**”

#### Recording

- On the *Recording and Scoring Form* in the Letter Sounds box:
  - For correct answers, place check mark (✓) next to correct response
  - For errors, record exactly what student reads in the response box
  - Record all incorrect attempts
  - Write SC for self correction after recording the error(s)
  - Cross out the response and write DK for no attempt or “I don’t know.”
  - Record “uh” when added to correct sounds (Count these as correct)
  - Record additional comments and observations in the *Comments* boxes

#### Scoring Form

- After administration:
  - Tally correct responses for each row
  - Self corrections do not count as correct
  - Total correct responses
  - Highlight or circle appropriate skill level box

# Letter Names & Sounds Survey

# Form A Recording & Scoring Form

Name \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

Assessor: \_\_\_\_\_

## Letter Names

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

Comments:

Skill Level			Number Correct
Low	Emerging	Established	
0-16	17-24	25-26	/26

## Letter Sounds

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

Comments:

Skill Level			Number Correct
Low	Emerging	Established	
0-21	22-28	29-31	/31

## Optional Letter Writing Upper Case

Letters Missed				Number Correct		
Comments:			Skill Level			
			Low		Emerging	Established
			0-16	17-24	25-26	/26

## Optional Letter Writing Lower Case

Letters Missed				Number Correct
Comments:	Skill Level			
	Low	Emerging	Established	
	0-16	17-24	25-26	
				/26

Say the **name** for each letter.

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t q

Say the **sound** for each letter.

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t

ch sh ck wh th qu



# Summary Directions

## Phonological Awareness Survey

### Purpose

- Give to students who read 0 -14 words correct on Beginning Decoding Survey
- To quickly identify student's phonological awareness skill level

### What is assessed

- |   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>• Blending: <ul style="list-style-type: none"> <li>○ Compound words</li> <li>○ 2 syllable words</li> <li>○ Onset/rime</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Matching: <ul style="list-style-type: none"> <li>○ Initial sounds</li> <li>○ Final Sounds</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Identifying: <ul style="list-style-type: none"> <li>○ Initial sounds</li> <li>○ Final Sounds</li> </ul> </li> </ul> |
|---|---|--|

### Materials

- Phonological Awareness Survey Student Pages 1, 2, & 3 – Form A
- Phonological Awareness Survey Recording & Scoring – Form A
- Pen or pencil

### Administration

- See next page for suggested script
- Demonstrate the task with practice prompts on *Recording and Scoring Form*
- Give actual prompts on *Recording and Scoring Form*

### Recording

- On the *Recording and Scoring Form*:
  - For correct answers, place check mark (✓) next to correct response
  - For errors, record exactly what student reads in the response box
  - Record all incorrect attempts
  - Write SC for self correction after recording the error(s)
  - Cross out the response and write DK for no attempt or "I don't know."
  - Record additional comments and observations in the *Comments* boxes

### Scoring Form

- After administration:
  - Tally correct responses for each task
  - Self corrections do not count as correct
  - Total all correct responses
  - Highlight or circle appropriate skill level box for each task

## Suggested Script

### Phonological Awareness Survey

#### Compound Words, 2 Syllable and Onset/Rime

Use the boxes on *Student Page 1*

- Demonstrate with the practice word *rainbow*:
  - Say:  
***“I am going to say two parts of a word. You put the parts together and tell me what the whole word is. Let’s do a sample together. Rain (pause 2 seconds) bow.”***  
 Touch the box on the student’s left when you say *rain* and the one on the student’s right when you say *bow*.
  - Say:  
***“When I put the parts together, they make one word – rainbow.”***  
 Place your hand flat between the 2 boxes to show blending the 2 parts.
  - Say:  
***“Now let’s do it together.”***  
 Have the student follow you using the same procedure.
  - Say:  
***“Now it’s your turn to put some word parts together. You can touch the boxes to help.”***
- Read the word parts for each compound word on the Recording and Scoring Form, touching the boxes as above.
- Read the word parts for each two syllable word on the Recording and Scoring Form, touching the boxes as above.
- Read the onset and rime for each word on the Recording and Scoring Form, touching the boxes as above.
- If any part is too difficult for the student, discontinue and go on to Matching Initial Phonemes.

## Suggested Script continued Phonological Awareness Survey

### Matching Initial Phonemes

Use pictures at the top of *Student Page 2*.

- Demonstrate with the practice word *moon*:
  - Point to each of the four pictures as you say their names (listed on the Recording and Scoring Form) and have the student repeat the name of each picture.
  - Point to the picture of the moon and say:  
**“/m/ is the first sound in moon. Say /m/.”**
  - After the student says /m/, say:  
**“Which picture here has the same first sound as moon?”**  
 (The student can point to the picture or name it.)
  - If the student points to the correct picture (mouse), say:  
**“Yes, mouse has the same first sound as moon.”**
  - If the student does not point to the correct picture (mouse), say:  
**“Mmmmouse starts with the sound /m/, just like mmmmoon starts with the sound /m/. Say mmmmoon.**  
 (The student repeats *mmmmoon*.)  
**Say mmmmouse.”**  
 (The student repeats *mmmmouse*.)
  - Say:  
**“You do the next three by yourself. I’ll tell you the names of the pictures. This is (point to and name the first picture).”**  
 (Pictures are named on the *Recording and Scoring Form*.)
  - Point to and name the next three pictures. Say:  
**“Which one begins with the same sound as (name the first picture in the row).”**
  - Repeat for the next two words

### Identifying Initial Phonemes

Use pictures in the last row on *Student Page 2*.

- Demonstrate with the practice word *soup*:
  - Point to the first picture and say:  
**“This is soup. What is the first sound in the word soup?”**
  - If the student correctly names the sound /s/, say:  
**“Yes, the first sound in soup is /s/.”**
  - If the student does not name the sound /s/, say:  
**“Soup starts with the sound /s/. Say ssssoup.”**
  - After the student says ssssoup, say:  
**“Say /ssss/.”**  
 (The student repeats the sound /ssss/.)
  - Point to the next picture in the row and name it.  
 (Pictures are named on the Recording and Scoring Form.)
  - Say:  
**“What is the first sound you hear in the word (repeat the picture name)?”**
  - Repeat for the next two pictures and words.

## Suggested Script continued Phonological Awareness Survey

### Matching Final Phonemes

Use pictures at the top of Student Page 3.

- Demonstrate with the practice word *frog*:
  - Point to each of the four pictures as you say their names (listed on the Recording and Scoring Form) and have the student repeat the name of each picture.
  - Point to the picture of the frog and say:  
***“/g/ is the last sound in frog. Say /g/.”***
  - After the student says /g/, say:  
***“Which picture here has the same last sound as frog?”***
  - If the student points to the correct picture (pig), say:  
***“Yes, pig has the same last sound as frog.”***
  - If the student does not point to the correct picture (pig), say:  
***“Pig ends with the sound /g/, just like frog ends with the sound /g/. Say pig, /g/.”***  
(The student repeats *pig, /g/.*)  
***Say frog, /g/.”***  
(The student repeats *frog, /g/.*)
  - Say:  
***“You do the next three by yourself. I’ll tell you the names of the pictures. This is (name the first picture).”***  
(Pictures are named on the Recording and Scoring Form.)
  - Point to and name the next three pictures. Say:  
***“Which one ends with the same sound as (name the first picture in the row)?”***
  - Repeat for the next two words.

### Identifying Final Phonemes

Use pictures in the last row on Student Page 3.

- Demonstrate with the practice word *cat*:
  - Point to the first picture and say:  
***“This is cat. What is the last sound in the word cat?”***
  - If the student correctly names the sound /t/, say:  
***“Yes, the last sound in cat is /t/.”***
  - If the student does not name the sound /t/, say:  
***“Cat ends with the sound /t/. Say cat, /t/.”***  
(The student repeats *cat, /t/.*)
  - Point to the next picture in the row and name it  
(Pictures are named on the Recording and Scoring Form.)
  - Say:  
***“What is the last sound you hear in the word (repeat the picture name)?”***
  - Repeat for the next two pictures and words.

**Phonological Awareness Survey**

**Recording and Scoring Form**

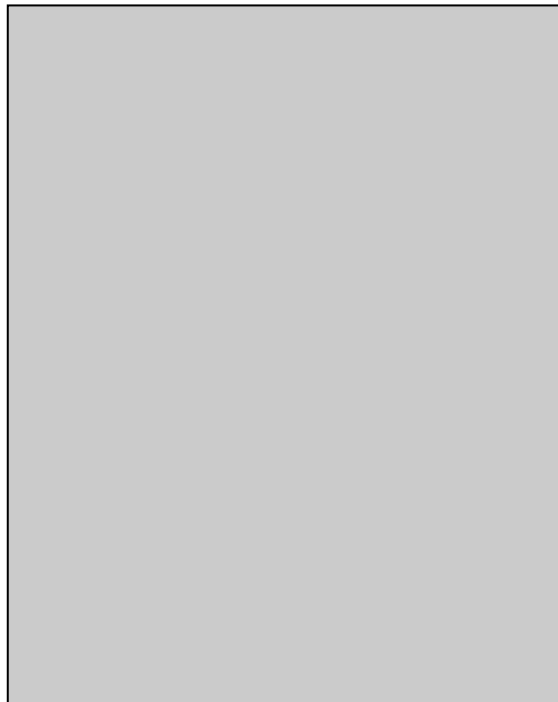
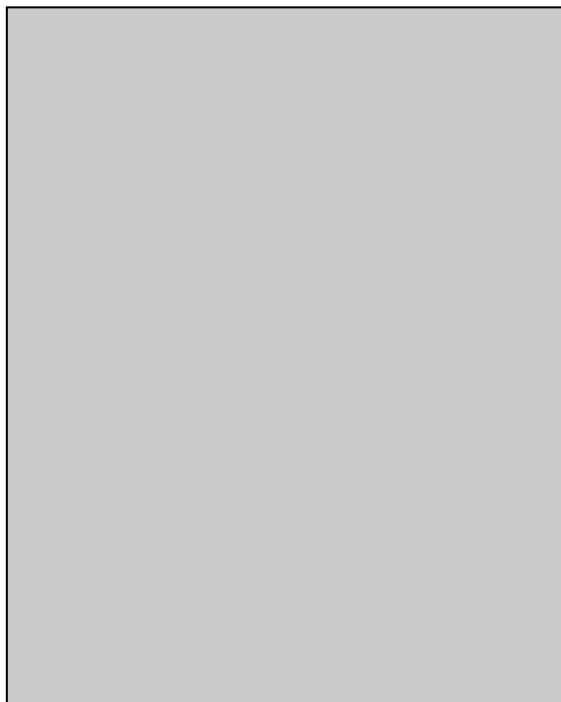
**Form A**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_

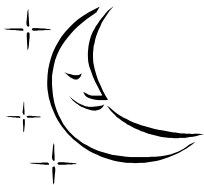
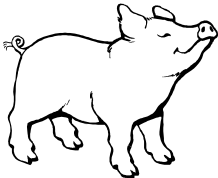



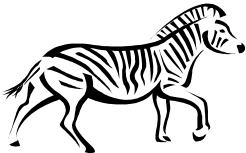

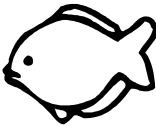


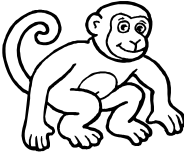
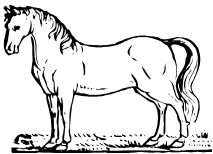


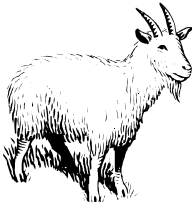
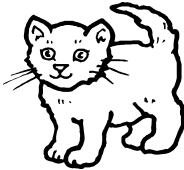
Assessor \_\_\_\_\_

		Record Student Response	Number Correct	Skill Level		
				Low	Emerging	Established
<b>Compound Words</b> use Student <b>page 1</b>			/3	0-1	2	3
practice:	correct response:		Comments:			
rain bow	rainbow					
prompt:						
cup cake	cupcake					
sun shine	sunshine					
cow boy	cowboy					
<b>2 Syllable Words</b> use Student <b>page 1</b>			/3	0-1	2	3
prompt:	correct response:		Comments:			
ta ble	table					
summ er	summer					
con test	contest					
<b>Onset/Rime</b> use Student <b>page 1</b>			/3	0-1	2	3
prompt:	correct response:		Comments:			
/f/ oot	foot					
/p/ art	part					
/ch/ eek	cheek					
<b>Matching Initial Phonemes</b> use Student <b>page 2</b>			/3	0-1	2	3
practice:	names of pictures, correct answers underlined		Comments:			
moon pig ball mouse						
prompt:						
socks zebra sun fish						
hat pie monkey horse						
car ball goat cat						
<b>Identifying Initial Phonemes</b> use Student <b>page 2</b>			/3	0-1	2	3
practice:	correct response:		Comments:			
soup /s/						
prompt: van /v/						
top /t/						
chain /ch/						
<b>Matching Final Phonemes</b> use Student <b>page 3</b>			/3	0-1	2	3
practice:	names of pictures, correct answers underlined		Comments:			
frog cat pig sun						
prompt:						
bat heart van sled						
horse fan fish bus						
key bow kite baby						
<b>Identifying Final Phonemes</b> use Student <b>page 3</b>			/3	0-1	2	3
practice:	correct response:		Comments:			
cat /t/						
prompt: cab /b/						
ram /m/						
brush /sh/						
<b>Total</b>			/21			




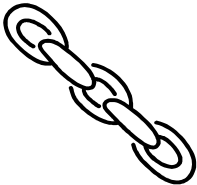
Touch boxes for word parts.




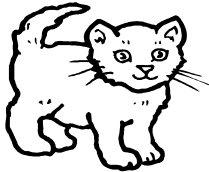
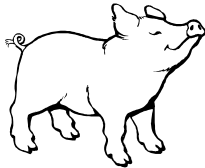




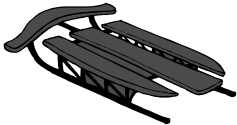
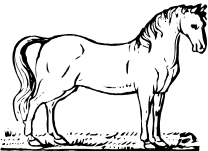

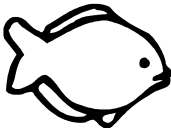

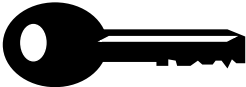

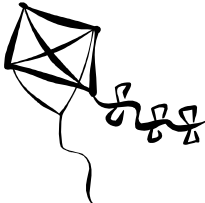

Matching Beginning Sounds

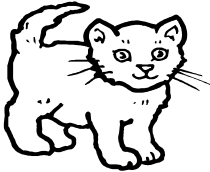



Identifying Initial Phonemes

			
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Matching Final Sounds

Identifying Final Phonemes

			
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## Summary Directions Phonemic Awareness Survey

### Purpose

- Give to students who score *established* in all skills or only one *emerging* and no *low* on the Phonemic Awareness Survey
- To quickly identify if a student has basic phonemic awareness

### What is assessed

- Blending:
  - 3 sound words
  - 4 sound words
- Segmenting:
  - 3 sound words
  - 4 sound word

### Materials

- Phonemic Awareness Survey Student Page
- Phonemic Awareness Survey Recording & Scoring Form – Form A
- Pen or pencil

### Administration

- See next page for suggested script
- Demonstrate the task with practice prompts on *Recording and Scoring Form*
- Give actual prompts on *Recording and Scoring Form*

### Recording

- On the *Recording and Scoring Form*:
  - For correct answers, place check mark (✓) next to correct response
  - For errors, record exactly what student reads in the response box
  - Record all incorrect attempts
  - Write SC for self correction after recording the error(s)
  - Cross out the response and write DK for no attempt or “I don’t know.”
  - Record additional comments and observations in the *Comments* boxes

### Scoring Form

- After administration:
  - Tally correct responses for each task
  - Self corrections do not count as correct
  - Total all correct responses
  - Highlight or circle appropriate skill level box for each task

## Suggested Script Phonemic Awareness Survey

### Blending 3 Phonemes

Use the 3 boxes at the top of the *Student Page*.

- The assessor reads aloud the phonemes and the student names the word.
- Demonstrate with the practice word *mat*:
  - Say:
 

***“I am going to say 3 sounds. You put the sounds together and tell me the word. Let’s practice together.”***

Put the Student Page in front of the student.
  - Starting with the box on the student’s left, touch each box on the *Student Page* as you say the sounds. Say:
 

***“The sounds are /m/ (pause 1 second) /ă/ (pause 1 second) /t/.”***
  - Moving from the student’s left to right, trace your finger under the boxes as you say the word *mat*. Say:
 

***“When I put the sounds together, they make the word mat.”***
  - Say:
 

***“Now you say the parts after I say them and touch the boxes as you say the parts.”***
  - Touch the boxes as you say each sound and have the student touch the boxes as they say the sounds;
 

***“/m/ (pause 1 second) /ă/ (pause 1 second) /t/.” “What is the word?”***
  - If the student gives the correct answer, continue with the sounds for the rest of the words.
  - If the student gives an incorrect answer say:
 

***“The sounds are /m/ /ă/ /t/ and the word is mat. You touch the boxes and say /m/ /ă/ /t/, mat.”***
  - Say:
 

***“Let’s do some more. You tell me what the word is.”***
  - Read the sounds from the Recording and Scoring Form for the first word, pausing for one second between each sound.
  - Then say:
 

***“What is the word?”***
  - Repeat for the next two words.

### Blending 4 Phonemes

Use the 4 boxes at the bottom of the Student Page.

- Say:
 

***“Now I am going to give you 4 sounds to blend into a word. You can use the 4 boxes at the bottom of the page to help.”***
- Read the word from the Recording and Scoring Form and ask:
 

***“What is the word?”***
- Repeat for the second word.

## Suggest Script continued Phonemic Awareness Survey

### Segmenting 3 Phonemes

Use the 3 boxes at the top of the *Student Page*.

- The assessor reads aloud a word and student names the phonemes in the word.
- Demonstrate with the practice word *seat*:
  - Say:
 

***“Now I am going say a word and you tell me the sounds. Let’s practice one together. The word is seat.”***
  - Starting with the box on the student’s left, touch each box on the *Student Page* as you say the sounds. Say:
    - ***“The sounds in seat are /s/ (pause 1 second) /ē/ (pause 1 second) /t/.”***
  - Say:
 

***“Now you tell me the sounds in seat.”***
  - If the student gives the correct answer, continue with the rest of the words.
  - If the student gives an incorrect answer say:
 

***“The sounds in seat are /s/ /ē/ /t/. You touch the boxes and say /s/ /ē/ /t/, seat.”***
  - Say:
 

***“Let’s do some more. You tell me the sounds in (name first word on Recording and Scoring Form.)”***
  - Repeat for the next two words on the Recording and Scoring Form.

### Segmenting 4 Phonemes

Use the 4 boxes at the bottom of the Student Page.

- Say:
 

***“Now I am going say a word with 4 sounds. You tell me the sounds in the word. You can use the 4 boxes at the bottom of the page to help.”***
- Read the sounds from the Recording and Scoring Form and ask:
 

***“What is the word?”***
- Repeat for the second word.

**REALLY GREAT READING**  
**Phonemic Awareness Survey**

**Form A**  
**Recording & Scoring Form**

Student \_\_\_\_\_ Grade \_\_\_\_\_ Age \_\_\_\_\_ Date \_\_\_\_\_  
 Assessor \_\_\_\_\_

BLENDING		Number Correct	Skill Level		
	Record Student Response		Low	Emerging	Established
Blending 3 Phonemes use <b>top</b> of student page		/3	0-1	2	3
practice:		Comments:			
prompt:	response:				
/m/ /ă/ /t/	mat				
assessment:					
prompt:	response:				
/sh/ /ā/ /k/	shake				
/k/ /ō/ /t/	coat				
/d/ /ū/ /k/	duck				
Blending 4 Phonemes use <b>bottom</b> of student page		/2	0	1	2
assessment:		Comments:			
prompt:	response:				
/r/ /ou/ /n/ /d/	round				
/s/ /t/ /ō/ /n/	stone				

SEGMENTING								
Segmenting 3 Phonemes use <b>top</b> of student page				/3	0-1	2	3	
practice:				Comments:				
prompt:	response:							
seat	/s/	/ē/	/t/					
assessment:								
prompt:	response:							
fit	/f/	/ī/	/t/					
take	/t/	/ā/	/k/					
sheep	/sh/	/ē/	/p/					
Segmenting 4 Phonemes use <b>bottom</b> of student page				/2	0	1	2	
assessment:				Comments:				
prompt:	response:							
sand	/s/	/ă/	/n/					/d/
braid	/b/	/r/	/ā/	/d/				
<b>Totals</b>				<b>/10</b>				

Touch boxes for sounds.

