CLEVELAND METROPOLITAN SCHOOL DISTRICT

K-3 Intervention Decision Trees

Early Childhood and Literacy

What is the Intervention Decision Tree?

The Intervention Decision Tree is an instructional tool to help determine appropriate data-based interventions in the domains of word recognition and language comprehension. The Simple View of Reading (SVR) represents the two most important components of reading – the ability to decode the written word and the ability to comprehend the language of text. Each domain of the SVR includes strands that are definable, measurable and somewhat independent as demonstrated in the Reading Rope. The decision trees also include links for additional assessments to use to gather even more data for instructional planning. Educators are encouraged to use the decision trees along with the Literacy Outcome Framework resource to support instructional planning alongside the data analysis process.

Big Ideas of Reading

Component	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment	Phoneme Analysis: Addition, Deletion & Substitution; Spelling Dictation				
Phonics	Sounds/Basic Phonics	Advanced Phonics & Multisyllabic			Multisyllabic & Word Study	
Fluency	Sounds and Words	Words & Connected Text			Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading & Writing		Reading & Writing	

Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017

Through implementation of a multi-tiered system of supports, educators must use the Big Ideas of Reading to focus intentionally on the developmental milestones in reading. The National Reading Panel's findings indicate that the Big Ideas in Reading represent the best approach to teaching reading include explicit instruction in phonemic awareness, systematic phonics instruction, methods to improve fluency, and ways to enhance comprehension. The chart identifies the areas of focus for each grade level.

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K-3 Intervention Decision Trees

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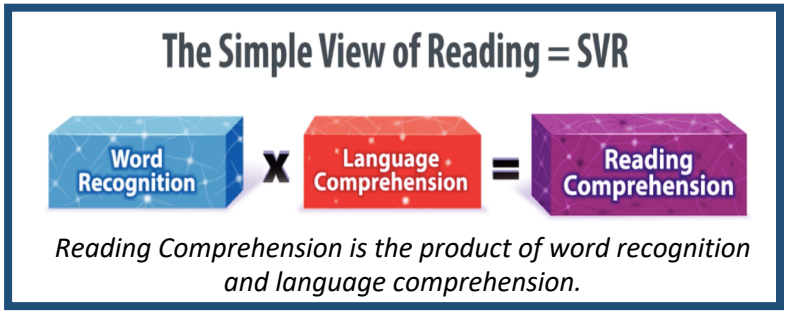
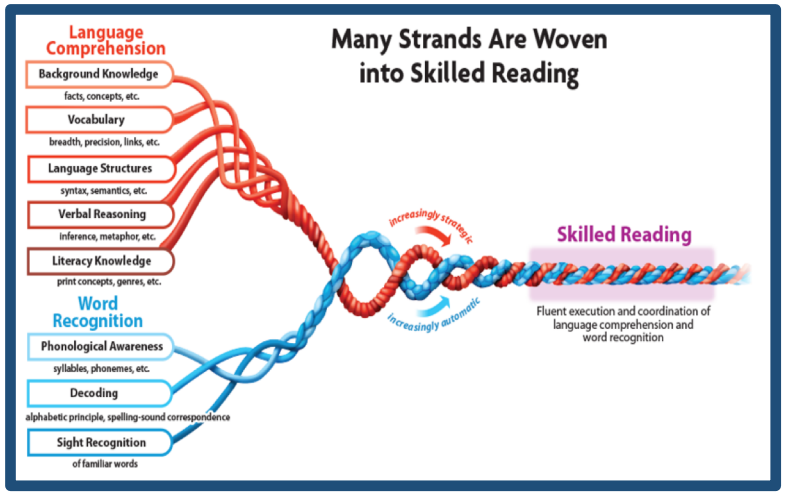
Please note: *Data for the whole class should be collected from a* ***valid, reliable****, and* ***efficient*** *universal screening measure (aimswebPlus) 3 times yearly. This data can be analyzed at the building level (BLT) and at the classroom level (TBT).*

- *If a student is below benchmark as evidenced through screening, is everything else I know about the student (e.g., history, school records) consistent with that result?*
- *If a student is below benchmark as evidenced by the oral reading fluency portion of the screening, do I follow up with a phonics and word-recognition survey to pinpoint skills that the student needs to learn?*
- *If a student does struggle with decoding, do I give a Phonological Awareness Screening Test (PAST) to determine the student's needs in the foundational skill of phonological awareness? Has the team considered automaticity and accuracy scores with the PAST?*
- *Do I give a spelling screener and compare results to the phonics and word recognition survey and to the student's written expression?*
- *If a student is below benchmark as evidenced by the screening but does well in phonic decoding, does he or she have noticeable problems in oral language comprehension?*



Reading Comprehension is the product of word recognition and language comprehension.

**When analyzing curriculum based measure assessment results (aimswebPlus), be sure to start with the composite score and work backwards. Sometimes a student scores low in a skill that has already been mastered as a pre-requisite (e.g., phoneme segmentation may be scored low once fluency is developed).*



Scarborough, 2001

Kindergarten

Intervention Decision Tree

Intial Sounds (IS)

Phoneme Segmentation (PS)

At or Above Benchmark

Tier I

Continue to teach phonemic awareness daily (ex. Michael Heggerty curriculum).

Continue to teach phonics daily including letter-sound relationships and high frequency words (ex. Lucy Calkins Phonics Units of Study, FUNdations, Systematic Sequential Phonics).

Use grade level standards and core curriculum to support student learning and skill aquistion.

Below Benchmark

Dig Deeper:

Use PAST phonemic awarenes assessment to identify areas of need.

80% correct or more continue to next section. Repeat process until student scores 79% or less in one area. Facilitate interventions that target focus in that area.

Tier 2/3 Intervention Focus

Facilitate interventions that target focus in the area identified by the PAST assessment.

*Basic Syllable	*Basic Phoneme
*Onset-Rime	*Advance Phoneme

Strategies to support learners can be found in the Foundational Skills portion of the Outcome Framework.

Kindergarten *continued*

Intervention Decision Tree

Letter Word Sound Fluency (LWSF)
Nonsense Word Fluency (NWF)

At or Above Benchmark

Tier I

Continue on to…

Blend with automaticity without saying each sound.

Practice advanced phonemic awareness.

Facilitate explicit and systematic phonics lessons:

*Decode with blends and digraphs

*Map phonemes/graphemes

Increase high-frequency word bank.

Have students read decodable text.

Use grade level standards and core curriculum to support student learning and skill aquistion.

Below Benchmark

Dig Deeper:

Use PAST phonemic awareness assessment and/or phonics screener to identify areas of need.

80% correct or more continue to next section. Repeat process until student scores 79% or less in one area. Facilitate interventions that target focus to that area.

Phonemic Awareness Intervention Focus

Basic phonemic awareness

Blend sounds

Early phonological awareness and phoneme articulation

Onset- rime, syllables

C&V phonemes place and manner of articulation (mirrors)

Phonics Intervention Focus

Basic phonics

Multisensory blending with phonemic grapheme mapping

Letter/sound correspondence

CVC blending with graphemes, segmenting

Have students read decodable text

A student that is struggling with Letter Naming Fluency (LNF) and Letter/Sound Correspondence could indicate a phonological processing issue. Students need more early phonological awareness in addition to practice with letters.

Strategies to support learners can be found in the Foundational Skills portion of the Outcome Framework.

First Grade

Intervention Decision Tree

Intial Sounds (IS)
Phoneme Segmentation (PS)

At or Above Benchmark

Tier I

Continue to teach phonemic awareness daily (i.e.,Michael Heggerty Curriculum).

Continue to teach Phonics daily including letter-sound relationships and high frequency words (i.e., Lucy Calkins Phonics Units of Study, FUNdations, Systematic Sequential Phonics, Tools for Reading).

Use grade level standards and core curriculum to support student learning and skill aquistion.

Below Benchmark

Dig Deeper:

Use the PAST phonemic awareness assessment to identify areas of need.

80% correct or more continue to next section. Repeat process until student scores 79% or less in one area. Facilitate interventions to focus in that area.

Tier 2/3 Intervention Focus

Facilitate interventions that focus on the area of need identified by the PAST assessment.

*Basic Syllable
*Basic Phoneme
*Onset-Rime
*Advance Phoneme

A student that is struggling with Letter Naming Fluency (LNF) and Letter/Sound Correspondence could indicate a phonological processing issue. Students need more early phonological awareness in addition to practice with letters.

First Grade *continued*

Intervention Decision Tree

Letter Word Sound Fluency (LWSF)
Nonsense Word Fluency (NWF)

At or Above Benchmark

Tier I

Continue on to…

Blend with automaticity without saying each sound.

Practice advanced phonemic awareness.

Facilitate explicit and sysematic phonics lessons:

- *Decode with blends and digraphs
- *Phoneme/ Grapheme mapping

Map high-frequency words.

Have students read decodable text.

Use grade level standards and core curriculum to support student learning and skill acquistion.

Below Benchmark

Dig Deeper:

Use PAST phonemic awareness assesment and/or phonics screener to identify areas of need.

80% correct or more continue to the next section. Repeat process until student scores 79% or less in one area. Facilitate interventions to focus in that area.

Phonemic Awareness Intervention Focus

Sound blending

Basic phonemic awareness

Early phological awareness and phoneme articulation

Onset-rime, syllables

C&V phonemes place and manner of articulation (mirrors)

Phonics Intervention Focus

Basic phonics

Multisensory blending with phoneme/ grapheme mapping

Letter/sound correspondence

CVC blending with graphemes, segmenting

Have students read decodable text

Strategies to support learners can be found in the Foundational Skills portion of the Outcome Framework.

First Grade *continued*

Intervention Decision Tree

Oral Reading Fluency (ORF)

At or Above Benchmark

Tier I

Continue on to…

Sustain momentum through an entire short text or a beginning chapter book, making significant progress daily.

Notice and use punctuation with the voice through intonation and pausing

Adjust reading to show awareness of sentence variety: i.e., placement of subject, verb, adejectives, and adverbs.

Recognize dialogue with phrasing, word stress and intonation.

Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy.

Use grade level standards and core curriculum to support student learning and skill acquistion.

Below Benchmark

Dig Deeper

Use the phonics/word reading screener to determine areas of need and/or the PAST (phonemic awareness) screener to determine areas of need.

80% correct or more continue to next section. Repeat process until student scores 79% or less in one area. Facilitate interventions that target focus to that area.

Phonemic Awareness Intervention Focus

Early phonological awareness and phoneme articulation

Onset-rime, syllables

Additive sound by sound blending

Advanced phonemic awareness

Phonics Intervention Focus

Basic phonics

Multisensory blending with phoneme/grapheme mapping

Solve words using letter-sound analysis from left to right

Recognize and write many high-frequency words

Word structure (syllables, contractions, prefixes and suffixes)

Have students read decodable text

Strategies to support learners can be found in the Foundational Skills portion of the Outcome Framework.

Second and Third Grades

Intervention Decision Tree

Oral Reading Fluency (ORF)

At or Above Benchmark

Tier I

Continue on to…

Increase rigor on text and language comprehension.

Read both orally and silently at a rate that reflects fluent processing but also maintains comprehension and accuracy

Read with appropriate phrasing, pausing, intonnation, word stress and rate.

Read genres including: plays, reader's theater, scripts, nonfiction, biographies, and series books.

Use grade level standards and core curriculum to support student learning and skill aquistion.

Below Benchmark

Dig Deeper:

Use PAST phonemic awareness assessment and/or phonics screener to identify areas of need. Intervene in the area identified by the assessment.

80% correct or more continue to next section. Repeat process until student scores 79% or less in one area. Facilitate interventions that target focus to that area.

Phonemic Awareness Intervention Focus

Early phonological awareness

Phoneme articulation

Onset-rime, syllable

Additive sound by sound blending

Advanced phonemic awareness

C&V phonemes place and manner of articulation (mirrors)

Phonics Intervention Focus

Basic phonics

Multisensory blending with phoneme/ grapheme mapping

Solve words using letter-sound analysis from left to right

Recognize and write many high-frequency words

Word structure (syllables, contractions, prefixes and suffixes)

Have students read decodable text

If the students demonstrate true dual deficits (word recognition AND language comprehension) remember that while intervening in word recognition (phonics and phonemic awareness) we MUST also continue to build language skills through read alouds of rich text with listening comprehension.

Second and Third Grades *continued*

Intervention Decision Tree

Reading Comprehension (RC)

At or Above Benchmark

Tier I

continue on to…

Search for information across chapters connected to a single plot.

Search for and use information in texts with variety in placement of the body of text, sidebars, and graphics.

Use background knowledge to search for and understand information about settings.

Use text resources to search for information: i.e., author's note, pronounciation guide, glossary.

Talk about the text after reading, including important information in organized summary form.

Summarize important parts of a text (i.e., chapters or sections.

Below Benchmark

Intervention Focus

Vocabulary: Expand understanding of the meaning of words by connection with pictures and or understanding the content.

Slow down to problem-solve words and resume reading with momentum.

Develop comprehension starting with sentences and moving toward increasingly longer texts.

Comprehension of oral and written language: Talk about what the reader knows about the topic before reading the text, and identify new knowledge gained from reading.

Try comparing a student's reading comprehension to his or her listening comprehension to determine if the deficit is in word recognition or language comprehension.

Strategies to support learners can be found in the Foundational Skills portion of the "Outcome Framework."

INSTRUCTIONS FOR ADMINISTERING THE PHONOLOGICAL AWARENESS SCREENING TEST (PAST)

David A. Kilpatrick, Ph.D.

There is a history behind the title "PAST." First, PAST stands for Phonological Awareness Screening Test. Second, the acronym functions to acknowledge the *past* work of others. This type of test originated with Rosner & Simon (1971). A similar version was used for three decades by Dr. Philip J. McInnis, first titled the Language Processing Test and then the Phonological Processing Test. Since 1999, I have used a modified form of the test. So, while this is my version of the test, it is based upon the work of my predecessors (hence, the PAST).

The PAST has four forms: A, B, C, and D. This allows teachers to do formalized assessment a few times a year to track a student's progress.

GENERAL PRINCIPLES OF ADMINISTRATION

Do not use this test unless:

1. you have carefully read and understood the directions; *and*
2. you have had the chance to practice it with feedback before testing a student.

Use of Sample Lines

Follow the sample line at the beginning of each level. Administer each item at a given level the same way. *Note that you are always deleting or substituting the sound represented by the letter(s) in the parentheses* (e.g., *cow[boy]* means *boy* gets deleted).

Proper Pronunciation of Sounds

Sounds are depicted with slash marks, called virgules. When giving directions for Levels F through M, use letter *sounds*, not letter names. When you say, "Change /a/ to /i/," you say the *sound* made by the letter, not the name of the letter. The exception is with the long vowel sounds (Level J II). Long vowel sounds are represented by uppercase letters in virgules (e.g., /A/). These long vowel sounds match the letter name (e.g., the *a* in words like *cake*, *tame*, or *made*).

The Assessment of Automaticity

All items are timed. When you administer an item, as soon as you finish speaking, immediately count in your head, "One thousand *one*, one thousand *two*." Use a stopwatch or sweep second hand at first to be sure your counting closely approximates two seconds. If the student responds correctly before you get to the word *two* in that phrase, he or she receives credit for responding automatically. Put a "check plus" (✓+) in the blank next to the word to indicate an automatic response. However, if the student answers correctly but *after* that two-second count, mark a check (✓) next to the item. See *Figure 1* below.

When you count in your head, continue counting until you reach "one thousand *five*." If the student gives *no response* after five seconds, repeat the item to give the student a second chance. After repeating the item, resume the mental counting. If the student responds correctly within five seconds of this second chance, score the item as correct with a ✓. *An automatic ✓+ score can only occur within the first two seconds of the first try*. The second chance is given because students sometimes forget what you asked. Also, if the student asks you to repeat the item, do so. However, repeated items cannot be scored as automatic, only as correct (✓) or incorrect (0). If the student does not respond after the second count of five, score the item as zero and provide the correct feedback on the item (see the Providing Feedback section below).

If you misspeak a word, excuse yourself, skip the item, and go on to the next one, as long as it wasn't the last item at that level. Go back to the item you spoiled before going on to the next level and score normally (i.e., they can receive an automatic score if they answer in less than two seconds). If this occurs on the last item of a level, repeat that item immediately and use your best judgment about scoring.

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Occasionally, a student will respond to the previous item. For example, you have the student go from *sit* to *sat* (Level J). On the next item, you ask the student to go from *hid* to *had*, but instead of *had*, the student says *sad*, accidentally carrying over sounds from the previous item. This may not be the result of a phonological awareness problem, but may result from confusion or a working memory issue. If you judge that a student has carried something over from the previous example, readminister the item. However, the student cannot receive an automatic score on a readministered item, only correct (✓) or incorrect (0).

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult) **LEVEL J** (Substitution) **"Say *ran*. Now say *ran* but instead of /a/ say /u/."** FEEDBACK: "If you say *ran*, and change the /a/ to /u/, you get *run*; *ran-run*." **I.** (use *sound* of vowel) r/a/n /u/ → run ✔+ k/i/t /u/ → cut ✔+ h/u/ff /a/ → half ✔+ **II.** (use *name* of vowel) b/ea/k /A/ → bake 0 back f/i/ne /O/ → phone ✔+ **LEVEL K** **K1** (Deletion) **"Say *bread*. Now say *bread* but don't say /r/."** FEEDBACK: "If you say *bread* without the /r/, you get *bed*; *bread-bed*." b/r/ead → bed ✔+ s/n/eak → seek ✔+ **K2** (Substitution) **"Say *crew*. Now say *crew* but instead of /r/ say /l/."** FEEDBACK: "If you say *crew*, and change the /r/ to /l/, you get *clue*; *crew-clue*." c/r/ew → c/l/ue ✔+ p/r/oud → p/l/owed ✔ s/n/eeze → s/k/is ✔+	Correct Automatic 4 /5 A: 4 /5 5 /5 A: 4 /5	

Figure 1 Sample Scoring

Automatic responding typically takes one second or less, so a count of two is generous. Therefore, only give automatic credit if students complete their response (or are making a response) when you have mentally said *two* while you silently count "one thousand *two*."

Repeating an Item

If a student seems confused, or seems to lapse in attention, it is okay to repeat an item. However, when you repeat an item, that item cannot be scored as automatic. Students can only receive a ✓ if the response was correct, or a 0 if it was incorrect.

Pacing

One important reason to be thoroughly familiar with the administration procedures and to have practiced the test beforehand is *pacing*. It is important to administer the PAST at a good pace to keep things moving. A moderately quick pace prevents lapses of attention, prevents boredom, or prevents you from unnecessarily taxing a student's working memory. See the LETRS online demonstration in Unit 2, Session 8 to observe the pacing of the test.

Providing Feedback

A unique feature of the PAST is that the examiner provides corrective feedback for every incorrect item. Feedback on the PAST is based on the assumption that a student is not going to develop phonological awareness skills in the 6–8 minutes it takes to administer this test. Give feedback for *every* incorrect response. The standard correction is: "The answer is *tall*. When you say *ball*, and change the /b/ to /t/ you get *tall*. *Ball*, *tall*. See how that works?" No further demonstration or explanation is permitted (especially, no visual cues). Also, you must *never* refer to the location of the sound within the word. Correct every incorrect item, even if it is the last one at a level. It's also okay to acknowledge that the student got an item correct, especially if he or she responds tentatively, but correctly. *However:*

1. Do *not* teach any item or level. This is a test, not a teaching session. Ample oral feedback is provided, but no teaching, manipulatives, or explanations are allowed.

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2. *Never* say anything about the *position* of the sound within the word, because this is a big part of what you are testing. For example, *never* say anything like, "See how I switched the /b/ to a /t/ at the beginning of the word?" A key part of phonological awareness is being able to isolate a sound, so saying anything about position is like giving away the answer.

Discontinue Rule. If the combined correct score on two levels in a row is 0 or 1 out of 10, discontinue the test. Score all items above those levels as incorrect. For example, if a student got only one correct item between Levels I and J combined, discontinue the test. Do not administer K, L, or M. All items on the unadministered levels are scored 0.

SCORING THE PAST

Passing a Level. A level is considered passed if at least four out of the five items are correct. A level is considered automatic if at least four out of the five items are answered automatically. Levels with three out of five, or fewer, are not considered passed.

Keep in mind, each level yields two scores: (1) *a correct score*, and (2) *an automatic score*. A student may pass the level with his or her correct score but not with the automatic score. These differences are preserved for the total scoring (see *Figure 2* and the Total Scores section below).

Item Scoring. By now, it should be clear that items are scored in one of three ways:

1. Incorrect (Score = 0)
2. Correct but not automatic (Score = ✓)
3. Automatic, i.e., the student responds in two seconds or less (Score = ✓+)

At each level, count every score of ✓ and ✓+ and put the total in the Correct column on the right. Scores of ✓ or ✓+ are both scored as correct items. In the Automatic column, only include the number of ✓+ for that level (see *Figure 1* above for an illustration).

RESULTS:

	Correct	Automatic
Basic Syllable	10 /10	10 /10
Onset-Rime	10 /10	10 /10
Basic Phoneme	9 /10	9 /10
Advanced Phoneme	18 /20	15 /20
Test Total	**47 /50**	**44 /50**

Highest Correct Level: M

(Levels not passed below the highest correct level) N/A

Highest Automatic Level: L

(Non-automatic levels below highest automatic level) N/A

Approximate Grade Level (Circle): | *PreK/K* | *K* | *late K/early 1st* | *1st* | *late 1st/early 2nd* | *(2nd)* | *late 2nd to adult*

Figure 2 Sample of Scoring Results

The Total Scores. As mentioned, students receive two scores at each level. One score is the number of correct items. The other is the number of items that were answered automatically. Transfer the totals from the right-hand column to the top of the first page of the test.

There are two sides to this. First, the student receives a score that indicates how many were correct and how many were automatic at the *syllable*, *onset-rime*, and *phoneme* levels. The other side gives the highest level passed. Remember a level is passed as correct if at least four out of five at that level are correct. A level is considered automatic if at least four out of five items were automatic. Thus, for most children, the highest correct level will be higher than his or her highest automatic level (see *Figure 2*). It is also important to note any levels not passed that were below the highest level passed.

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INTEPRETING THE PAST

Even though the PAST correlates powerfully with reading, traditional normative scores have not yet been established. However, based on (1) McInnis' 35 years using these levels; (2) my eleven years working with the PAST; (3) several studies that show when children developmentally can do specific phonological manipulations; as well as (4) several studies I have done on the PAST, the following is a guide to interpreting the results:

Grade Level	Typically Achieving Readers	Low Achieving Readers
1. Late Kindergarten	D1–E2 or higher	D1–2; E2 or lower
2. Mid First Grade	E3, F, G, I, or higher	E2, F, G, or lower
3. Late First Grade	E4–5, F, G, H, I, J	F, G, I, or lower
4. Mid Second Grade	H, I, J, or higher	F, G, H, or I, or lower
5. Late Second Grade	H, I, J, K, and L, most automatic	H, I, maybe J, or lower
6. Mid Third Grade	All levels, most automatic	Many levels correct, I to M mostly not automatic
7. Fourth Grade to Adulthood	All levels automatic	Most levels correct, but J to M not all automatic

If a student's performance matches the shaded Low Achieving Readers column, it suggests that phonological awareness may be a concern. If a student's level is lower than is listed in that column, then a phonological awareness problem is almost certain. In either case, those students will require training beyond what they may be receiving in whole-class instruction.

Notice above how subtle the differences can be, especially early on (i.e., K–1). Except for obvious cases of very low performance, the differences may be very small. This is why all students should get phonological awareness training from kindergarten on. Next, note that over time, typical students start to pull away from those with difficulties. Then, automaticity becomes a big factor, especially after second grade. After third grade, lack of automaticity at any level may indicate that a phonological awareness difficulty may be present.

Do not be surprised by inconsistencies in levels. A student may struggle through an easier level, and pass a higher level. A reason for this is that different levels involve different types of manipulations. For example, Levels H and K involve splitting initial blends. If a student struggles with awareness of sounds in blends, he may not pass H, but may pass I and J, which don't involve blends. Also, students who struggle with awareness of ending sounds may do poorly with Level I and L but do fine with H, J, and K. A final example is a student who had a rough time with E2 and E3*, but who does well with phoneme-level tasks. Most likely, that student took a while to "warm-up" with the task. That student's phonological awareness is probably fine, but you may want to check his working memory and his ability to focus.

*Note that the E3 line does not appear on Form A.

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PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D.

Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: _____ D.O.B.: _____ Grade _____ Age _____

Teacher: _____ Date: _____ Evaluator _____

INSTRUCTIONS: See the Instructions for Administering the Phonological Awareness Screening Test (PAST).

RESULTS:

	Correct	Automatic
Basic Syllable	_____/10	_____/10
Onset-Rime	_____/10	_____/10
Basic Phoneme	_____/10	_____/10
Advanced Phoneme	_____/20	_____/20
Test Total	_____/**50**	_____/**50**

Highest Correct Level: _____

(Levels not passed below the highest correct level) _____

Highest Automatic Level: _____

(Non-automatic levels below highest automatic level) _____

Approximate Grade Level (Circle):	***PreK/K***	***K***	***late K/early 1st***	***1st***	***late 1st/early 2nd***	***2nd***	***late 2nd to adult***

Note: The grade levels listed throughout the *PAST* are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2—preschool to mid kindergarten; E3—mid to late kindergarten)*

LEVEL D "Say *bookcase*. Now say *bookcase* but don't say *book*."

FEEDBACK: "If you say *bookcase* without saying *book*, you get *case*. Okay? Let's try another one."

	Correct	Automatic
D1 (book)case _____ (sun)set _____ (space)ship _____		
D2 (sil)ver _____ (mar)ket _____ (gen)tle _____	_____/6	A: _____/6

LEVEL E "Say *October*. Now say *October* but don't say *Oc*."

FEEDBACK: "If you say *October* without saying *Oc*, you get *tober*. See how that works?"

	Correct	Automatic
E2 (Oc)tober _____ (um)brella _____		
(fan)tastic _____ (re)member _____	_____/4	A: _____/4
Basic Syllable Total:	_____/**10**	A: _____/**10**

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F (Deletion) **"Say *feet*. Now say *feet* but don't say /f/."**

FEEDBACK: "If you say *feet* without saying /f/, you get *eat*; *feet-eat*, see how that works?"

	Correct	Automatic
/f/eet → eat _____ /b/irth → earth _____		
/t/ame → aim _____ /t/ime → I'm _____ /c/one → own _____	_____/5	A: _____/5

LEVEL G (Substitution) **"Say *done*. Now say *done* but instead of /d/ say /r/."**

FEEDBACK: "If you say *done* and change the /d/ to /r/, you get *run*; *done-run*."

	Correct	Automatic
/d/one /r/ → run _____ /m/ore /d/ → door _____		
/g/um /th/ → thumb _____ /l/ed /s/ → said _____ /f/ull /w/ → wool _____	_____/5	A: _____/5
Onset-Rime Total:	_____/**10**	A: _____/**10**

*There is no E3 line on Form A.

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PAST Form A

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H

Correct Automatic

H1 (Deletion) **"Say *sleep*. Now say *sleep* but don't say /s/."**
FEEDBACK: "If you say *sleep* without the /s/, you get *leap*; *sleep-leap*, see how that works?"

/s/leep /s/ → leap _____ /c/rane /k/ → rain _____

H2 (Substitution) **"Say *bright*. Now say *bright* but change the /b/ to /f/."**
FEEDBACK: "If you say *bright*, and change the /b/ to /f/, you get *fright*."

/b/right /f/ → fright _____ /p/lowed /k/ → cloud _____ /f/lows /k/ → clothes _____ _____/5 A: _____/5

LEVEL I (Deletion) **"Say *went*. Now say *went* but don't say /t/."**
FEEDBACK: "If you say *went* without the /t/, you get *when*; *went-when*."

I1 /wen/t/ /t/ → when _____ /ran/g/e /j/ → rain _____

I2 whea/t/ /t/ → we _____ nie/c/e /s/ → knee _____ dri/v/e /v/ → dry _____ _____/5 A: _____/5

Basic Phoneme Total: _____/**10** A: _____/**10**

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J (Substitution) **"Say *ran*. Now say *ran* but instead of /a/ say /u/."**
FEEDBACK: "If you say *ran*, and change the /a/ to /u/, you get *run*; *ran-run*."

I. (use *sound* of vowel) r/a/n /u/ → run _____ k/i/t /u/ → cut _____ h/u/ff /a/ → half _____ Correct Automatic

II. (use *name* of vowel) b/ea/k /A/ → bake _____ f/i/ne /O/ → phone _____ _____/5 A: _____/5

LEVEL K

K1 (Deletion) **"Say *bread*. Now say *bread* but don't say /r/."**
FEEDBACK: "If you say *bread* without the /r/, you get *bed*; *bread-bed*."

b/r/ead → bed _____ s/n/eak → seek _____

K2 (Substitution) **"Say *crew*. Now say *crew* but instead of /r/ say /l/."**
FEEDBACK: "If you say *crew*, and change the /r/ to /l/, you get *clue*; *crew-clue*."

c/r/ew → c/l/ue _____ p/r/oud → p/l/owed _____ s/n/eeze → s/k/is _____ _____/5 A: _____/5

LEVEL L (Substitution) **"Say *some*. Now say *some* but instead of /m/ say /n/."**
FEEDBACK: "If you say *some*, and change the /m/ to /n/, you get *sun*; *some-sun*."

so/m/e /n/ → sun _____ rhy/m/e /d/ → ride _____

nigh/t /s/ → nice _____ see/m/ /t/ → seat _____ kee/p/ /z/ → keys _____ _____/5 A: _____/5

LEVEL M

M1 (Deletion) **"Say *ghost*. Now say *ghost* but don't say /s/."**
FEEDBACK: "If you say *ghost* without the /s/, you get *goat*; *ghost-goat*."

gho/s/t → goat _____ co/s/t → caught _____ _____/5 A: _____/5

M2 (Substitution) **"Say *west*. Now say *west* but instead of /s/ say /n/."**
FEEDBACK: "If you say *west*, and change the /s/ to /n/, you get *went*; *west-went*."

we/s/t → we/n/t _____ cra/f/t → cra/ck/ed _____ dea/l/t → de/n/t _____

Advanced Phoneme Total: _____/**20** A: _____/**20**

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LETRS Phonics and Word-Reading Survey Administration and Scoring Record

General Directions: This survey should be individually administered. It is untimed but should take 5–10 minutes to administer. Do not belabor administration of elements the student clearly does not know.

The survey is a tool for identifying which correspondences and patterns the student has learned, and which ones the student needs to be taught. When patterns are learned, they can be read automatically, without guesswork. This survey can be used with students from the last half of kindergarten onward. The series of tasks is organized according to a progression of phonic elements and syllable types that increase in difficulty. The number of subtests given will depend on how far the student can go with at least some success. Closed syllables, which have short vowels, are by far the most common in English and are assessed before long vowel syllable patterns. Open syllables and VCe are the long vowel patterns tested first because they are typically taught before other long vowel patterns. The more complex—but still regular—vowel, consonant, syllable, and morpheme patterns follow.

Quick Tips	
How given?	**Individually**
Where to begin?	At the level where you think the student will be 100% correct
When to end?	When the student becomes frustrated or makes many errors
What if a student corrects an error immediately?	Count the item as correct
What if a student takes more than three seconds to answer?	Move on to next item, and make a note that he/she took too long to respond

First, ask the student to read the single-syllable words and nonsense syllables in each section. If they know at least some of the one-syllable patterns, ask the student to try the two- and three-syllable words. Discontinue if the student is having no success.

If the student makes a mistake but immediately self-corrects, count the item as correct. If the student makes an error, keep going without giving corrective feedback. Give neutral encouragement (e.g., "Nice job; you did just what I asked."). Write down the student's response so that types of decoding errors can be analyzed later. Encourage the student to move on (e.g., "Try the next one.") if he or she cannot respond to an item within about three seconds. Discontinue the survey when the word lists become too difficult for the student to read.

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LETRS Phonics and Word Reading Survey

Letter Naming

Say: "I'm going to show you some letters in mixed-up order. Tell me the name of each letter as you point to it. Remember, tell me the name, not the sound."

Uppercase

M	S	R	A	L	E	H	B	Q	
T	G	F	J	N	Z	Y	W	C	
K	D	U	X	P	V	I	O		_____/26

Lowercase

o	f	e	d	j	n	k	h	l	
c	i	t	w	a	r	v	g	u	
s	b	x	m	p	q	y	z		_____/26

Letter-Sound Correspondences: Single Consonants and Digraphs

Say: "I'm going to show you some letters in mixed-up order. When you see the letter or letter team (digraph), say the sound that it represents. Do not say the letter names. For example, if you see *n*, you would say '/n/.' Point to the letter as you say the sound."

m	f	t	s	b	w	
k	d	r	v	n	j	
l	g	p	h	z	y	
qu	th	sh	ch	wh	ng	_____/24

High-Frequency Words

Say: "Here are some words for you to read. Point to them as you read them." (Encourage the student to try the next one if he or she doesn't know a word within three seconds.)

see	my	have	to	she	all	some	
was	of	any	where	put	for	are	
they	over	what	would	these	which	your	
every	once	things	does	right	because	answer	
done	always	much	pull	heart	whole	although	_____/35

Letter-Sound Correspondences: Short and Long Vowels

(Students recall the sound.) Say: "I'm going to show you some more letters. Tell me the short vowel sound each one stands for."

i u a o e _____/5

Say: "Now, tell me the long sound for each vowel." (If the student doesn't know how to respond, tell him or her that the long vowel can be found in the letter's name.)

i u a o e _____/5

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(Students recognize the letter.) If the student has trouble, say: "Now I'm going to say a vowel sound. You point to the letter that spells that sound." Exaggerate the vowel sound as you say the following words: */ŭ/, u – p; /ĕ/, e – cho; /ŏ/, o – ctopus; /ă/, a – pple; /ĭ/, i – tch.*

i u a o e _____/5

Closed-Syllable Words with Short Vowels and Single Consonants

Say: "I'm going to show you some real words and some made-up words. You can read the made-up (nonsense) words as if they were parts of real words. Do the best you can." Tell the student that the second set is nonsense or made-up words.

Real	rot	wed	bun	lap	kit	sum	_____/6
Nonsense	lom	mis	dez	gom	jad	jun	_____/6
Combined	rabbit	unfed	picnic	napkin	sudden	cotton	_____/6

Closed Syllables with Digraphs, Doubles, and Blends

Real	twin	prep	stiff	grunt	drop	trust	
	glint	clamp	smell	flunk	shred	chick	_____/12
Nonsense	chonk	thramp	spiz	blung	steck	culf	_____/6
Combined	skimming	backdrop	upswing	complex	maddest	subject	_____/6

Long Vowel: VCe Words and Syllables

Real	dome	plate	tune	vote	chime	whale	_____/6
Nonsense	lete	pruse	wabe	pire	throme	bline	_____/6
Combined	suppose	compete	implode	unmade	intact	commune	_____/6

Vowel-r Syllables

Real	fur	or	yurt	girl	chard	tern	_____/6
Nonsense	jer	thir	zor	gurt	sarm	glers	_____/6
Combined	setter	doctor	artwork	platform	surfer	starburst	_____/6

Vowel Team Syllables

Real	ray	keel	mail	spout	foal	flight	_____/6
Nonsense	voy	fain	loob	cruit	plaud	stight	_____/6
Combined	sustain	turmoil	cheater	coleslaw	soupspoon	snowboard	_____/6

Complex Consonant Patterns: Hard/Soft *c* and *g*; *-dge, -tch*

Real	price	guard	sledge	clutch	gem	cyst	_____/6
Nonsense	gyr	trece	woge	datch	zudge	cim	_____/6

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Mixed Syllables with Consonant-le

bugle	stable	battle	juggle	steeple	
boggle	scrabble	maple	noodle	chortle	_____/10

Base Words with Inflections and Common Suffixes

mittens	crushes	puffed	unknowing	evenly	
dodged	poorly	frighten	breezes	guppies	_____/10

Compound Words: Varied Syllable Types

daytime	blueprint	cornfield	deadbeat	earthworm	grapevine	
butterfly	matchbook	playground	roadway	skylight	whiplash	_____/12

Common Prefixes, Roots, and Derivational Suffixes

informative	disagreement	enjoyable	retract	prediction	express	_____/6

Extension: Encoding (Use separate piece of lined paper.)

Say: "Write the alphabet in order. Use uppercase or lowercase letters."

a b c d e f g h i j k l m n o p q r s t u v w x y z _____/26

Say: "Write the letter or letters that represent each sound."

/sh/	/j/	/y/	/h/	/l/	/d/	
/ch/	/n/	/v/	/z/	/ks/ (*x*)	/kw/ (*qu*)	_____/12

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LETRS Phonics and Word-Reading Survey—Student Pages

Letter Names

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

Letter Names

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

Letter Sounds

m	f	t	s	b	w
k	d	r	v	n	j
l	g	p	h	z	y
qu	th	sh	ch	wh	ng

Words

see	my	have	to	she	all	some
was	of	any	where	put	for	are
they	over	what	would	these	which	your
every	once	things	does	right	because	answer
done	always	much	pull	heart	whole	although

Vowels

i	u	a	o	e

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Closed Syllables

rot	wed	bun	lap	kit	sum
lom	mis	dez	gom	jad	jun
rabbit	unfed	picnic	napkin	sudden	cotton

Complex Closed Syllables

twin	prep	stiff	grunt	drop	trust
glint	clamp	smell	flunk	shred	chick
chonk	thramp	spiz	blung	steck	culf
skimming	backdrop	upswing	complex	maddest	subject

Long Vowel: VCe

dome	plate	tune	vote	chime	whale
lete	pruse	wabe	pire	throme	bline
suppose	compete	implode	unmade	intact	commune

Vowel-r Syllables

fur	or	yurt	girl	chard	tern
jer	thir	zor	gurt	sarm	glers
setter	doctor	artwork	platform	surfer	starburst

Vowel Team Syllables

ray	keel	mail	spout	foal	flight
voy	fain	loob	cruit	plaud	stight
sustain	turmoil	cheater	coleslaw	soupspoon	snowboard

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Complex Consonant Patterns

price	guard	sledge	clutch	gem	cyst
gyr	trece	woge	datch	zudge	cim

Mixed Syllables with Consonant-le

bugle	stable	battle	juggle	steeple
boggle	scrabble	maple	noodle	chortle

Base Words

mittens	crushes	puffed	unknowing	evenly
dodged	poorly	frighten	breezes	guppies

Compound Words

daytime	blueprint	cornfield	deadbeat	earthworm	grapevine
butterfly	matchbook	playground	roadway	skylight	whiplash

Common Prefixes, Roots, and Derivational Suffixes

informative	disagreement	enjoyable	retract	prediction	express

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Name _____ Date _____

Summary Chart

Foundation Skill	Targets for Instruction			TOTALS	
				Pre	Post
Letter Naming, Uppercase				___/26	___/26
Letter Naming, Lowercase				___/26	___/26
Letter-Sound Correspondences: Single Consonants and Digraphs				___/24	___/24
High-Frequency Words				___/35	___/35
Letter-Sound Correspondences: Short and Long Vowels				___/15	___/15
Decoding Skill	**Real**	**Nonsense**	**Combined**	**Pre**	**Post**
Closed-Syllable Words with Short Vowels and Single Consonants	___/6	___/6	___/6	___/18	___/18
Closed Syllables with Digraphs, Doubles, and Blends	___/12	___/6	___/6	___/24	___/24
Long Vowels: VCe Words and Syllables	___/6	___/6	___/6	___/18	___/18
Vowel-r Syllables	___/6	___/6	___/6	___/18	___/18
Vowel Team Syllables	___/6	___/6	___/6	___/18	___/18
Complex Consonant Patterns	___/6	___/6		___/12	___/12
Mixed Syllables with Consonant-le	___/10			___/10	___/10
Base Words with Inflections and Common Suffixes	___/10			___/10	___/10
Compound Words: Varied Syllable Types	___/12			___/12	___/12
Common Prefixes, Roots, and Derivational Suffixes	___/6			___/6	___/6
Extension: Encoding	**Targets for Instruction**			**Pre**	**Post**
Writing the Alphabet				___/26	___/26
Writing the Letters				___/12	___/12

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Instructions for Administration of the LETRS Spelling Screeners

Administration of a qualitative screener of spelling development is an efficient and valid way of determining a student's instructional needs.

The words in these screeners sample the student's ability to spell regular phoneme-grapheme correspondences and orthographic patterns. The sequence in which these features are generally learned is reflected in the order of the feature categories from top to bottom in the first column on the screener. Each feature that is correctly spelled is circled and given a point. If a word is spelled correctly, the student also gets another point for the whole word in the Word Correct row.

Directions for Administering the Spelling Screeners

Use the Basic Spelling Screener for grades K–2. Use the Advanced Spelling Screener for grades 3–5, or until students show that they can spell these words. For kindergarten, you will probably only dictate the first 5–8 words on the Basic Spelling Screener. For first grade, dictate at least 15. For second and third grade, use the entire list. Use the first part of the Advanced Spelling Screener for any third-graders who are able to spell more than 20 of the words on the Basic Spelling Screener.

Guidelines for Words to Dictate	
Kindergarten	First 5–8 words, Basic Spelling Screener
1st grade	15+ words, Basic Spelling Screener
2nd grade	Entire Basic Spelling Screener
3rd grade, or younger students who spell 20+ words on the Basic Spelling Screener	Advanced Spelling Screener (stop when students have five incorrectly spelled words in a row)

Students are not to study these words in advance. Studying the words on the screener would invalidate its purpose, which is to find out what concepts and orthographic patterns the students have internalized. You can administer this same list of words three times—in the fall, winter, and spring—to measure students' progress.

The words at the top of the page are ordered from left to right in terms of their relative difficulty for students in grades K–5. For this reason, you need to limit testing to the words that sample features your students are likely to master during the year. However, it is important to dictate enough words (easy to difficult) to give you a sense of the range of ability in your class.

Testing procedure. Dictate the words as you would for any test. Use them in a sentence to be sure your students know the exact word. Assure your students that this is not for a grade but to help you plan better for their needs. Seat the children to minimize copying, or test them in small groups (recommended for kindergarten and early first grade). Say each word naturally; then use it in a sentence (suggested sentences appear on the next two pages) and repeat the word. If you exaggerate the pronunciation to clarify the identity of sounds or syllables, you are providing a scaffold that may not be available in natural speech. If you ask students to repeat the word before writing it, you are also providing a scaffold that should help students attend to and remember the sound sequence.

Scoring the test. Use a scoring sheet for each student and simply circle the orthographic features for each word that are spelled according to the features in the first column. Remember to add an additional point in the Word Correct row if the entire word is correct. Note that some words are scored for some features and not others and the number of possible points varies by words.

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Assigning points and analyzing the results. Total the number of points across for each feature and down for each word. Staple the student's spelling test to the individual scoring sheet. The total point score for features will give you a number that can be compared over time. The most useful information, however, will be the feature analysis. Look across each feature row to determine the needs of individual students. Transfer these numbers to a class composite sheet to get a sense of your group as a whole and to form groups for instruction. Highlight features where students are making *two or more errors*. For example, a student who gets four of five short vowels correct on the Basic Spelling Screener knows these vowels, although some review work might be in order. In contrast, a student who gets only two of the short vowels needs a lot of work on both sound identification and spelling patterns. Since the total possible number will vary depending on how many words you call out, the criteria for mastery will vary.

If X is the number of total correct responses, then X or X – 1 indicates good knowledge of that phoneme-grapheme relationship, while X – 2, or more, indicates the need for instruction. If the student did not get any points for an orthographic feature, it is beyond his or her instructional range and earlier features need to be addressed first.

Basic Spelling Screener Sentences for Dictation

1.	mud	Don't step in the mud.
2.	nap	I like to nap when I'm tired.
3.	set	The sun will set in the west.
4.	fog	It's hard to see in thick fog.
5.	rib	The football player broke his rib.
6.	life	Remember to enjoy life every day.
7.	shack	A shack is a small house.
8.	stone	Stone walls last a long time.
9.	trunk	I keep all my toys in a trunk.
10.	goat	A goat is a useful farm animal.
11.	scrape	Did you scrape your knee when you fell down?
12.	beat	Keep the beat when you clap to music.
13.	champ	The World Series winner was the champ.
14.	third	Third place is behind first and second.
15.	drain	Water goes down a drain.
16.	bridges	Two bridges go over the canyon.
17.	crutch	If you are hurt, you can use a crutch to walk.
18.	growing	We are growing carrots in our garden.
19.	walked	I walked slowly to school.
20.	born	The kittens were born yesterday.
21.	spoil	Don't let the rain spoil the trip.
22.	smiling	Smiling is easy if you are having fun.
23.	slipping	Our feet were slipping on the ice.
24.	shouting	My voice was tired from shouting.
25.	higher	Eagles fly higher than most small birds.

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Advanced Spelling Screener Sentences for Dictation

1.	cap	My cap fits me perfectly.
2.	chip	It is hard to eat just one potato chip.
3.	shut	Please shut the window.
4.	tent	I love sleeping in a cozy tent.
5.	grain	I eat whole grain bread for breakfast.
6.	broke	My brother broke my phone.
7.	slice	Please give me one slice of apple.
8.	trudge	I'll trudge to school with my heavy pack.
9.	flight	My flight home was delayed.
10.	dropping	Dropping eggs is messy.
11.	gnaw	The squirrel will gnaw on nuts.
12.	curved	A bow is a curved hunting weapon.
13.	fewer	We had fewer rainstorms this year.
14.	babies	My rabbit had five babies.
15.	matched	Her sweater matched the color of her eyes.
16.	known	I wish I had known about the party.
17.	pattern	If you sew a costume, follow a pattern.
18.	staples	We will need staples for the stapler.
19.	radar	Airports track planes by radar.
20.	except	I like all vegetables except broccoli.
21.	treasure	The sunken ship still contained a treasure chest.
22.	organization	Would you like to join our organization?
23.	questionable	The results of the test were questionable.
24.	obedient	An obedient dog follows commands.
25.	resident	A new resident came to live in our neighborhood.

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LETRS Basic Spelling Screener (K–2)

Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

	mud	nap	set	fog	rib	life	shack	stone	trunk	goat	scrape	beat	champ	third	drain	bridges	crutch	growing	walked	born	spoil	smiling	slipping	shouting	higher	Totals
Word Correct																										/25
Initial Consonant	m	n	s	f	r	l				g								w						h	/9
Final Consonant	d	p	t	g	b	f	ck																			/7
Digraph, Trigraph							sh						ch	th		dge	tch							sh		/6
Blend								st	tr nk		scr		mp		dr	br	cr	gr			sp	sm	sl			/12
Short Vowel	u	a	e	o	i																					/5
Long Vowel VCe						i_e		o_e			a_e															/3
Vowel Team/ Diphthong										oa		ea			ai			ow	al		oi			ou	igh	/8
Vowel-r														ir						or						/2
Inflections																s		ing	ed			ing	pping	ting	er	/7
Word Totals																										Total /84

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LETRS Advanced Spelling Screener (3+)

Name _____ Teacher _____ Grade _____ Date _____ Total Points _____

	cap	chip	shut	tent	grain	broke	slice	trudge	flight	dropping	gnaw	curved	fewer	babies	matched	known	pattern	staples	radar	except	treasure	organization	questionable	obedient	resident	Totals
Word Correct																										/25
Short Vowel	a	i	u	e						o																/5
Blend				nt	gr	br	sl	tr	fl	dr								st		pt	tr					/10
Digraph, Trigraph		ch	sh					dge							tch											/4
Long Vowel					ai	o_e	i_e		igh							ow										/5
Other Vowel											aw	ur	ew				er		ar		ea	or				/7
Complex Consonant							c(e)				gn					kn										/3
Inflection										ing		ed	er	es	ed			s								/6
Syllable Juncture										pp				b			tt	p	d							/5
Unaccented Syllable																		ple		ex	sure				i	/4
Derivational Suffix																						tion	able	ent	ent	/4
Root or Base Word																						organiz(e)	question	obe(y)	resid(e)	/4
Word Totals																										Total /82

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