Section I
Letter Names and Sounds

1. **Consonant Sounds**

   **Directions:**
   - Show the student consonant letters in lower case.
   - Ask the student to say the *sound* each letter makes.

   **Scoring:**
   - If the student cannot say the sound for more than four consecutive letters, ask the student to look at all letters and tell any sounds they know.
   - If the student cannot tell the sound for at least the first 18/21 letters, go to items 2a and 2b.
   - If the student knows at least the first 18 sounds, skip items 2a and 2b and go to 3.
   - Either the “soft” or “hard” sound of c or g counts as a correct answer.

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

   Mastery: 18/21    Date of Mastery: _________________
2a. Consonant Names—Lower Case

Directions:
• If the student does not know the sounds for at least 16/21 letters (item 1), ask the student to name the letter.

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

Mastery: 18/21 Date of Mastery: ________________

2b. Consonant Names—Upper Case

Directions:
• Ask the student to name the following letters.
• Record responses the same as lower case letter section above.

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

Mastery: 18/21 Date of Mastery: ________________

The order in which the consonants are listed is determined by frequency of occurrence in written English, visually distinct, and distinct in articulation. This sequence is suggested in *Words Their Way* by D.R. Bear, M. Invernizzi, S. Templeton, F. Johnston; Upper Saddle River, New Jersey: Prentice Hall, 1996.
3a. **Vowel Sounds—Short**

*Directions:*
- Ask the student to say the short sounds for the following letters.

\[
\begin{align*}
\text{a} & \quad \text{i} & \quad \text{o} & \quad \text{u} & \quad \text{e} \\
\end{align*}
\]

Mastery: 4/5    Date of Mastery: ______________

3b. **Vowel Sounds—Long**

*Directions:*
- Ask the student to say the long sounds for the following letters.

\[
\begin{align*}
\text{a} & \quad \text{i} & \quad \text{o} & \quad \text{u} & \quad \text{e} \\
\end{align*}
\]

Mastery: 4/5    Date of Mastery: ______________

3c. **Vowel Name**

*Directions:*
- Ask the student to say the name of the following letters.

\[
\begin{align*}
\text{a} & \quad \text{i} & \quad \text{o} & \quad \text{u} & \quad \text{e} \\
\end{align*}
\]

Mastery: 4/5    Date of Mastery: ______________

The order in which the vowel sounds are listed is the recommended order in which to teach the sounds, based on high utility and sound variations.
Literacy First Phonics Assessment
Form A

Name ________________________________ Date ____________ ____________

Section II
Reading and Phonetic Decoding

In this section, the student will be asked to read both real and pseudo words.

• Tell the student he or she will be asked to read sets of real, and then “silly” or “made-up” words.
• Tell the student not to make pseudo words sound like real words he or she has seen before, or think about the meaning, since there is none.

4. CVC Words—Short Vowel

Directions:

• Have the student read across the real words first.
• If the student cannot read real words, do not go on to pseudo words.

fit not set bag rut
(real words)

hep fim rud caf mog
(pseudo words)

Mastery: 4/5 real and 4/5 pseudo
Date of Mastery: ________________
5. **Onset and Rime—Short Vowel**

This activity is specifically designed to test the student’s ability to use onset and rime as a decoding strategy.

*Directions:*
- Have the student make and read as many word combinations as possible, manipulating the rimes *at, in, ob, ug, et* (that the teacher has cut out) and placing them next to the letters *b, m, r, s, t* on the student answer form.
- Tell the student some combinations will make “silly” words.
- If the student is unfamiliar with the test format, use practice examples on the answer form.

*Scoring:*
- Record the total number of words read correctly for each rime (real or pseudo).

<table>
<thead>
<tr>
<th></th>
<th>at</th>
<th>in</th>
<th>ob</th>
<th>ug</th>
<th>et</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>m</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>r</td>
<td></td>
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<tr>
<td>t</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Mastery: 20/25 Date of Mastery: _________________
Rimes to use with Number 5, Section II

Cut out all 5 rimes and have student manipulate on the answer form in order to make the various onset and rime combinations.

Practice:
Cut out the rime below. Have the student practice making words on #5 of the answer form. Tell the student to put “op” after the letter b and have them read the word they made (bop), then move the “op” to the letter m and have them read the word (mop). Have the student continue making words with r/s/t.
6. **CVCV—Long Vowel (silent e)**

*Directions:*
- Have the student read across the real words first.
- If the student cannot read real words, do not have the student read pseudo words.

<table>
<thead>
<tr>
<th>note</th>
<th>bite</th>
<th>made</th>
<th>cube</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>(real)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>hupe</th>
<th>sote</th>
<th>zipe</th>
<th>mabe</th>
<th>rebe</th>
</tr>
</thead>
<tbody>
<tr>
<td>(pseudo)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mastery: 4/5 real and 4/5 pseudo   Date of Mastery: ________________

7. **High Frequency Words—List A (First 100 words)**

Approximately first grade difficulty

*Directions:*
- See the list for words and directions.

Mastery: 95/100   Date of Mastery: ________________

8. **Endings**—Not tested
Section III
Reading and Phonetic Decoding

In this section, the student will be asked to read both real and pseudo words.
- Tell the student he or she will be asked to read sets of “silly” or “made-up” words.
- Tell the student not to make the pseudo words sound like real words.

Directions (for all of the following items, except the High Frequency Words checklist):
- Have the student read across the real words first.
- If the student cannot read real words, do not go on to pseudo words.

9. Consonant Digraphs—Beginning (wh, ch, th, sh, ph)

shack chomp phone when thud
(real)

chab whid shev thuz phum
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: _______________
10. Consonant Digraphs—Endings (short vowels: sh, ch, ck, ng, th)

<table>
<thead>
<tr>
<th>Word</th>
<th>(real)</th>
<th>Word</th>
<th>(pseudo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>rush</td>
<td>much</td>
<td>nick</td>
<td>long</td>
</tr>
<tr>
<td>boch</td>
<td>feng</td>
<td>mish</td>
<td>mith</td>
</tr>
</tbody>
</table>

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: ________________

11. Consonant Blends—Beginning (short vowel)

<table>
<thead>
<tr>
<th>Word</th>
<th>(real)</th>
<th>Word</th>
<th>(pseudo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>trot</td>
<td>crib</td>
<td>plug</td>
<td>flag</td>
</tr>
<tr>
<td>spom</td>
<td>glep</td>
<td>criz</td>
<td>troz</td>
</tr>
</tbody>
</table>

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: ________________

12. Consonant Blends—Endings (short vowel: nd, nt, mp, st, ft)

<table>
<thead>
<tr>
<th>Word</th>
<th>(real)</th>
<th>Word</th>
<th>(pseudo)</th>
</tr>
</thead>
<tbody>
<tr>
<td>pond</td>
<td>dent</td>
<td>lamp</td>
<td>best</td>
</tr>
<tr>
<td>zint</td>
<td>nund</td>
<td>dift</td>
<td>fomp</td>
</tr>
</tbody>
</table>

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: ________________
13. Letter Sound Variations—Not tested

14. Vowel Digraphs—Long Vowel (ee, ai, oa, ie, ay)

feet paid road play pie
(real)

baip zay meed loak rie
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: __________________

15. High Frequency Words—List B (Second 100 words)
Approximately first grade difficulty

Directions:
• See the list for words and directions.

Mastery: 95/100 Date of Mastery: __________________

16. Vowel Digraphs (oo, ew, ui, aw)

book thaw chew suit saw
(real)

faw fuip stook blaw plew
(pseudo)

Mastery: 4/5 real and 4/5 pseudo Date of Mastery: __________________
17. **Vowel Diphthongs** (*oi, oy, ou, ow*)

<table>
<thead>
<tr>
<th>boy</th>
<th>coin</th>
<th>cow</th>
<th>enjoy</th>
<th>couch</th>
</tr>
</thead>
<tbody>
<tr>
<td>(real)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>toit</th>
<th>fow</th>
<th>moy</th>
<th>foum</th>
<th>gloit</th>
</tr>
</thead>
<tbody>
<tr>
<td>(pseudo)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mastery: 4/5 real and 4/5 pseudo  
Date of Mastery: _________________

18. **R- or L-Controlled** (*er, ar, ir, or, al*)

<table>
<thead>
<tr>
<th>after</th>
<th>barn</th>
<th>chirp</th>
<th>sport</th>
<th>salt</th>
</tr>
</thead>
<tbody>
<tr>
<td>(real)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>balt</th>
<th>hort</th>
<th>nars</th>
<th>zerch</th>
<th>mirb</th>
</tr>
</thead>
<tbody>
<tr>
<td>(pseudo)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mastery: 4/5 real and 4/5 pseudo  
Date of Mastery: _________________

19. **Other Beginnings**—Not tested
20a. **Multisyllabic Words—Closed Syllables**
To pronounce these words correctly, both syllables need to be pronounced using short vowel sounds and would be broken after the first consonant (except *quibrat* which could be broken as *quib/rat*, or *qui/brat*, either being correct if both vowels are pronounced as short vowels. If the student mispronounces the word, ask him or her to tell you another way to pronounce the word.

- napkin racket picnic comment rabbit
  - (real)
- sugnat quibrat nicnot zullit dactim
  - (pseudo)

Mastery: 4/5 real and 4/5 pseudo  Date of Mastery: ________________

20b. **Multisyllabic Words—Open Syllables**
To pronounce these words correctly, both syllables need to be pronounced using long vowel sounds, i.e., *me/side*, not *mes/ide*, with the exception of “taper” (the second syllable is r-controlled) and “bugle” (the second syllable is a consonant-le syllable). The words are divided into syllables after the first vowel. If the student mispronounces the word, ask him or her to tell you another way to pronounce the word.

- decide taper silo photo bugle
  - (real)
- sobo plifray lutain maside zelow
  - (pseudo)

Mastery: 4/5 real and 4/5 pseudo  Date of Mastery: ________________

21. **High Frequency Words—List C (300 words)**
Approximately second grade difficulty

*Directions:*
- See the list for words and directions.

Mastery: 285/300  Date of Mastery: ________________
Section I: Letter Names and Sounds

1. / 2a.

<table>
<thead>
<tr>
<th>b</th>
<th>m</th>
<th>r</th>
<th>s</th>
<th>t</th>
<th>g</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>p</td>
<td>c</td>
<td>h</td>
<td>f</td>
<td>d</td>
<td>l</td>
<td>k</td>
</tr>
<tr>
<td>j</td>
<td>w</td>
<td>y</td>
<td>z</td>
<td>v</td>
<td>q</td>
<td>x</td>
</tr>
</tbody>
</table>

2b.

<table>
<thead>
<tr>
<th>B</th>
<th>M</th>
<th>R</th>
<th>S</th>
<th>T</th>
<th>G</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>P</td>
<td>C</td>
<td>H</td>
<td>F</td>
<td>D</td>
<td>L</td>
<td>K</td>
</tr>
<tr>
<td>J</td>
<td>W</td>
<td>Y</td>
<td>Z</td>
<td>V</td>
<td>Q</td>
<td>X</td>
</tr>
</tbody>
</table>

3a. / 3b. / 3c.

| a | i | o | u | e |
Section II: Reading and Phonetic Decoding

4. 

<table>
<thead>
<tr>
<th>fit</th>
<th>not</th>
<th>set</th>
<th>bag</th>
<th>rut</th>
</tr>
</thead>
<tbody>
<tr>
<td>hep</td>
<td>tim</td>
<td>rud</td>
<td>caf</td>
<td>mog</td>
</tr>
</tbody>
</table>

5. 

<table>
<thead>
<tr>
<th>b</th>
<th>m</th>
<th>r</th>
</tr>
</thead>
<tbody>
<tr>
<td>s</td>
<td>t</td>
<td></td>
</tr>
</tbody>
</table>

6. 

<table>
<thead>
<tr>
<th>note</th>
<th>bite</th>
<th>made</th>
<th>cube</th>
<th>cake</th>
</tr>
</thead>
<tbody>
<tr>
<td>hupe</td>
<td>sote</td>
<td>zipe</td>
<td>mabe</td>
<td>rebe</td>
</tr>
</tbody>
</table>

7. 

High Frequency Words—List A
9.

shack  chomp  phone  when  thud
chab   whid   shev   thuz   phum

10.

rush   much   nick   long   path
boch   feng   mish   mith   zock

11.

trot   crib   plug   flag   snap
spom   glep   criz   troz   slad

12.

pond   dent   lamp   best   soft
zint   nund   diff   fomp   bist
14.

<table>
<thead>
<tr>
<th>feet</th>
<th>paid</th>
<th>road</th>
<th>play</th>
<th>pie</th>
</tr>
</thead>
<tbody>
<tr>
<td>baip</td>
<td>zay</td>
<td>meed</td>
<td>loak</td>
<td>rie</td>
</tr>
</tbody>
</table>

15.

**High Frequency Words—List B**

<table>
<thead>
<tr>
<th>book</th>
<th>thaw</th>
<th>chew</th>
<th>suit</th>
<th>saw</th>
</tr>
</thead>
<tbody>
<tr>
<td>faw</td>
<td>fuip</td>
<td>stook</td>
<td>blaw</td>
<td>plew</td>
</tr>
</tbody>
</table>

17.

<table>
<thead>
<tr>
<th>boy</th>
<th>coin</th>
<th>cow</th>
<th>enjoy</th>
<th>couch</th>
</tr>
</thead>
<tbody>
<tr>
<td>toit</td>
<td>fow</td>
<td>moy</td>
<td>foun</td>
<td>gloit</td>
</tr>
</tbody>
</table>
18.

<table>
<thead>
<tr>
<th>after</th>
<th>barn</th>
<th>chirp</th>
<th>sport</th>
<th>salt</th>
</tr>
</thead>
<tbody>
<tr>
<td>balt</td>
<td>hort</td>
<td>nars</td>
<td>zerch</td>
<td>mirb</td>
</tr>
</tbody>
</table>

20a.

<table>
<thead>
<tr>
<th>napkin</th>
<th>racket</th>
<th>picnic</th>
<th>comment</th>
<th>rabbit</th>
</tr>
</thead>
<tbody>
<tr>
<td>sugnat</td>
<td>quibrat</td>
<td>nicnot</td>
<td>zullit</td>
<td>dactim</td>
</tr>
</tbody>
</table>

20b.

<table>
<thead>
<tr>
<th>decide</th>
<th>taper</th>
<th>silo</th>
<th>photo</th>
<th>bugle</th>
</tr>
</thead>
<tbody>
<tr>
<td>sobo</td>
<td>plifray</td>
<td>lutain</td>
<td>maside</td>
<td>zelow</td>
</tr>
</tbody>
</table>

21.

High Frequency Words—List C
Literacy First Phonics Assessment
Form A
Student Summary

Name ________________________________ Date ____________ ____________

1. Consonant Sounds
   b m r s t g n
   p c h f d l k
   j w y z v q x
   Mastery: 18/21 Date of Mastery: ___________________

2a. Consonant Names—Lower Case
   b m r s t g n
   p c h f d l k
   j w y z v q x
   Mastery: 18/21 Date of Mastery: ___________________

2b. Consonant Names—Upper Case
   B M R S T G N
   P C H F D L K
   J W Y Z V Q X
   Mastery: 18/21 Date of Mastery: ___________________

3a. Vowel Sounds—Short
   a i o u e
   Mastery: 4/5 Date of Mastery: ___________________
3b. Vowel Sounds—Long
  a i o u e
Mastery: 4/5   Date of Mastery: ________________

3c. Vowel Name
  a i o u e
Mastery: 4/5   Date of Mastery: ________________

4. CVC Words—Short Vowel
  fit not set bag rut
  (real words)

  hep fim rud caf mog
  (pseudo words)
Mastery: 4/5 Real and 4/5 Pseudo   Date of Mastery: ________________

5. Onset and Rime—Short Vowel

<table>
<thead>
<tr>
<th></th>
<th>at</th>
<th>in</th>
<th>ob</th>
<th>ug</th>
<th>et</th>
</tr>
</thead>
<tbody>
<tr>
<td>b</td>
<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>m</td>
<td></td>
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<td></td>
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<tr>
<td>r</td>
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<td>s</td>
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<td>t</td>
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<td></td>
</tr>
</tbody>
</table>

Mastery: 20/25   Date of Mastery: ________________
6. **CVCV—Long Vowel (silent e)**

   - note  bite  made  cube  cake  
   - hupe sote zipe mabe rebe

   **Mastery:** 4/5 Real and 4/5 Pseudo  **Date of Mastery:** ________________

7. **High Frequency Words—List A (First 100 words)**

   - Approximately first grade difficulty (mid-first)

   **Mastery:** 95/100  **Date of Mastery:** ________________

8. **Endings**—Not tested

9. **Consonant Digraphs—Beginning (wh, ch, th, sh, ph)**

   - shack chomp phone when thud

   **Mastery:** 4/5 Real and 4/5 Pseudo  **Date of Mastery:** ________________

10. **Consonant Digraphs—Endings (short vowels: sh, ch, ck, ng, th)**

    - rush much nick long path

    **Mastery:** 4/5 Real and 4/5 Pseudo  **Date of Mastery:** ________________
11. Consonant Blends—Beginning (short vowel)
   trot  crib  plug  flag  snap
   (real)

   spom  glep  criz  troz  slad
   (pseudo)
Mastery: 4/5 Real and 4/5 Pseudo      Date of Mastery: ___________________

12. Consonant Blends—Endings (short vowel: nd, nt, mp, st, ft)
   pond  dent  lamp  best  soft
   (real)

   zint  nund  dift  fomp  bist
   (pseudo)
Mastery: 4/5 Real and 4/5 Pseudo      Date of Mastery: ___________________

13. Letter Sound Variations—Not tested

14. Vowel Digraphs—Long Vowel (ee, ai, oa, ie, ay)
   feet  paid  road  play  pie
   (real)

   baip  zay  meed  loak  rie
   (pseudo)
Mastery: 4/5 Real and 4/5 Pseudo      Date of Mastery: ___________________
15. High Frequency Words—List B (Second 100 words)
Approximately first grade difficulty (mid-first)
Mastery: 95/100 Date of Mastery: _______________

16. Vowel Digraphs (oo, ew, ui, aw)
book  thaw  chew  suit  saw
(REAL)

faw  fuip  stook  blaw  plew
(PSEUDO)
Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _______________

17. Vowel Diphthongs (oi, oy, ou, ow)
boy  coin  cow  enjoy  couch
(REAL)

toit  fow  moy  foum  gloit
(PSEUDO)
Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _______________

18. R- or L-Controlled (er, ar, ir, or, al)
after  barn  chirp  sport  salt
(REAL)

balt  hort  nars  zerch  mirb
(PSEUDO)
Mastery: 4/5 Real and 4/5 Pseudo Date of Mastery: _______________
19. **Other Beginnings**—Not tested

20a. **Multisyllabic Words**—Closed Syllables
- napkin racket picnic comment rabbit (real)
- sugnat quibrat nicnot zullit dactim (pseudo)
  Mastery: 4/5 Real and 4/5 Pseudo      Date of Mastery: _____________

20b. **Multisyllabic Words**—Open Syllables
- decide taper silo photo bugle ____/5 (real)
- sobo plifray lutain maside zelow ____/5 (pseudo)
  Mastery: 4/5 Real and 4/5 Pseudo      Date of Mastery: _____________

21. **High Frequency Words**—List C (300 words)
- Approximately second grade difficulty
  Mastery: 95/100      Date of Mastery: ________________
# Literacy First Phonics Assessment - Form A

## Student Summary - Short

<table>
<thead>
<tr>
<th>Name ____________________________________________</th>
</tr>
</thead>
</table>

### Section I - Letter Names and Sounds

<table>
<thead>
<tr>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>b m r s t g n</td>
<td>b m r s t g n</td>
<td>B M R S T G N</td>
</tr>
<tr>
<td>p c h f d l k</td>
<td>p c h f d l k</td>
<td>P C H F D L K</td>
</tr>
<tr>
<td>j w y z v q x</td>
<td>j w y z v q x</td>
<td>J W Y Z V Q X</td>
</tr>
</tbody>
</table>

- **Mastery = 18/21**
- **Date of Mastery __________**
- **(If mastered, go to item 3)**

<table>
<thead>
<tr>
<th>3a. Vowel Sounds - Short</th>
<th>3b. Vowel Sounds - Long</th>
<th>3c. Vowel Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>a i o u e</td>
<td>a i o u e</td>
<td>a i o u e</td>
</tr>
</tbody>
</table>

- **Mastery = 4/5**
- **Date of Mastery __________**

### Section II - Reading and Phonetic Decoding

<table>
<thead>
<tr>
<th>4. CVC Words-Short Vowel</th>
<th>5. Onset &amp; Rime-Short Vowel</th>
<th>6. CVCV Words-Long Vowel (silent e)</th>
</tr>
</thead>
<tbody>
<tr>
<td>fit not set bag rut</td>
<td>bat mat rat sat tat</td>
<td>note bite made cube cake</td>
</tr>
<tr>
<td>hep fim rud caf mog</td>
<td>bin min rin sin tin</td>
<td>hupe sote zipe mabe rebe</td>
</tr>
<tr>
<td></td>
<td>bob mob rob sob tob</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bug mug rug sug tug</td>
<td></td>
</tr>
<tr>
<td></td>
<td>bet met ret set tet</td>
<td></td>
</tr>
</tbody>
</table>

- **Mastery=4/5 real + 4/5 pseudo**
- **Date of Mastery __________**

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>__________/100</td>
<td></td>
</tr>
<tr>
<td>Mastery 95/100</td>
<td></td>
</tr>
<tr>
<td>Date of Mastery __________</td>
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</table>
## Literacy First Phonics Assessment - Form A
### Student Summary - Short (Continued)

### Section III - Reading and Phonetic Decoding

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>shuck chomp phone when thud</td>
<td>rush much nick long path</td>
</tr>
<tr>
<td>chab whid shev thuz phum</td>
<td>boch feng mish mith zock</td>
</tr>
<tr>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
</tr>
<tr>
<td>Date of Mastery _________________</td>
<td>Date of Mastery _________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>trot crib plug flag snap</td>
<td>pond dent lamp best soft</td>
</tr>
<tr>
<td>spom glep criz troz slad</td>
<td>zint nund dift fomp bist</td>
</tr>
<tr>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
</tr>
<tr>
<td>Date of Mastery _________________</td>
<td>Date of Mastery _________________</td>
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<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>feet paid road play pie</td>
</tr>
<tr>
<td>Not Tested</td>
<td>baip zay meed loak rie</td>
</tr>
<tr>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
</tr>
<tr>
<td>Date of Mastery _________________</td>
<td>Date of Mastery _________________</td>
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</table>

<table>
<thead>
<tr>
<th>15. High Frequency Words - List B</th>
<th>16. Vowel Digraphs - Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____/100</td>
<td>book thaw chew suit saw</td>
</tr>
<tr>
<td>Mastery = 95/100</td>
<td>faw fuip stook blaw plew</td>
</tr>
<tr>
<td>Date of Mastery _________________</td>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
</tr>
<tr>
<td></td>
<td>Date of Mastery _________________</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>17. Vowel Diphthongs</th>
<th>18. R- or L-Controlled</th>
</tr>
</thead>
<tbody>
<tr>
<td>boy coin cow enjoy couch</td>
<td>after barn chirp sport salt</td>
</tr>
<tr>
<td>toit fow moy moy fous gloit</td>
<td>salt horf nars zerch mirb</td>
</tr>
<tr>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
</tr>
<tr>
<td>Date of Mastery _________________</td>
<td>Date of Mastery _________________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>19. Other Beginnings</th>
<th>20a. Multisyllabic Words - Closed Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Tested</td>
<td>napkin racket picnic comment rabbit</td>
</tr>
<tr>
<td></td>
<td>signat quibrat nicnot zullit dactim</td>
</tr>
<tr>
<td></td>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
</tr>
<tr>
<td></td>
<td>Date of Mastery _________________</td>
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<table>
<thead>
<tr>
<th>20b. Multisyllabic Words - Open Syllables</th>
<th>21. High Frequency Words - List</th>
</tr>
</thead>
<tbody>
<tr>
<td>decide taper silo photo bugle</td>
<td>_____/300</td>
</tr>
<tr>
<td>sobo plifray lutain maside zelow</td>
<td>Mastery = 285/300</td>
</tr>
<tr>
<td>Mastery = 4/5 real and 4/5 pseudo</td>
<td>Date of Mastery _________________</td>
</tr>
<tr>
<td>Date of Mastery _________________</td>
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