Diagnostic Assessments for Emerging Readers

Complimentary

Pre-Kindergarten Foundational Skills Surveys

Diagnostic Assessment to Measure Pre-Decoding Skills in Pre-Kindergarten Students

This assessment is designed to help educators determine how well pre-kindergarten students are acquiring the skills they will need to become strong decoders in kindergarten and later grades. These Pre-Kindergarten Foundational Skills Surveys enable one-on-one assessment of basic literacy skills like instructional vocabulary, phonological and phonemic awareness, letter naming, and sound-symbol correspondences.

This packet contains everything you'll need for initial and final assessment of an unlimited number of students. It provides an explanation of how to administer and score the assessments. Once the results are gathered and scored, these surveys can be used to gain a basic understanding of students' background knowledge in several important pre-decoding skills areas and, when given both at the beginning and end of the year, the surveys can also be used to track student growth. This will give you an idea of how students may respond to the instruction in Really Great Reading's *Launchpad* program or other pre-decoding skills instruction.

CLICK HERE TO
Get started right now with our
Quick Start Guide

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P.O. Box 46 • Cabin John, MD 20818-0046
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REALLY GREAT READING

Contents

Pre-Kindergarten Foundational Skills Surveys: Quick Start Guide

Assessments included in this packet:

- Pre-K Foundational Skills Survey (FSSPK)
- Letter Knowledge Survey Form A

Below are the materials you will need.

TEACHER RECORDING FORMS

One set of hard copies for each student being assessed

Teacher Recording Forms

STUDENT PAGES (PROMPTS)

Only one set of hard copies is needed to assess an unlimited number of students

Student Pages (printed in color)

1

Quick Start Directions

Locate and print the Student Pages (Prompts) and the Teacher Recording Forms.

PKFSS

BEGINNING OF YEAR

p. 8–18

Use for initial assessment before beginning instruction and for end of year assessment to determine progress.

QUICK START DIRECTIONS (for detailed directions, click **here** or turn to pages 5–7)**:**

1. Place the appropriate Student Page in front of the student.
2. Have a hard copy of the Teacher Recording Form ready to record responses.
3. Follow the scripts and prompts on the Teacher Recording Form for each section.
4. Record responses:
   - Place a checkmark in the box that indicates the student's response; write the student's incorrect responses directly under the correct answer where applicable.
5. Score responses:
   - Tally the correct responses for each question set. Self-corrections count as correct.

LKS

LETTER KNOWLEDGE SURVEY

p. 19–26

QUICK START DIRECTIONS (for detailed directions, click **here** or turn to pages 19–21)**:**

1. Place the Student Page in front of the student.
2. Have a hard copy of the Teacher Recording Form ready to record responses.
3. Follow the scripts and prompts on pages 19–21.
4. Recording responses:
   - Place a checkmark next to all letters for which student said correct sound or name; write the student's incorrect responses next to each item where applicable.
5. Score responses:
   - Tally the correct responses for each row, then total the number of correct responses for each section. Self-corrections count as correct. Check out a more detailed scoring guide on pages 20-22.

Overview

Purpose

The **Pre-Kindergarten Foundational Skills Survey** is designed to help educators determine how well pre-kindergarten students are acquiring the skills they need to become strong decoders.

This assessment can be used at the beginning and end of the pre-kindergarten year to track student growth. These surveys can be used to measure students':

- Instructional Vocabulary
- Phonological/Phonemic Awareness
- Basic knowledge of Concepts of Print
- Letter Knowledge, including Letter Names and Letter Sounds

The use of these assessments allows educators to:

- Determine which skills students have mastered and which skills they are ready to learn
- Identify students that may need additional support

This packet contains everything you need to administer the assessments.

What Skills Are Measured?

INSTRUCTIONAL VOCABULARY

For students to participate in direct, explicit skills instruction, they first need to understand specific vocabulary. For instance, if you are teaching students that words that rhyme sound the "same" at the "end," it is critical that students understand the meaning of the words "same" and "end." This section measures a student's receptive vocabulary knowledge of words like:

- First, Next, and Last
- Before and After
- Same and Different
- Beginning, Middle, and End
- Whole and Part

PHONOLOGICAL/PHONEMIC AWARENESS

This section measures a student's ability to hear, identify, and produce sound units and individual sounds. The skills assessed include:

- Rhyming (recognition and production)
- Blending Compound Words
- Blending Onset and Rime
- Beginning Sound Identification
- Matching Initial Phonemes
- Blending Phonemes
- Segmenting Phonemes

CONCEPTS OF PRINT

This section measures a student's knowledge of the conventions of reading printed text. The knowledge assessed includes:

- Where to begin reading on a page
- Directionality in print
- Concept of a letter
- Concept of a word
- Difference between pictures and text

LETTER KNOWLEDGE

The Letter Knowledge Survey portion of the Pre-Kindergarten Foundational Skills Survey measures a student's ability to identify and name capital and lowercase letters and to produce letter sounds.

Using This Packet

Administration and Scoring Guidelines

TARGET AUDIENCE

Pre-kindergarten students

MATERIALS

- Pen or pencil
- Pre-Kindergarten Foundational Skills Survey Teacher Recording Form
- Pre-Kindergarten Foundational Skills Survey Student Pages

PREPARATION

- Have one copy of the Teacher Recording Form for each student or log in to the Grouping Matrix and use the Live Assess feature.

ADMINISTRATION

- Show the student the panel that corresponds to the appropriate question set.
- Follow the script and prompts on the Teacher Recording Form. Each question has a clearly labeled script and side notes to offer help when students need additional prompting.

ADDITIONAL GUIDELINES & DISCONTINUATION

- Some students may require additional prompting or clarification to answer a question. The Teacher Recording Form has guidance on these additional prompts. When the student answers correctly with additional prompting, the answer is considered correct and should not be counted against them. You should write a **P** under that item to record that the student needed additional prompting, but this is for informational purposes only.
- Teacher discretion is very important. If a student becomes visibly frustrated, please discontinue the test.
- If a student misses the **first five items** in any of the **six sections**, you may consider discontinuing **that section** of the assessment.
- Even though this assessment is not timed, you can follow the "5-second" rule when a student is stuck on a concept. After five seconds, give the student the answer and move on.

RECORDING

- Place a checkmark (✓) in the box that indicates the student's response. (In the Instructional Vocabulary and Phonological Awareness sections, the correct answers are filled in with gray and highlighted with a bold black box.)

- For incorrect responses, write the student's response directly under the correct answer where applicable.

- Write **SC** for self-correction or use the observation box. **Remember self-corrections are NOT counted as errors.**

- Write **P** if the student required additional prompting to answer.

- Pointing to the answer or verbally answering is considered correct for identification items.

- Record additional comments and observations in the space provided.

> Bold borders around gray boxes indicate the correct answer for certain items.

> Write additional comments or observations in the space provided.

SHOW THE STUDENT PAGE 1: PANEL 2.

INSTRUCTIONAL VOCABULARY: Same & Different

6 Say: Now, I'm going to ask you some questions about these pictures. Point to the two pictures that are the **same**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

7 Say: Point to two pictures that are **different**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct /2

INSTRUCTIONAL VOCABULARY: Before & After

4 Say: Point to the picture **before** the hat.

Cat	Hat	Dog	No Try

5 Say: Point to the picture **after** the hat.

Cat	Hat	Dog	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct /2

> Place a checkmark in the box underneath each correct answer if the student responds correctly. Place a checkmark underneath the incorrect response or write the student's exact response directly underneath the correct answer if the student responds incorrectly. Write SC if they self-correct that item. Write P if they required additional prompting. Place a checkmark in the No Try box if they do not try to respond for that item.

SCORING

After administration:

- Tally the correct responses for each question set.

- Self-corrections DO NOT count as errors.

- Add the number correct for each section and write the number in the box.

Write the number correct for each section in the box at the bottom right of the section.

INSTRUCTIONAL VOCABULARY: Beginning, Middle, End					Observations:
8 Say: Point to one of the pictures in the **middle**.					Self-Correction(s)
Pencil	**First Rainbow**	**Soap**	**Last Rainbow**	**No Try**	Refused to Answer
					Discontinued
9 Say: Point to the picture at the **beginning**.					
Pencil	**First Rainbow**	**Soap**	**Last Rainbow**	**No Try**	
10 Say: Point to the picture at the **end**.					**Number Correct**
Pencil	**First Rainbow**	**Soap**	**Last Rainbow**	**No Try**	/3

Foundational Skills Survey **PK**

Teacher Recording Form

Name _____ Date of Birth _____ Age _____ Date of Assessment _____

Assessor _____ School _____

Directions: Put a checkmark in the box below each correct answer. For incorrect answers, write exactly what the student says in the box below the correct answer. Whether students point to the pictures or answer verbally, their answers may be considered correct, as long as they are demonstrating correct knowledge of the concept being assessed.

WARM-UP	
Before starting, confirm that the student understands how to point to objects. You might say "Can you point to the window?" or "Point to your nose."	Observations:

Section 1. INSTRUCTIONAL VOCABULARY

Say: I am going to show you some pictures and ask you some questions about them.

SHOW THE STUDENT PAGE 1: PANEL 1.

INSTRUCTIONAL VOCABULARY: First, Next, Last

1 **Say:** Point to the **first** picture.

Cat	Hat	Dog	No Try

2 **Say:** Point to the **last** picture.

Cat	Hat	Dog	No Try

3 **Say:** This is a hat. *(Point to the hat.)* Point to the **next** picture.

Cat	Hat	Dog	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/3

INSTRUCTIONAL VOCABULARY: Before & After

4 **Say:** Point to the picture **before** the hat.

Cat	Hat	Dog	No Try

5 **Say:** Point to the picture **after** the hat.

Cat	Hat	Dog	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/2

SHOW THE STUDENT PAGE 1: PANEL 2.

INSTRUCTIONAL VOCABULARY: Same & Different

6 Say: Now, I'm going to ask you some questions about these pictures. Point to the two pictures that are the **same**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

7 Say: Point to two pictures that are **different**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

INSTRUCTIONAL VOCABULARY: Beginning, Middle, End

8 Say: Point to one of the pictures in the **middle**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

9 Say: Point to the picture at the **beginning**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

10 Say: Point to the picture at the **end**.

Pencil	First Rainbow	Soap	Last Rainbow	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/3

SHOW THE STUDENT PAGE 1: PANEL 3.

INSTRUCTIONAL VOCABULARY: Whole & Part

11 Say: Point to the picture that shows a **whole** pizza.

Pizza Part	Pizza Whole	Car Part	Car Whole	No Try

12 Say: Point to the picture that shows just a **part** of the car.

Pizza Part	Pizza Whole	Car Part	Car Whole	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct
/2

FUNCTIONAL VOCABULARY SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 1-12

TOTAL CORRECT
/12

Section 2. PHONOLOGICAL/PHONEMIC AWARENESS

SHOW THE STUDENT PAGE 2: PANEL 4.

PHONOLOGICAL/PHONEMIC AWARENESS: Rhyming

13

Say: If words rhyme, they sound the same in the middle and at the end, like **soap** and **hope**. Listen to these three words: **wig**, **pig**, **log**. *(Point to each picture as you name it.)* Which two words rhyme?

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Wig	Pig	Log	No Try	Number Correct
				/1

SHOW THE STUDENT PAGE 2: PANEL 5.

14

Say: Now listen to these three words: **map**, **lip**, **cap**. *(Point to each picture as you name it.)* Which two words rhyme?

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Map	Lip	Cap	No Try

SHOW THE STUDENT PAGE 2: PANEL 6.

15

Say: This is a **bat** and a **cat**. *(Point to each picture as you name it.)* The words **bat** and **cat** rhyme. Can you tell me another word* that rhymes with **bat** and **cat**?

Write Student Response →	*Correct	Incorrect	No Try	*Nonsense words that rhyme with **bat** and **cat** count as a correct response.	Number Correct
					/2

SHOW THE STUDENT PAGE 3: PANEL 7.

PHONOLOGICAL/PHONEMIC AWARENESS: Matching Initial Phonemes

Say: Listen to these words: **moon**, **pig**, **ball**, **mouse**. *(Point to each picture in Row 1 as you name it.)* *(Point to the moon.)* /m/ is the first sound in moon. Say /m/. *(Student says /m/.)* Which picture has the same first sound as moon? *(If student points to correct picture, say)* Yes, mouse has the same first sound as moon. *(If student points to incorrect picture, say)* Mmmmmmouse starts with the sound /m/, just like mmmmmmoon. Say mmmmmmouse. Let's try some more.

16

Say: *(Point to and name pictures in Row 2.)* This is a **sock**. This is **zebra**, **sun**, **fish**. Which picture has the same first sound as **sock**?

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Zebra	Sun	Fish	No Try

17

Say: *(Point to and name pictures in Row 3.)* This is a **hat**. This is **pie**, **monkey**, **horse**. Which picture has the same first sound as **hat**?

Pie	Monkey	Horse	No Try

18

Say: *(Point to and name pictures in Row 4.)* This is a **car**. This is **ball**, **goat**, **cat**. Which picture has the same first sound as **car**?

Ball	Goat	Cat	No Try	Number Correct
				/3

SHOW THE STUDENT PAGE 4: PANEL 8.

PHONOLOGICAL/PHONEMIC AWARENESS: Beginning Sound Isolation			
19 Say: Now, I will show you a picture, and I want you to tell me the first sound. If I show you this picture of a **carrot** *(point to the carrot)*, you would say /k/. This is a **pencil**. *(Point to the pencil.)* What is the first sound in **pencil**?			Observations: Self-Correction(s) Refused to Answer Discontinued

/p/	Any Other Response	No Try

20 Say: This is **soap**. *(Point to the soap.)* What is the first sound in **soap**?		

/s/	Any Other Response	No Try

21 Say: This is a **rainbow**. *(Point to the rainbow.)* What is the first sound in **rainbow**?		

/r/	Any Other Response	No Try	**Number Correct**
			/3

THERE IS NO PANEL TO DISPLAY FOR ITEMS 22–29.

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Compound Words			
22 Say: Now, let's try something else. I am going to give you two parts of a word. Put the parts together, and then say the word. For example, **rain** - **bow**. Together, the word is **rainbow**. Now you try. Put the parts together, and then say the word: **cup** - **cake**.			Observations: Self-Correction(s) Refused to Answer Discontinued

Teacher Notes:
If you need to repeat the instructions, it does not count against the student.

Cupcake	Any Other Response	No Try

23 Say: Let's try another one: **dog** - **house**.		

Doghouse	Any Other Response	No Try	**Number Correct**
			/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Onset-Rime			
24 Say: Let's try another one. Remember, I am going to give you two parts of a word. Put the parts together, and then say the word. How about: **/k/** - **orn**?			Observations: Self-Correction(s) Refused to Answer Discontinued

Corn	Any Other Response	No Try

25 Say: Put the parts together, and then say the word. How about: **/b/** - **us**?		

Bus	Any Other Response	No Try	**Number Correct**
			/2

PHONOLOGICAL/PHONEMIC AWARENESS: Blending Phonemes			

26 Say: Now, let's try a few more. Put the parts together, and then say the word. **/p/ /ī/**

Pie	Any Other Response	No Try

27 Say: **/h/ /ŭ/ /g/**

Hug	Any Other Response	No Try

28 Say: **/g/ /ō/ /t/**

Goat	Any Other Response	No Try

29 Say: Let's try one more. **/m/ /ŏ/ /p/**

Mop	Any Other Response	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Number Correct

/4

PHONOLOGICAL/PHONEMIC AWARENESS: Segmenting Phonemes			

SHOW THE STUDENT PAGE 4: PANEL 9.

Say: Great job! Now, I am going to give you a word. Say all the sounds you hear in the word. If I say **cat**, you should say /k/ /ă/ /t/. Touch the boxes while you say the sounds, like this: /k/ /ă/ /t/ *(touch each box, one at a time, while saying the sounds).*

30 Say: How about: **goat**.

/g/	/ō/	/t/	No Try

31 Say: Here's another: **bed**.

/b/	/ĕ/	/d/	No Try

32 Say: Try one more: **sock**.

/s/	/ŏ/	/k/	No Try

Observations:
Self-Correction(s)
Refused to Answer
Discontinued

Teacher Notes:
Place a checkmark below each individual sound the student segments correctly in the word.

Number Correct

/3

PHONOLOGICAL/PHONEMIC AWARENESS SCORE

ADD THE NUMBER CORRECT FROM QUESTIONS 13-32

TOTAL CORRECT

/20

Section 3. CONCEPTS OF PRINT
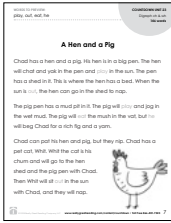
SHOW THE STUDENT PAGE 5.

CONCEPTS OF PRINT: Left to Right, Letters/Words/Pictures			

Say: Look at this story. It's called "A Hen and a Pig."

33	Point to where you should start reading the story on this page. *(Student should point to first word.)*			**Observations:**

First Word "Chad"	Any Other Response	No Try

Self-Correction(s)

Refused to Answer

Discontinued

34	**Say:** Which way should I read next? *(Student should indicate left to right.)*

Left to Right	Any Other Response	No Try

35	Point to one letter in this story. *(Student should point to one letter.)*

Points to One Letter	Any Other Response	No Try

36	Point to the words in this story. *(Student should point to the text/words.)*

Points to Words	Any Other Response	No Try

37	Point to a picture in this story. *(Student should point to the picture.)*

Points to Picture	Any Other Response	No Try

Number Correct

/5

CONCEPTS OF PRINT SCORE
ADD THE NUMBER CORRECT FROM QUESTIONS 33-37

TOTAL CORRECT
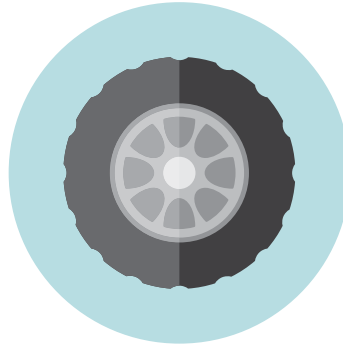
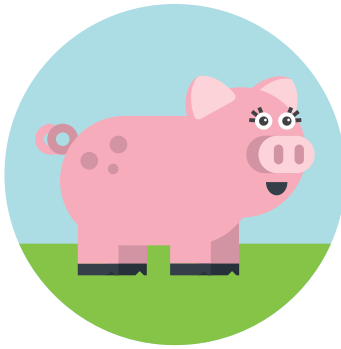**Continue with Letter Knowledge Survey on p. 19.**

FSSPK Panel 2

——— **FOLD OR CUT 2** ———

FSSPK Panel 3

——— **FOLD OR CUT 3** ———
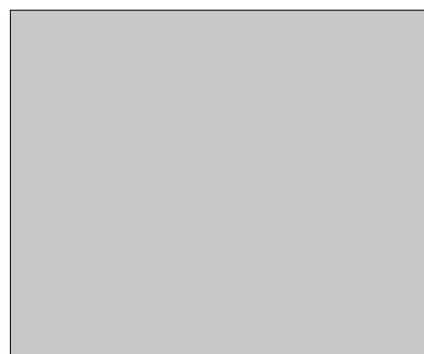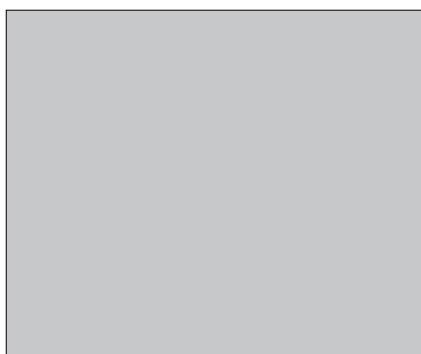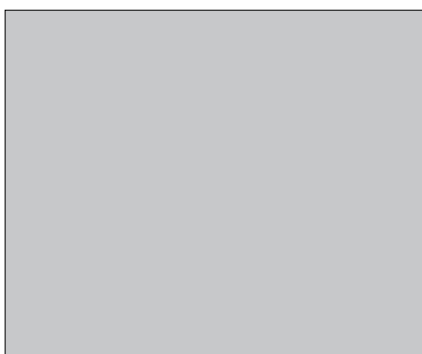
FOLD OR CUT 1

FOLD OR CUT 2
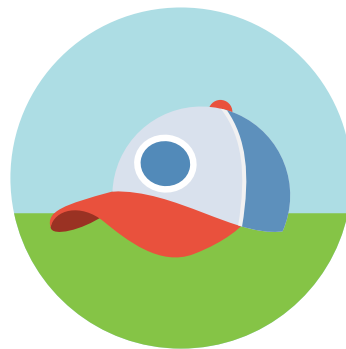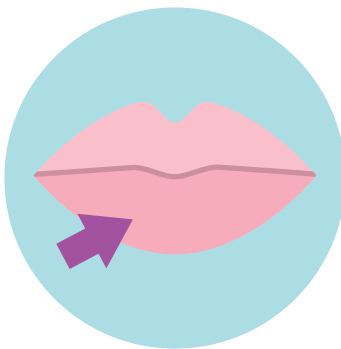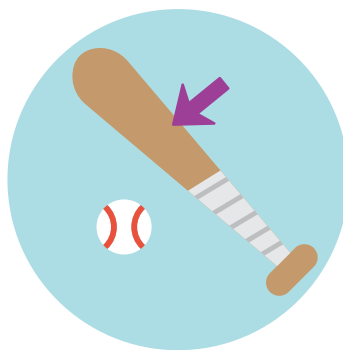
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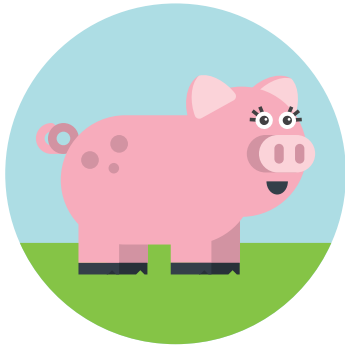
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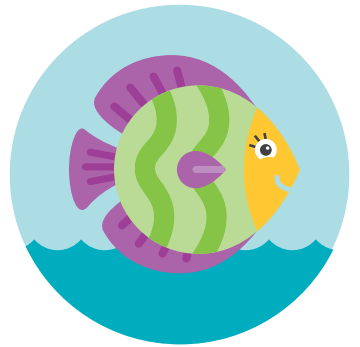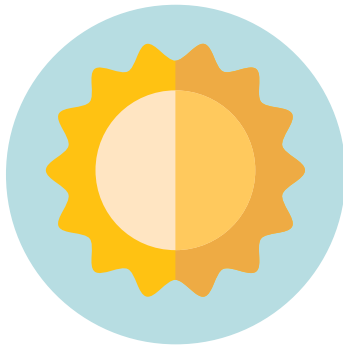
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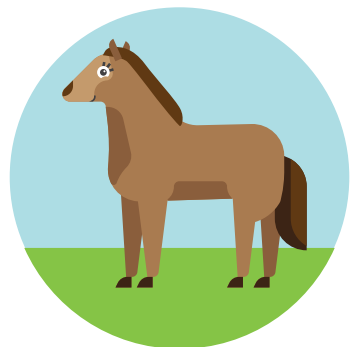
Row 4

FSSPK Panel 9

A Hen and a Pig

Chad has a hen and a pig. His hen is in a big pen. The hen will chat and yak in the pen and play in the sun. The pen has a shed in it. This is where the hen has a bed. When the sun is out, the hen can go in the shed to nap.

The pig pen has a mud pit in it. The pig will play and jog in the wet mud. The pig will eat the mush in the vat, but he will beg Chad for a rich fig and a yam.

Chad can pat his hen and pig, but they nip. Chad has a pet cat, Whit. Whit the cat is his chum and will go to the hen shed and the pig pen with Chad. Then Whit will sit out in the sun with Chad, and they will nap.
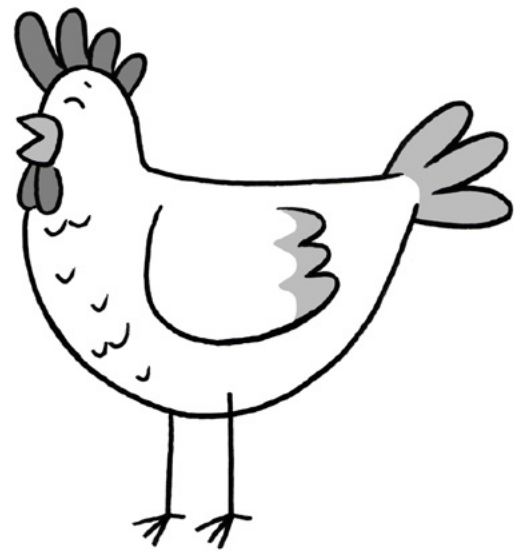
Letter Knowledge Survey

Letter Names

SUMMARY DIRECTIONS

TARGET AUDIENCE & PURPOSE

- Give to Pre-K students or emerging readers
- Quickly identify which uppercase and lowercase letter names a student knows

WHAT IS ASSESSED

- Student's ability to identify and name the 26 letters of the alphabet (both uppercase and lowercase)

MATERIALS

- Letter Names Student Pages – Form A
- Letter Knowledge Survey – Recording & Scoring Form A
- Pen or pencil

ADMINISTRATION

Use the Letter Names Student Pages:

- Ask student to name each letter
- Explain accuracy is more important than speed

NOTE

- If student gives letter sound, prompt with: "That is a letter <u>sound</u>, do you know the <u>name</u> of this letter?"

RECORDING

Use the Letter Names box (uppercase or lowercase) on the Recording Form (see examples on page 22):

- Place checkmark (✔) next to correct responses (**Example 1**).
- For errors, record exactly what student says next to the target letter (**Example 2**).
- Record all incorrect attempts (**Example 3**).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).
- Cross out the response and write NT for no try or "I don't know" if the student makes no attempt to name a letter (**Example 5**).
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row.
- Self-corrections DO NOT count as errors.
- Total correct responses.

Letter Sounds

SUMMARY DIRECTIONS

TARGET AUDIENCE & PURPOSE

- Give to Pre-K students or emerging readers
- 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 Knowledge Survey – Recording Form A
- Pen or pencil

ADMINISTRATION

Use the Letter Sounds Student Page:

- Ask student to name the sound spelled by letter(s).
- Explain accuracy is more important than speed.

NOTE

- Short vowel sounds are the correct answers for the vowels.
- *Hard c*, /k/, for **c** and *hard g*, /g/, for **g** are the correct answers for letters **c** and **g**.
- If student gives correct long vowel sounds (or the *soft c*, /s/, or *soft g*, /j/, sounds), prompt with:
  "Do you know any other sounds that letter spells?"
- If student gives a letter name, prompt with:
  "That is a letter <u>name</u>, do you know the <u>sound</u> this letter spells?"
- If the student gives the individual sounds of the letters in a digraph, prompt with:
  "Do you know the sound these letters make when they are <u>together</u>?"

RECORDING

Use the Letter Sounds box on the Recording Form (see examples on p. 22):

• Place checkmark (✔) next to each letter sound the student says correctly (**Example 1**).

• For errors, record exactly what student says next to the correct letter (**Example 2**).

• Record all incorrect attempts (**Example 3**).

• Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).

• Cross out the response and write NT for no try or "I don't know" if the student makes no attempt to name a letter (**Example 5**).

• If a student adds an "uh" (or schwa sound) after the correct sound (e.g., /b/ is articulated as /b/ /uh/), record "uh." Count these as correct.

• Record additional comments and observations in the space provided.

SCORING

After administration:

• Tally correct responses for each row.

• Self-corrections DO NOT count as errors.

• Total correct responses.

SAMPLE RECORDING FORMS FOR LETTER NAMES AND LETTER SOUNDS PORTIONS OF LETTER KNOWELDGE SURVEY

Letter Names: Lowercase

						Number Correct
c ✓	b d p	i ✓	g j sc	n ✓		4 / 5
a ✓	j ✓	l ✓	m ✓	r ✓		5 / 5
s /s/	v ✓	e ✓	w /w/	f ✓		3 / 5
u ✓	y ✓	z ✓	p ✓	k ✓		5 / 5
x ✓	o ✓	d ✓	h ✓	t ✓	NT q	5 / 6

Observations:

Total Number Correct: 22 / 26

Letter Sounds

						Number Correct
b ✓	s ✓	f ✓	j ✓	e /ī/		4 / 5
r ✓	n said letter name	u ✓	a ✓	t ✓		4 / 5
i ✓	c ✓	y ✓	l ✓	o ✓		5 / 5
h ✓	p ✓	d /b/ /p/	z ✓	k ✓		4 / 5
x ✓	g ✓	v /w/ sc	m ✓	w ✓	qu ✓	6 / 6
ch ✓	NT sh	ck ✓	th ✓	wh ✓	ph ✓	5 / 6

Observations:

Total Number Correct: 28 / 32

Name _____ Grade _____ Age _____ Date _____

Assessor _____

Letter Names: Uppercase

						Number Correct
O	A	E	U	I		/ 5
Y	W	P	M	J		/ 5
S	Z	D	F	T		/ 5
G	N	B	R	K		/ 5
C	L	Q	H	V	X	/ 6

Comments:

Total Number Correct
/ 26

Letter Names: Lowercase

						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:

Number Correct
/26

Letter Sounds

						Number Correct
/ă/	/ĕ/	/ĭ/	/ŏ/	/ŭ/		
/k/	/b/	/g/	/n/	/j/		
/l/	/m/	/r/	/s/	/v/		
/w/	/f/	/y/	/z/	/p/		
/k/	/ks/	/d/	/h/	/t/		
/ch/	/sh/	/k/	/th/	/w/	/kw/	

Comments:

Number Correct
/31

23

O A E U I

Y W P M J

S Z D F T

G N B R K

C L Q H V X

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

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   th   wh   qu

Using This Packet with Launchpad

How can I use the Foundational Skills Surveys with the *Launchpad* program?

Really Great Reading's pilot *Launchpad* program is a set of supplemental literacy lessons, structured in units, for students in pre-kindergarten. The lessons provide playful, targeted instruction in foundational literacy skills.

Launchpad instruction encompasses the strands assessed in the Pre-Kindergarten Foundational Skills Survey:

- Instructional Vocabulary

- Phonological and Phonemic Awareness

- Concepts of Print

- Letter Knowledge

The Pre-Kindergarten Foundational Skills Surveys can provide teachers with information about their students' background knowledge in the various strands of *Launchpad* instruction at the beginning of the year and can allow them to measure students' progress in each of those skills at the end of the year. This can allow teachers to anticipate the level of additional support some students may need in order to succeed in and benefit from *Launchpad*'s lessons.

Really Great Reading's Phonics Suite

Really Great Reading's lessons
(*Launchpad, Countdown, Blast Foundations, HD Word, Phonics Blitz,* and *Phonics Boost*)
help prevent and remediate decoding weaknesses in students of all ages.

Really Great Reading's Phonics Suite provides a comprehensive set of tools to diagnose, group, and teach students with weaknesses in their foundational reading skills. Our other complimentary assessments (the Diagnostic Decoding Surveys, First Grade Foundational Skills Surveys, and Kindergarten Foundational Skills Surveys) help educators identify students with decoding issues that may contribute to comprehension weaknesses.

For more information, please visit www.reallygreatreading.com or call us at 866.401.READ (7323).