

## Appendix B: LETRS Scope and Sequence for Word Study, Reading, and Spelling

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This chart is based on customary placement in reading and spelling curricula. There is no one accepted scope and sequence in the field. Grade levels for reading and spelling are approximate and will vary in appropriateness according to students' achievement levels. The progression is intended to move gradually from simple to more complex linguistic constructions.

Consistent Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Predictable consonants: <i>m, s, t, l; p, f, c (/k/), n; b, r, j, k; v, g (/g/), w, d; h, y, z, x</i>	K	K	him, napkin
Predictable short vowels: /ă/, /ĭ/, /ŏ/, /ŭ/, /ĕ/ spelled with <i>a, i, o, u, e</i>	K	K-1	wet, picnic
Long vowel sounds associated with single letters <i>a, e, i, o, u</i> ; open syllables in one-syllable words	K	K-1	me, he, we, be, so, no, hi
Consonant digraphs: <i>sh, ch, wh, th, ng</i>	K-1	1	chin, fish, then
Two-consonant blends: <i>qu, st, sm, sn, -st, -ft, -lp; sk, sl, cr, cl, tr, dr, etc.</i>	1	1-2	dragon, slaps
Three-consonant blends and blends with digraphs: <i>squ, str, scr, thr, shr</i>	2	2-3	<u>str</u> ong, <u>scr</u> ape
Variable, More Challenging Phoneme-Grapheme Correspondences			
Grapheme Type	For Reading	For Spelling	Examples
Single consonants: /s/ = <i>c, s</i> ; /z/ = <i>s, z</i> ; /k/ = <i>k, c, -ck</i> after a short vowel; /j/ = <i>j, g</i>	1	1-2	re <u>su</u> lt, ce <u>n</u> t, ro <u>ck</u>
Hard and soft <i>c</i> and <i>g</i> alternation, across a larger body of words	1	2-3	carry, center; girl, gentle
Final consonant blends with nasals: <i>nt, nd, mp, nk</i>	1	2-3	si <u>nk</u> , sa <u>nk</u> , su <u>nk</u> ; du <u>mp</u> , te <u>nt</u>
VCe long vowel pattern in single-syllable words	1	1	wa <u>ge</u> , the <u>me</u> , fi <u>ne</u> , do <u>ze</u> , cu <u>te</u> /ru <u>de</u>
Vowel teams for long vowel sounds, most common: <i>ee, ea; ai, ay; oa, ow, oe; igh</i>	1	2	see <u>k</u> , mea <u>t</u> , sno <u>w</u> , bo <u>at</u> , to <u>e</u> , sta <u>y</u> , ma <u>il</u> , fi <u>gh</u> t
Vowel-r combinations, single syllables: <i>er, ar, or, ir, ur</i>	1	2	po <u>rt</u> , bi <u>rd</u> , tu <u>rn</u> , he <u>r</u>
Digraphs <i>ph (/f/), gh (/f/), ch (/k/ and /sh/)</i>	2	2-3	<u>ph</u> one, cou <u>gh</u> , <u>sch</u> ool, ma <u>ch</u> ine
Trigraphs <i>-tch (/ch/), -dge (/j/)</i>	2	2-3	swi <u>tch</u> , ju <u>dge</u>
Other vowel-r combinations: <i>are, air, our, ore, ear, eer, ure, etc.</i>	2	2-3	ha <u>re</u> , ha <u>ir</u> ; fo <u>r</u> , fo <u>ur</u> , fo <u>re</u> ; bea <u>r</u> , hea <u>rt</u>
Diphthongs and vowels /aw/ and /oo/: <i>oi, oy; ou, ow; au, aw; oo, u</i>	1-2	2-3	toi <u>l</u> , boyfri <u>end</u> , bo <u>u</u> t, to <u>we</u> r, au <u>di</u> o, cla <u>w</u> s, too <u>k</u> , pu <u>t</u>
All jobs of <i>y</i> (as consonant /y/; as /ī/ on ends of one-syllable words like <i>cry</i> ; as /ē/ on ends of multisyllabic words like <i>baby</i> ; as /i/ in a few words like <i>gym, myth</i> )	1	2	ye <u>ll</u> ow, tr <u>y</u> , can <u>d</u> y, gym
Silent letter combinations, Old English and Greek words	2	3	k <u>ne</u> w, ca <u>l</u> m, co <u>mb</u> , gh <u>o</u> st, w <u>ri</u> te
The <i>-ild, -ost, -old, -olt, -ind</i> patterns	2	2	wi <u>ld</u> , mo <u>st</u> , co <u>ld</u> , fi <u>nd</u>
Irregular spellings of high-frequency words	K-3	K-3	the <u>y</u> , eno <u>ugh</u> , o <u>f</u> , be <u>e</u> n, we <u>r</u> e, sa <u>i</u> d, the <u>r</u> e

Six Syllable Types and Oddities in Multisyllabic Words			
Syllable Type	For Reading	For Spelling	Examples
Closed: short vowel ending with consonant	1	2	<u>sister</u> , <u>Sep-tember</u>
Open: long vowel, no consonant ending	1	2	<u>robot</u> , <u>behind</u> , <u>music</u>
Vowel-consonant-e (VCe), long vowel sound	2	2	<u>compete</u> , <u>suppose</u>
Vowel-r combinations	2	2	<u>por-ter</u> , <u>hurdle</u>
Vowel teams: long, short, and diphthong vowels	2	3	<u>meatloaf</u> , <u>neighbor</u> , <u>Toyland</u>
Consonant-le (Cle), final syllables	2	3	<u>eagle</u> , <u>stubble</u>
Multisyllabic word construction and division principles: VC/CV, V/CV, VC/V, CV/VC	2–3	3	com-mit-ment, e-vent, ev-er-y, po-et
Oddities and schwa	2	3+	active, atomic, nation
Orthographic Rules and Generalizations			
Rule/Principle	For Reading	For Spelling	Examples
No word ends in <i>v</i> or <i>j</i>	1	2–3	have, love, move; wage, huge, ridge, dodge
Floss rule ( <i>f, l, s, z</i> doubling)	1	1	stuff, well, miss, jazz
Consonant doubling rule for suffix addition	1	2–3	beginning
Drop silent <i>e</i> for suffix addition	1	2–3	scared, likable
Change <i>y</i> to <i>i</i> for suffix addition	1	2–3	studying, cried, candied
Other Aspects of Orthography			
Homophones	2	2–3	to, two, too
Contractions with <i>am, is, has, not</i>	1	2	I'm, he's, she's, isn't, don't
Contractions with <i>have, would, will</i>	2	3	I've, he'd, they'll
Possessives and plurals	1–3	1–3+	house's, houses, houses'; its; hers, theirs
Basic Morphology (Old English and Latin)			
Morpheme Construction	For Reading	For Spelling	Examples
Compounds	1	2	sunshine, breakfast, fifty-one
Inflectional suffixes: inflectional suffix on single-syllable base words with no spelling change (e.g., <i>help, helps, helped, helping</i> )	1	1–2	walks, walking, walked; wanted, dogs, wishes; redder, reddest
Inflectional suffixes: inflectional suffix on single-syllable base words with spelling change	1–2	2–3	caring, loved, cries
Irregular past tense and plurals	1–3	1–3	ran, went, bent, left, sold; wolf, wolves; shelf, shelves
Common prefixes	1	2	un-, dis-, in-, re-, pre-, mis-, non-, ex-
Less common prefixes	2	3+	fore-, pro-, intra-, inter-, trans-, non-, over-, sub-, super-, semi-, anti-, mid-, post-
Common derivational suffixes	2	2–3	-y, -ly, -ful, -ment, -hood, -less, -ness, -er, -or, -en
Common Latin roots	3	3+	port, form, ject, spect, dict, tend, fer



## Appendix D: 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.

**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.

## 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.

## Appendix E: 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
<b>Word Correct</b>																										/25
<b>Initial Consonant</b>	m	n	s	f	r	l				g									w						h	/9
<b>Final Consonant</b>	d	p	t	g	b	f	ck																			/7
<b>Digraph, Trigraph</b>							sh						ch	th		dge	tch							sh		/6
<b>Blend</b>								st	trnk		scr		mp		dr	br	cr	gr				sp	sm	sl		/12
<b>Short Vowel</b>	u	a	e	o	i																					/5
<b>Long Vowel VCe</b>						i_e		o_e			a_e															/3
<b>Vowel Team/ Diphthong</b>										oa		ea			ai			ow	al		oi			ou	igh	/8
<b>Vowel-r</b>														ir						or						/2
<b>Inflections</b>																s		ing	ed			ling	pping	ting	er	/7
<b>Word Totals</b>																										<b>Total /84</b>



## Appendix G: 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																											<b>Total</b> /82



# 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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- 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 beyond 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:

- Incorrect (Score = 0)
- Correct but not automatic (Score = ✓)
- 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	Highest Correct Level:	<u>M</u>			
Basic Syllable	<u>10</u> /10	<u>10</u> /10	(Levels not passed below the highest correct level)	<u>N/A</u>			
Onset-Rime	<u>10</u> /10	<u>10</u> /10					
Basic Phoneme	<u>9</u> /10	<u>9</u> /10					
Advanced Phoneme	<u>18</u> /20	<u>15</u> /20	Highest Automatic Level:	<u>L</u>			
<b>Test Total</b>	<b><u>47</u> /50</b>	<b><u>44</u> /50</b>	(Non-automatic levels below highest automatic level)	<u>N/A</u>			
Approximate Grade Level (Circle):	PreK/K	K	late K/early 1st	1st	late 1st/early 2nd	<b>2nd</b>	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.

## 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).

<b>RESULTS:</b>					
	Correct	Automatic		Highest Correct Level:	_____
Basic Syllable	_____/10	_____/10		(Levels not passed below the highest correct level)	_____
Onset-Rime	_____/10	_____/10			
Basic Phoneme	_____/10	_____/10			
Advanced Phoneme	_____/20	_____/20		Highest Automatic Level:	_____
<b>Test Total</b>	<b>_____/50</b>	<b>_____/50</b>		(Non-automatic levels below highest automatic level)	_____

<b>Approximate Grade Level (Circle):</b>	<b>PreK/K</b>	<b>K</b>	<b>late K/early 1st</b>	<b>1st</b>	<b>late 1st/early 2nd</b>	<b>2nd</b>	<b>late 2nd to adult</b>
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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.”

D1 (book)case \_\_\_\_\_ (sun)set \_\_\_\_\_ (space)ship \_\_\_\_\_

D2 (sil)ver \_\_\_\_\_ (mar)ket \_\_\_\_\_ (gen)tle \_\_\_\_\_

### 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?”

E2 (Oc)tober \_\_\_\_\_ (um)brella \_\_\_\_\_

(fan)tastic \_\_\_\_\_ (re)member \_\_\_\_\_

**Basic Syllable Total:**

	Correct		Automatic
	_____/6	A:	_____/6
	_____/4	A:	_____/4
	<b>_____/10</b>	A:	<b>_____/10</b>
	_____/5	A:	_____/5
	_____/5	A:	_____/5
	<b>_____/10</b>	A:	<b>_____/10</b>

## 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?”

/f/feet → eat \_\_\_\_\_ /b/irth → earth \_\_\_\_\_

/t/ame → aim \_\_\_\_\_ /t/ime → I’m \_\_\_\_\_ /c/one → own \_\_\_\_\_

### 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.”

/d/one /r/ → run \_\_\_\_\_ /m/ore /d/ → door \_\_\_\_\_

/g/um /th/ → thumb \_\_\_\_\_ /l/ed /s/ → said \_\_\_\_\_ /f/ull /w/ → wool \_\_\_\_\_

**Onset-Rime Total:**

\*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

**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 \_\_\_\_\_

**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 \_\_\_\_\_

**Basic Phoneme Total:**

*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.”

**J1** (use *sound* of vowel) r/a/n /u/ → run \_\_\_\_\_ k/i/t /u/ → cut \_\_\_\_\_ h/u/ff /a/ → half \_\_\_\_\_

**J2** (use *name* of vowel) b/ea/k /A/ → bake \_\_\_\_\_ 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 \_\_\_\_\_

**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 \_\_\_\_\_

#### 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 \_\_\_\_\_

**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.”

wes/t → we/n/t \_\_\_\_\_ cra/f/t → cra/ck/ed \_\_\_\_\_ dea/l/t → de/n/t \_\_\_\_\_

**Advanced Phoneme Total:**

Correct Automatic

\_\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_\_/10 A: \_\_\_\_/10

Correct Automatic

\_\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_\_/5 A: \_\_\_\_/5

\_\_\_\_\_/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.

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.

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

# 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
---	---	---	---	---	--	--	--	--	---------



### 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    sweetbread    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/            /k/ /s/ (x)            /k/ /w/ (qu)            \_\_\_\_\_/12

### 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				___/5 ___/5 ___/5*	___/5 ___/5 ___/5*
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

\*Test recognition if student has trouble with recall of vowel sounds.

# 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

## 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 Vowels: VCe

dome      plate      tune      vote      chime      whale  
lete      pruse      wabe      pire      throme      bline  
suppose      compete      implode      unmade      pancake      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      dain      loob      cruit      plaud      stight  
sustain      turmoil      cheater      coleslaw      soup spoon      snowboard

### 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 sweetbread earthworm grapevine  
butterfly matchbook playground roadway skylight whiplash

### Common Prefixes, Roots, and Derivational Suffixes

informative disagreement enjoyable retract prediction express