



ALL ABOUT[®] *Reading*

The program that takes the struggle out of reading

Placement Test

For *All About*[®] *Reading* Level 2

by
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ALL ABOUT[®] *Reading*

Level 2

Placement Test for Level 2

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 2.

- Your student should understand how to sound out words using the decoding procedure, as demonstrated on page 4 of this Placement Test.

- Your student should be able to read words with final blends. To test, have your student read each of the following words.

tent bunch dent lost sent
next film help champ milk

- Your student should be able to read words with initial blends. To test, have your student read each of the following words.

stem flat brush twin stop
flap drip crab grip fresh

- Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel. To test, have your student tell you whether each letter below is a vowel or a consonant.

b a e t h r o

- Your student should have a basic understanding of compound words. To test, have your student read each of the following words.

sandbox windmill sunset cobweb chopstick

Now have your student identify the two smaller words in each compound word.

- Your student should be able to count syllables. To test, say the following words and have your student tell you the number of syllables in each word. (Note: Your student does not read these words. You will say the words aloud.)

hilltop duck yesterday crash elephant bathtub

- Your student should understand the concept of Open and Closed syllable types. To test, have your student read each of the following words and tell you whether it is an Open syllable or a Closed syllable

me met she shed we wet

- Your student should have a basic understanding of plurals. To test, have your student read the following plural words.

stems	wings	wishes	acts
boxes	chills	checks	messes

- Your student should have mastered the sounds of Phonograms 1-32. A list of these phonograms can be found on pages 5-6 of this Placement Test. These Phonogram Cards are also included in the Level 2 Student Packet.
- Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (ck says /k/ and /s/). For example, if you hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for the letter a, your student should say “/ă/-/ā/-/ah/.”
- Your student should be able to read sentences containing one-syllable words with closed syllables (such as *land*) and open syllables (such as *she*). To test, have your student read the following sentences.

Jump from step to step.

Lend me a hand.

We can go back up the hill.

He sang a song with Pam.

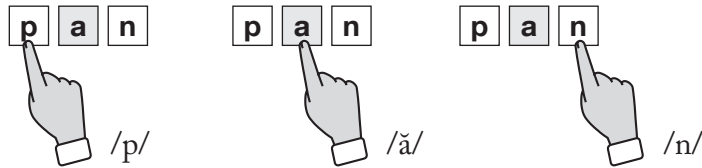
How did your student do?

- If your student could easily complete each of these activities, begin with Level 2.
- If just one area was difficult, you can remediate in that specific area.
- If your student needs help in two or more areas, start with Level 1 to build a strong foundation for reading.

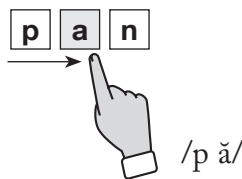
Decoding Procedure

1. Build the word with letter tiles. **p a n**

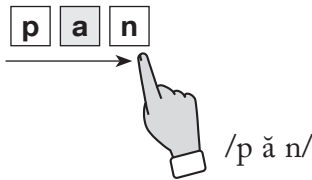
2. Touch one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start at the beginning of the word again. Slide your fingers under the letters and say the word slowly.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all three letters without this additional step.

5. Finally, say the word at a normal pace, as we do when we speak.

“Touch the Vowel” Technique

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.

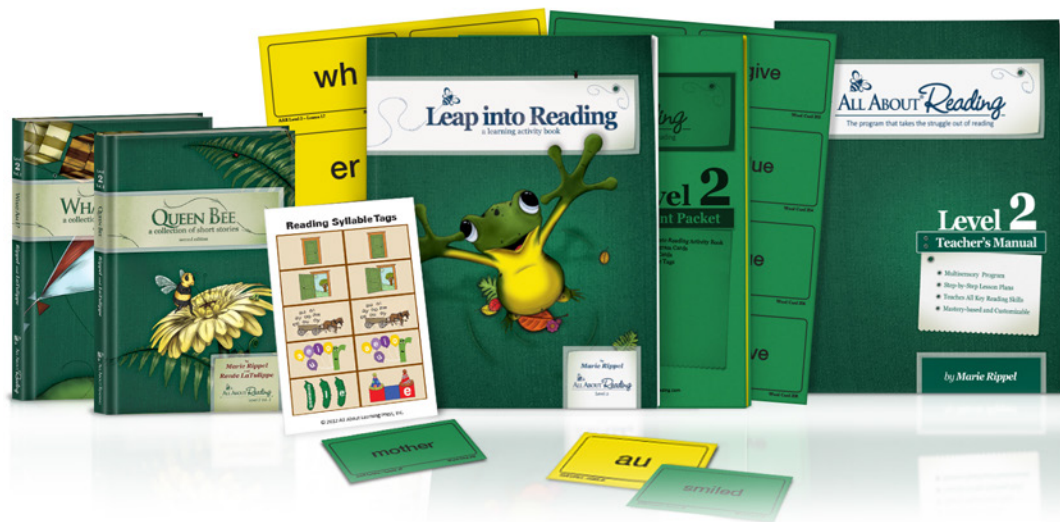


Phonograms 1-32

These are the phonograms your student should know before starting Level 2.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
1	m	/m/	moon
2	s	/s/-/z/	sun has
3	p	/p/	pig
4	a	/ă/-/ā/-/ah/	apple acorn father
5	n	/n/	nest
6	t	/t/	tent
7	b	/b/	bat
8	j	/j/	jam
9	g	/g/-/j/	goose gem
10	d	/d/	deer
11	c	/k/-/s/	cow city
12	y	/y/-/ÿ/-/ī/-/ē/	yarn gym my happy
13	h	/h/	hat
14	k	/k/	kite
15	r	/r/	rake
16	i	/ï/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ö/-/ō/-/ōō/-/ü/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ü/-/ū/-/ōō/	udder unit put
24	e	/ě/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
27	th	/th/-/th/	three then
28	sh	/sh/	ship
29	ch	/ch/-/k/-/sh/	child school chef
30	ck	/k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank



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