

Decoding Inventory

Student Name: _____ Teacher Name: _____ School: _____

Date: _____ Evaluator Name: _____

Begin with Letter/Sound Correspondence to determine where to begin a decoding intervention:

Letter Sound Correspondence	<i><21 move back to PA</i> <i>>21 Assess vowel sounds and decoding</i>
Decoding	
A. Short vowels in CVC words	8 / 10 use P-1 or P-2 intervention > 9 Move onto B.
B. Short vowels and digraphs	8 / 10 use P-3 intervention > 9 Move onto C.
C. Consonant blends with short vowels	8/ 10 use P-4 intervention > 9 Move onto E
D. vowel spellings	8/ 10 use P-4 intervention > 9 Move onto E
E. <i>r-</i> and <i>l-</i> controlled vowels	8/ 10 use P-5 intervention > 9 Move onto F
F. Variant vowels and diphthongs	8/ 10 use P-5 or P-6 intervention > 9 Move onto Fluency

Decoding Inventory

Letter Sound Correspondence

Point to the first letter and say to the student:

“Look at these letters. Can you tell me the sound each letter makes?”

- If the sound given is correct, do not mark the Record Form. If it is incorrect, write the sound the student gives above each letter.
- If a student takes longer than 3 seconds, prompt for the next letter by saying, “What sound?”
- Correct responses for vowels: short sound
- Correct response for /g/ is /g/ as in /gift/
- Correct response for /c/ is /c/ as in /cat/
- If other than the correct response for these letters, say to the student:
“Is there another sound that letter makes?”

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

 /26

>21 move back to PA assessment

<21 Assess decoding starting with A.

Decoding Inventory

Reading and Decoding

For items A through G, students must read both real and pseudo words (made-up words). For the first line of real words, tell the student:

"I want you to read these words."

If the student cannot read two or more of the real words, do not administer the line of pseudo words. Go to the next set of items. Before asking the student to read the line of pseudo words, say:

"Now, I want you to read some made-up words. Do not try to make them sound like real words."

A. Short vowels in CVC words

___/ 5	sip	nap	let	but	hog (real)
___/ 5	vop	fut	dit	kem	laz (pseudo)

8/10 try P-1 or P-2 intervention
> 9 Move onto B.

B. Short vowels and beginning digraphs

___/ 5	deck	chop	ring	shut	path (real)
___/ 5	plick	shom	thap	fath	chud (pseudo)

8 / 10 try P-3 intervention
> 9 Move onto C.

C. Consonant blends with short vowels

___/ 5	stem	trap	grit	spell	plan (real)
___/ 5	stig	brab	pled	snop	dran (pseudo)

8/ 10 try P-3 intervention
> 9 Move onto D.

Decoding Inventory

D. Long vowel spellings

___/ 5 tape key lute paid feet (real)

___/ 5 loe bine joad vay soat (pseudo)

8/ 10 try P-4 intervention

> 9 Move onto E

E. *r-* and *l-*controlled vowels

___/ 5 bark horn chirp term cold (real)

___/ 5 ferm dall gorf murd chal (pseudo)

8/ 10 try P-5 intervention

> 9 Move onto F

F. Variant vowels and diphthongs

___/ 5 few down toy hawk coin (real)

___/ 5 voot rew fout zoy bawk (pseudo)

8/ 10 try P-5 intervention

> 9 Move onto Fluency

Decoding Inventory

STUDENT FORM

m

t

p

n

c

d

s

a

g

h

i

f

b

l

r

o

w

k

x

e

v

y

z

u

j

Decoding Inventory

STUDENT FORM

A.	sip	nap	let	but	hog
	vop	fut	dit	kem	laz
B.	deck	chop	ring	shut	path
	plick	shom	thap	fath	chud
C.	stem	trap	grit	spell	plan
	stig	brab	pled	snop	dran

Decoding Inventory

STUDENT FORM

D. tape key lute paid feet

 loe bine joad vay soat

E. bark horn chirp term cold

 ferm dall gorf murd chal

F. few down toy hawk coin

 voot rew fout zoy bawk