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Pre-Reading Probes

Complimentary Draft Copy V11.4
11/17/16

Pre-Reading Skills Assessment

Directions
Master Pages for Copying
- Response Forms 1–6

Reusable Pages
- Student Pages 1–3

Optional

Print Letters Assessment

Directions
Master Pages for Copying
- Response Form 6
- Student Printing Pages 1–2

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ADMINISTERING THE PRE-READING PROBES

Administer the **Ready to Read** assessments in Kindergarten to determine if a student has the necessary pre-reading skills to start learning to read with phonics instruction.

Administer both the **Ready to Read** and **Struggling to Read** assessments to determine which pre-reading skills weaknesses are causing a student to struggle with learning to read with phonics instruction.

Ready to Read: Orthographic Skills

Materials:

- Response Form 2
- Student Page 1

1. Recite the Alphabet

Task: Student recites the alphabet from memory.

1. Direct student to say the letters of the alphabet in order.

Marking:

- Put a check next to letters given in the correct sequence.
- Write any incorrect responses on line next to letter.
- Mark a slash through any letters skipped.

Notes:

- Letters not clearly articulated are incorrect, such as "elemeno" for l, m, n, o.
- Check the line next to the note provided if the student says 'elemeno" for l, m, n, o.
- Singing the alphabet song is acceptable if the letter names are clearly articulated.

2. LETTER NAMES

Upper Case

Task: Student names the upper-case letters listed in section 2 at the top of Student Page 1.

Lower Case

Task: Student names the lower-case letters listed in section 2 at the top of Student Page 1.

For both assessments:

1. Place Student Page 1 in front of student.
2. Point to the appropriate section of letters on the Student Page.
3. Direct student to point to each letter and say the **name** of the letter.

Marking:

- Put a check on the line next to each letter named correctly.
- Write any incorrect response on the line next to the letter.
- Slash any letter omitted.

Notes:

- If student says a letter **sound**:
  1. Write the sound given as a letter between two slashes next to the letter. For example, if the student says "mmm" instead of the name of the letter 'm' write /m/.
  2. Say, **"That's the sound. What's the name?"**
  3. If the student then gives the correct letter name, write '2nd' next to the letter to indicate that the student corrected the error when prompted.
     Do not repeat prompting for more than 3 letters. Count only one instance of this correct when scoring.

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Ready to Read: Orthographic Skills

3. LETTER SOUNDS – Consonants and Short Vowels

Task: Student says the sounds for the lower-case letters listed in section 3 in the middle of Student Page 1.

1. Place Student Page 1 in front of student.
2. Point to the lower-case letters in the section 3 in the middle of Student Page 1.
3. Direct the student to point to each letter and say the **sound** the letter spells.

Marking:

- Put a check on the line next to each letter for which the correct sound is given.
- Write any incorrect response on the line next to the letter.
- Write DK for Don't Know.
- Write NA for No Answer.

Notes:

- If student adds /uh/ to a sound as in /muh/ instead of /m/, write 'uh' on the line. Count as correct when scoring. If student does this with many sounds, check the line by the note provided.
- The correct sound for the letter 'c' is the hard sound /k/ and for the letter 'g', the hard sound /g/.
- The correct sounds for the vowel letters are the short vowel sounds.
- If student says /s/ for 'c', /j/ for 'g', or the long vowel sound for a vowel letter:
  1. Record the incorrect response in the space next to the letter.
  2. Say, ***"It does spell that sound. Do you know another sound for that letter?"***
  3. If the student gives the correct sound, write '2nd' next to the letter to indicate that the student was prompted to correct the error.

4. TEN PRE-READING HIGH FREQUENCY WORDS

Task: Student reads the 10 high frequency words listed in section 4 near the bottom of Student Page 1.

1. Place Student Page 1 in front of student.
2. Point to the ten high frequency words case letters *in section 4 near the bottom of* Student Page 1.
3. Direct the student to point to and read each word.
4. You can tell student these are sight words that cannot be sounded out.

Marking:

- Put a check on the line next to each word read correctly.
- Write any incorrect response on the line next to the word.
- Write DK for Don't Know.
- Write NA for No Answer.

Struggling to Read: Orthographic Skills

5. LETTER SOUNDS – Digraphs

Task: Student says the sounds for the digraphs listed section 5 at the bottom of Student Page 1.

1. Continue as above in section 3 Letter Sounds for the line of digraphs.

Note: The voiced and unvoiced sounds for 'th' are both correct. Student does not need to give both.

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Ready to Read: Phonological Skills

Materials:

- Response Form 3
- Student Page 2

Marking:

- Put a check in the 'Correct' box for correct responses.
- Write any incorrect responses on the lines provided.

Note: The response is only counted as correct if student can make the word independently on the *first* attempt.

1. First and Last Sounds

Note: Use whichever terms, *first, beginning, last,* or *end*, that you think the student is most familiar with in the following two items.

Identify First Sound

Task: Student says the first phoneme in a spoken word supported with a picture.

Model:

1. Use pictures on Student Page 2.
2. Point to and name the picture as the word 'sign'.
3. Direct student to repeat the word 'sign'.
3. Ask student for the first sound in 'sign'.
4. Confirm a correct answer of /s/.
   If student provides an incorrect answer say, repeat 'sign', then provide the answer /s/ and have student repeat.
   If student says the letter name 's', tell student that is the spelling or letter name and ask for the sound.

Tasks 1–3:

1. Point to and name the picture (on Student Page 2) with the word.
2. Direct student to repeat the word.
3. Ask student to say the first sound.
4. If student gives a letter name, tell student that is the spelling or letter name and ask for the sound.

Identify Last Sound

Task: Student says the last phoneme in a spoken word supported with a picture.

Model:

1. Repeat modeling as for first sound above.

Tasks 1–3:

1. Repeat prompting as for first sound above.

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Ready to Read: Phonological Skills

2. PHONOLOGICAL AWARENESS

Syllable - Blend Compound Words

Task: Student orally blends two spoken words to make a compound word.

Model:

1. Use the two gray rectangles at the top of Student Page 2 to represent sounds.
2. Tell student you will say two parts of a word for the student to put together to make a whole word.
3. Touch the left rectangle and say, ***'pop'***.
4. Touch the right rectangle and say, ***'corn'***.
5. Ask student to make a whole word from the parts.
6. If student says 'popcorn', skip the *Coaching* words and move to *Task 1*.
7. If student provides an incorrect response or says 'I don't know', model blending 'pop' and 'corn' to make 'popcorn', using the rectangles. Then, guide the student in repeating your actions.

Coach 1 & 2: Use the coaching words to help a student who is unable to make the word in the first attempt above.

Tasks 1–3:

1. Provide the two prompts touching the left rectangle as you say the first word and the right rectangle as you say the second word.
2. Direct student to say the whole word.
3. If needed, have the student touch each rectangle and repeat the prompt after you.
4. Move right into Blend 2 Syllables without modeling or coaching.

Syllable - Blend 2 Syllable Words

Task: Student orally blends two syllables provided orally to make a word.

No Modeling or Coaching.

Tasks 1–3:

1. Continue providing the prompts using the rectangles as above.
2. Ask student to make a whole word from the parts.
3. If needed, have the student touch each rectangle and repeat the prompt after you.

Onset-Rime

Task: Student orally blends an onset and rime provided orally to make a word.

Model:

Continue to use the two gray rectangles on the Student Page.

1. Provide the prompts /*m*/ and /*ake*/ using the rectangles as above.
2. Ask student to make a whole word from the parts.
3. If student says 'make', confirm answer as correct, skip the *Coaching* words and move to *Task 1*.

Coach 1 -2: Use the coaching words to help a student who is unable to make the word in the first attempt above.

Tasks 1–3:

1. Provide the prompts using the rectangles as above.
2. Ask student to make a whole word.
3. If needed, have the student touch each rectangle and repeat the prompt after you.

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Ready to Read: Phonological Skills

3. BLEND SOUNDS

Materials:

- Response Form 4
- Student Page 3

Blend 2 Sounds

Task: Student orally blends 2 spoken phonemes to make a word.

Model:

1. Use the 2 gray squares at the top of Student Page 3.
2. Tell student he/she will now make words from even smaller parts.
3. Say the sounds /ē/, touching left square, and /ch/, touching right square.
4. Ask student to make a word from the sounds.
5. If student says 'each', confirm answer as correct, skip the *Coaching* words and move to *Task 1*.
6. If student provides an incorrect response or says 'I don't know', model the task and have student repeat.

Coach 1 & 2: Use the coaching words to help if student is unable to make the word in the first attempt above.

Tasks 1-3:

1. Provide the sounds touching squares as above.
2. Ask student to repeat the sounds and make a word.
3. If needed, have the student touch each square and repeat the sounds after you.

Blend 3 Sounds

Task: Student orally blends 3 spoken phonemes to make a word.

Model:

1. Using the 3 squares in the middle of Student Page 3 to model blending 3 sounds as with 2 sounds above.

Tasks 1–3:

1. Provide the sounds touching squares as above.
2. Ask student to make a word.
3. If needed, have the student touch each square and repeat the sounds after you.

Struggling to Read: Phonological Skills

4. BLEND SOUNDS

Blend 4 Sounds

Task: Student orally blends 4 spoken phonemes to make a word.

Model:

1. Use the 4 squares at the bottom of Student Page 3 to model blending 4 sounds as above.

Tasks 1–3:

1. Provide the sounds touching squares as above.
2. Ask student to make a word.
3. If needed, have the student touch each square and repeat the sounds after you.

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Struggling to Read: Phonological Skills

5. Substitute Sounds

Materials:

- Response Form 5
- 3 colored tiles

Task: Student uses tiles to indicate if the first or last sound changes in a chain of spoken words.

Practice Changing First Sound

Model: Use 3 colored tiles to model first sound change in 'day' to 'say'.

1. Explain the first sound in in 'day' can be changed to make the word 'say'.
2. Use 2 tiles to show the sounds in 'day', touching a tile for each sound.
3. Touch under each tile to show the sounds in 'say'.
4. Point out that the first sound in 'day' and 'say' is different.
5. Show changing /d/ to /s/ to change 'day' to 'say' by replacing the left tile to show the first sound change.

Coach 1:

1. Ask student to show what sound changes in ‘say’ to ‘pay’.
2. If the student replaces the first tile, confirm answer and move to Coach 2.
   If student provides an incorrect response or says ‘I don’t know’, coach the student by modeling comparing and changing the first sound. Then have student repeat your actions.

Coach 2:

1. Repeat steps from Coach 1 with ‘pay’ to ‘may’.

Practice Changing Last Sound

Model: Use 3 colored tiles to model last sound change in 'may' to 'my'.

1. Explain the last sound in in 'may' can be changed to make the word 'my'.
2. Use 2 tiles to show the sounds in 'may' touching a tile for each sound.
3. Touch under each tile to show the sounds in 'my'.
4. Point out that the last sound in 'may' and 'my' is different.
5. Show changing /ā/ to /ī/ to change 'may' to 'my' by replacing the right tile to show the last sound change.

Coach 1:

1. Ask student to show the change from ‘my’ to ‘me’.
2. If the student replaces the last tile, confirm answer and move to Coach 2.
   If student provides an incorrect response or says ‘I don’t know’, coach the student by modeling and then have student repeat your actions.

Coach 2:

1. Repeat steps from Coach 1 with ‘me’ to ‘mow’.

Assess Changing First & Last Sound

Tasks 1–6:

1. Tell student to show continue showing sound changes but now it will be mixed up with either the first or last sound that changes.
2. Provide the prompt and ask student to repeat.
3. Ask student use the tiles to show which sound changes. Student can move tiles or just point.
4. Mark the appropriate box for student’s response. "Add" means student adds a tile rather than replacing a tile. “Scramble” means student moves multiple tiles.

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Struggling to Read: Phonological Skills

6. Chain Sounds

Practice Changing Middle Sound

Model:

Use 4 colored tiles to model the middle sound change in 'ride' to 'rid'.

1. Explain that the middle sound in in 'ride' can be changed to make the word 'rid'.
2. Use 3 tiles to show the sounds in 'ride', touching a tile for each sound.
3. Touch under each tile to show the sounds in 'rid'.
4. Point out that the middle sound in 'ride' and 'rid' is different.
5. Show changing /ī/ to /ĭ/ to change 'ride' to 'rid' by replacing the middle tile to show the middle sound change.

Coach 1:

1. Ask student to show the change from 'rid' to 'raid'.
2. If the student replaces the middle tile, confirm answer and move to Coach 2.
   If student provides an incorrect response or says 'I don't know', coach the student by modeling and having student repeat your actions.

Coach 2:

1. Repeat steps from Coach 1 with 'raid' to 'rod'.

Assess Changing First, Middle, & Last Sound

Task 1–6:

1. Tell student to show continue showing sound changes but now it will be mixed up with the first, middle, or last sound changing.
2. Provide the prompt (Change X to X.) and have student repeat.
3. Ask student use the tiles to show which sound changes. (Student can move tiles or just point to the tile that changes.)
4. Mark the appropriate box for student's response. "Add" means student adds a tile rather than replacing a tile. "Scramble" means student moves multiple tiles.

SCORING THE PRE-READING PROBES

Scoring: Score *after* you have finished administering the Pre-Reading Probes.

1. Total the number correct for each section on the Response Form, using the lines provided.
2. Transfer total correct scores from the Response Form pages to the Student Profile on Response Form 1.
3. Shade or highlight the appropriate box to the right of each score to show student's pre-reading skills strengths and weaknesses.

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Pre-Reading Skills Required for Struggling Readers Prior to Phonics Instruction for Struggling Readers in Grade 1 and Up

Orthographic Skills

- Upper Case Letter Names: Must know all 26
- Lower Case Letter Names: Must know all 26
- Lower Case Consonant Letter Sounds: Must know 17 of the 21
- 10 Pre-reading High Frequency Words: Must be able to read all 10

Phonological Skills

- Blending Syllables:
    - Compound Word: 3 out of 3 correct
    - 2-syllable Word: 3 out of 3 correct
- Blending Onset-Rime: 2 out of 3 correct
- Blending 2-Sound Words: 2 out of 3 correct
- Blending 3-Sound Words: 2 out of 3 correct

Notes:

- Blending 4-Sound Words to prepare for reading words with blends and Phoneme Manipulation (Chaining Sounds) need to be a part of phonics instruction once students have mastered the above.
- Students will learn any of the short vowel sounds they need during beginning phonics instruction. Phonics instruction should not move on from CVC until students are solid with the short vowel letter sounds.

Pre-Reading Skills Required for Beginning Readers Prior to Phonics Instruction for Non-Struggling Beginning Readers in Kindergarten

Orthographic Skills

- Upper Case Letter Names: Must know 25 of 26
- Lower Case Letter Names: Must know 25 of 26
- Lower Case Consonant Letter Sounds: Must know at least 15 of the 21
- 10 Pre-reading High Frequency Words: Must be able to read at least 6 of 10

Phonological Skills

- Blending Syllables:
    - Compound Word: 3 out of 3 correct
    - 2-syllable Word: 3 out of 3 correct
- Blending Onset-Rime: 2 out of 3 correct
- Blending 2-Sound Words: 2 out of 3 correct
- Blending 3-Sound Words: 2 out of 3 correct

Notes:

- Blending 4-Sound Words to prepare for reading words with blends needs to be a part of phonics instruction once students have mastered the above.
- Phoneme Manipulation (Chaining Sounds) instruction is recommended.
- Students will learn any of the short vowel sounds they need during beginning phonics instruction. Phonics instruction should not move on from CVC until students are solid with the short vowel letter sounds.

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Pre-Reading Probes v11.4

Response Form 1

Student _____ Grade _____

Assessor _____ Date _____ Teacher _____

Student Profile

READY TO READ

READY TO READ: ORTHOGRAPHIC SKILLS - Assess both Kindergarten & Strugglers		Low	Emerging	Almost Established	Established
1. Recite the Alphabet	_____ / 26	0 – 14	15 – 21	22 – 25	26
2. Letter Names		☐ said "elemeno"			
Upper Case	_____ / 26	0 – 14	15 – 21	22 – 25	26
Lower Case	_____ / 26	0 – 14	15 – 21	22 – 25	26
3. Letter Sounds		☐ b/d/p/q confusion			
Consonant Letter Sounds	_____ / 21	0 – 12	13 – 16	17 – 20	21
Short Vowel Letter Sounds	_____ / 5	0 – 1	2 – 3	4	5
4. 10 High Frequency Words	_____ / 10	0 –3	4 – 6	7 – 9	10

SRUGGLING TO READ

STRUGGLING TO READ: ORTHOGRAPHIC SKILLS - Add for Strugglers Only - not Kindergarten					
5. Letter Sounds					
Digraphs	_____ / 5	0 – 1	2 – 3	4	5

READY TO READ

READY TO READ: PHONOLOGICAL SKILLS - Assess both Kindergarten & Strugglers					
1. First & Last Sounds					
Identify First Sound	_____ / 3	0	1	2	3
Identify Last Sound	_____ / 3	0	1	2	3
2. Phonological Awareness					
Syllable - Blend Compound Words	_____ / 3	0	1	2	3
Syllable - Blend 2-Syllable Words	_____ / 3	0	1	2	3
Blend Onset-Rime	_____ / 3	0	1	2	3
3. Blend Sounds					
Blend 2 Sounds	_____ / 3	0	1	2	3
Blend 3 Sounds	_____ / 3	0	1	2	3

SRUGGLING TO READ

STRUGGLING TO READ: PHONOLOGICAL SKILLS - Add for Strugglers Only - not Kindergarten					
4. Blend Sounds					
Blend 4 Sounds	_____ / 3	0	1	2	3
5. Substitute Sounds					
Change First & Last Sound	_____ / 6	0 – 3	4	5	6
6. Chain Sounds					
Change First, Middle, Last Sound	_____ / 6	0 – 3	4	5	6

READY TO READ

Kindergarten: Assess **Ready to Read Skills** in Kindergarten to determine if students have the necessary pre-reading skills for phonics instruction to work.

Skills Required Before Starting Beginning Phonics Instruction:

Orthographic Skills

2. Letter Names, Upper Case - at least 25/26
   Letter Names, Lower Case - at least 25/26
3. Consonant Letter Sounds - at least 15/21
4. 10 High Frequency Words - at least 6/10

Phonological Skills

2. Syllables: Compound - 3/3 2-Syllable 3/3
   Onset-Rime - at least 2/3
3. 2 Sound Words - at least 2/3
   3 Sound Words - at least 2/3

SRUGGLING TO READ

Struggling Readers: Assess both **Ready to Read Skills** and **Struggling To Read Skills** to determine which pre-reading skills weaknesses are causing students to struggle with phonics instruction.

Skills Required Before Starting Phonics Intervention:

Orthographic Skills

2. Letter Names, Upper Case - 26/26
   Letter Names, Lower Case - 26/26
3. Consonant Letter Sounds - at least 17/21
4. 10 High Frequency Words - 10/10

Phonological Skills

2. Syllables: Compound - 3/3 2-Syllable 3/3
   Onset-Rime - at least 2/3
3. 2 Sound Words - at least 2/3
   3 Sound Words - at least 2/3

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Student _____

Response Form 2

Write any incorrect response next to letter.

READY TO READ: ORTHOGRAPHIC SKILLS Give to Kindergarten & Strugglers

1. Recite the Alphabet

Total Correct _____/26

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 _____ ___ said "elemeno"

2. Letter Names Use Student Page 1

Upper Case **Total Correct _____/26**

T _____ B _____ A _____ N _____ X _____ O _____ K _____ C _____ I _____

Q _____ R _____ F _____ Y _____ P _____ J _____ E _____ L _____ G _____

U _____ D _____ M _____ H _____ Z _____ V _____ S _____ W _____

Lower Case **Total Correct _____/26**

t _____ n _____ k _____ z _____ l _____ r _____ a _____ y _____ b _____

o _____ v _____ f _____ c _____ p _____ j _____ e _____ x _____ g _____

u _____ d _____ m _____ h _____ q _____ i _____ s _____ w _____

___ b/d/p/q confusion

3. Letter Sounds Use Student Page 1

Consonant Letter Sounds **Total Correct _____/21**

m _____ s _____ f _____ z _____ n _____ v _____ r _____ l _____

p _____ d _____ j _____ c _____ t _____ g _____ b _____ k _____

y _____ w _____ h _____ x _____ qu _____

___ b/d/p/q confusion

___ adds /uh/ to many sounds

Short Vowel Letter Sounds **Total Correct _____/5**

i _____ a _____ u _____ o _____ e _____

4. Ten Pre-Reading High Frequency Words Use Student Page 1

Total Correct _____/10

the _____ a _____ and _____ I _____ to _____ was _____ for _____ you _____ is _____ of _____

STRUGGLING TO READ: ORTHOGRAPHIC SKILLS - Give only to Strugglers

5. Letter Sounds Use Student Page 1

Digraphs **Total Correct _____/5**

ch _____ th _____ wh _____ sh _____ ck _____

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Student _____

Response Form 3

READY TO READ: PHONOLOGICAL SKILLS - Give to Kindergarten & Strugglers

1. First and Last Sounds Use Student Page 2

Identify First Sound **Correct _____/3**

Use whichever term you think the student knows:
first or beginning.

	Prompt	Answer	Write Incorrect Response	Check box if correct.
Model:	sign	/s/		
Task 1:	shark	/sh/		
Task 2:	phone	/f/		
Task 3:	eight	/ā/		

Identify Last Sound **Correct _____/3**

Use whichever term the student knows:
last or ending .

	Prompt	Answer	Write Incorrect Response	Check box if correct.
Model:	bug	/g/		
Task 1:	watch	/ch/		
Task 2:	bridge	/j/		
Task 3:	shoe	/ōō/		

2. Phonological Awareness Use Student Page 2

Syllable - Blend Compound Word **Total Correct _____/3**

	Prompt		Answer
Model:	pop	corn	popcorn
Task 1:	mail	box	mailbox
Task 2:	air	plane	airplane
Task 3:	birth	day	birthday

Coach only if needed:

Coach 1:	bath	tub	bathtub
Coach 2:	out	side	outside

Write any incorrect response. Check box for correct.

Syllable - Blend 2 Syllable Words **Total Correct _____/3**

Model: No modeling

	Prompt		Answer	Write any incorrect response.	Check box for correct.
Task 1:	/wĭn/	/dō/	window		
Task 2:	/nŭm/	/ber/	number		
Task 3:	/ser/	/kəl/	circle		

Blend Onset-Rime **Total Correct _____/3**

	Prompt		Answer
Model:	/m/	/āk/	make
Task 1:	/s/	/ōp/	soap
Task 2:	/z/	/ōōm/	zoom
Task 3:	/d/	/ert/	dirt

Coach only if needed:

Coach 1:	/s/	/ŏk/	sock
Coach 2:	/ch/	/ĭn/	chin

Write any incorrect response. Check box for correct.

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Student _____

READY TO READ: PHONOLOGICAL SKILLS - Give to Kindergarten & Strugglers

3. Blend Sounds Use Student Page 3

Blend 2 Sounds **Total Correct** _____/3

	Prompt		Answer
Model:	/ē/	/ch/	*each*
Task 1:	/s/	/ē/	*see*
Task 2:	/z/	/ōō/	*zoo*
Task 3:	/ă/	/d/	*add*

Coach only if needed:

Coach 1:	/ŏ/	/d/	*odd*
Coach 2:	/sh/	/ō/	*show*

Write any incorrect response on line.

Check box for correct.

Blend 3 Sounds **Total Correct** _____/3

	Prompt			Answer
Model:	/m/	/ar/	/k/	*mark*
Task 1:	/sh/	/ou/	/t/	*shout*
Task 2:	/t/	/ā/	/k/	*take*
Task 3:	/b/	/ō/	/t/	*boat*

Write any incorrect response. Check box for correct.

STRUGGLING TO READ: PHONOLOGICAL SKILLS - Give only to Strugglers

4. Blend Sounds Use Student Page 3

Blend 4 Sounds **Total Correct** _____/3

	Prompt				Answer
Model:	/d/	/ĕ/	/s/	/k/	*desk*
Task 1:	/t/	/ō/	/s/	/t/	*toast*
Task 2:	/s/	/p/	/ōō/	/n/	*spoon*
Task 3:	/f/	/l/	/ă/	/sh/	*flash*

Write any incorrect response. Check box for correct.

Continue with 5. Substitute Sounds and 6. Chain Sounds on Response Form 5

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STRUGGLING TO READ: PHONOLOGICAL SKILLS - Give only to Strugglers

5. Substitute Sounds No Student Page - Use colored tiles

Practice Changing First Sound Use 3 colored tiles to teach changing first sound.

	Change:		
Model:	day	to	say
Coach 1:	*say*	to	*pay*
Coach 2:	*pay*	to	may

Model: Use tiles to show changing 'day' to 'say' by first comparing the sounds in both words, then changing the first tile to show the first sound change /d/ to /s/.

Coach: Ask student to show the change from 'say' to 'pay'.
If the student replaces the first tile, confirm the answer and move to Coach 2.
For incorrect response or 'I don't know', coach by modeling & having student repeat.

Practice Changing Last Sound Use 3 color tiles to show changing last sound.

	Change:		
Model:	may	to	my
Coach 1:	*my*	to	*me*
Coach 2:	*me*	to	*mow*

Model: Use tiles to show changing 'may' to 'my' by first comparing the sounds in both words, then changing the last tile to show the last sound change /ā/ to /ī/.

Coach: Ask student to show the change from 'my' to 'me'.
If the student replaces the last tile, confirm the answer and move to Coach 2.
For incorrect response or 'I don't know', coach by modeling & having student repeat.

Assess Changing First and Last Sounds **Total Correct _____/6**

	Change:				F	L	Add	Scramble
Task 1:	mow	to	show	*first*	■			
Task 2:	show	to	shoe	*last*		■		
Task 3:	shoe	to	she	*last*		■		
Task 4:	she	to	sea	*first*	■			
Task 5:	sea	to	so	*last*		■		
Task 6:	so	to	go	*first*	■			

Check box for student response.
Shaded box is correct answer.
'Add' means student adds a tile rather than exchanging.
'Scramble' means student randomly moves tiles around.

Tell student to continue showing which sound changes, but now it may be the first or the last sound.
Give the prompt and ask student to repeat it.
Then ask student to show which sound changes.
Student can use tiles or just point.

6. Chain Sounds No Student Page - Use colored tiles

Practice Changing Middle Sound Use 4 colored tiles to show changing middle sound.

	Change:		
Model:	ride	to	rid
Coach 1:	*rid*	to	*raid*
Coach 2:	*raid*	to	*rod*

Model: Use tiles to show changing 'ride' to 'rid' by first comparing the sounds in both words, then changing the middle tile to show the middle sound change.

Coach: Ask student to show the change from 'rid' to 'raid'.
If the student replaces the middle tile, confirm answer and move to Coach 2.
For incorrect response or 'I don't know', coach by modeling & having student repeat.

Assess Changing First, Middle, and Last Sounds **Total Correct _____/6**

	Change:				F	M	L	Add	Scramble
Task 1:	rod	to	rock	*last*			■		
Task 2:	rock	to	knock	*first*	■				
Task 3:	knock	to	not	*last*			■		
Task 4:	not	to	note	*middle*		■			
Task 5:	note	to	neat	*middle*		■			
Task 6:	neat	to	sheet	*first*	■				

Check box for student response.
Shaded box is correct answer.
'Scramble' means student randomly moves tiles around.

Tell student to continue showing which sound changes, but it may be the first or the last sound.
Give the prompt and ask student to repeat.
Then ask student to show which sound changes.
Student can use tiles or just point.

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Pre-Reading Probes V11.4

Student _____ Grade _____

Assessor _____ Date _____

Optional Print Letters

Response Form 6

1. Print Name

Use Student Printing Page _____/2

Give student a pencil.

Have student put pencil on the star on Student Circling Page.

Ask student to print first and last name on the line by the star.

Is printing legible? Yes ____ No ____

Check box for correct.

Spelling of first **or** last name ☐

Spelling of both names ☐

2. Print Letters

Use Student Printing Pages.

Upper Case Count letters correctly printed: _____/26

Circle problem letters. Slash omitted 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

____ Ran out of time (suggested 2 minute limit)

Lower Case Count letters correctly printed: _____/17

Circle problem letters. Slash omitted letters.

a	b	d	e	f	g
h	i	j	k	l	m
n	q	r	t	y	

____ Ran out of time (suggested 1 minute limit)

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1. Print Name

Print first and last name.

_____

2. Print Letters

Upper Case Print all the uppercase letters, one in each box. Teacher may prompt with letter names, if needed.

Total Correct _____/26

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2. Print Letters

Lower Case Print the lower case letter that matches the upper case letter.

A	B	D
E	F	G
H	I	J
K	L	M
N	Q	R
T	Y	

Total Correct _____/17

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2. Letter Names – Upper Case

T B A N X O K C I Q R F Y

P J E L G U D M H Z V S W

Lower Case

t n k z l r a y b o v f c

p j e x g u d m h q i s w

3. Letter Sounds - Consonants and Short Vowels

m s f z n v r l p d j

c t g b k y w h x qu

i a u o e

4. Ten Pre-Reading High Frequency Words

the a and I to was for you is of

5. Letter Sounds - Digraphs

ch th wh sh ck

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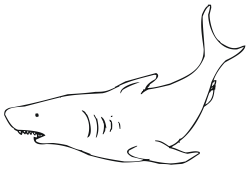
1. First and Last Sounds

A. First Sound

Model

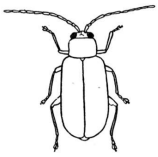
Tasks 1 – 3



8

B. Last sound

Model



Tasks 1 – 3

2. Phonological Awareness

Use rectangles to represent syllables, onsets, and rimes.

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3. Blend Sounds –

A. Blend 2 Sounds

Use squares to represent sounds.

B. Blend 3 Sounds

4. Blend 4 Sounds

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