

Complimentary
Version
FORM A

“This is the most
polished little instrument
in existence and many
people are grateful that
you have shared it.”

DR. LOUISA MOATS
National Reading Expert

Diagnostic Decoding Surveys

Beginning Decoding Survey Advanced Decoding Survey

More than 20 years of scientific, evidence-based reading research makes clear that all good readers must master certain basic skills. Those skills include the ability to decode words accurately – a skill that most struggling readers have difficulty with. This complimentary set of Diagnostic Decoding Surveys includes two informal diagnostic tools designed to quickly pinpoint decoding strengths and weaknesses in students of almost any age.

The Diagnostic Decoding Surveys enable one-on-one assessment of phonics skills for struggling readers from the middle of first grade through adulthood. The surveys are efficient and easy to administer. For emerging readers or students with decoding weaknesses, the surveys can be used to identify which skills have already been mastered and which are weak.

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

This complimentary packet contains everything you'll need for initial assessment of an unlimited number of students. The packet also provides an explanation of how the survey results can be used to group students, and it offers guidance on how to plan effective, efficient instruction.

Read about the success schools have experienced with Phonics Suite: reallygreatreading.com

www.ReallyGreatReading.com
P.O. Box 46 • Cabin John, MD 20818-0046
Toll Free 866.401.READ (7323) • Fax 240.465.0478

**NEW LOOK,
SAME SURVEYS!**



Diagnostic Decoding Surveys: Quick Start Guide

Grades 2-12

We highly recommend watching this quick tutorial: Getting Started with the Diagnostic Decoding Surveys



Assessments included in this packet:

Three parallel, equally difficult versions of the following assessments:

BDS Beginning Decoding Survey (BDS) **ADS** Advanced Decoding Survey (ADS)

- Beginning of Year (BOY)
- Middle of Year (MOY)
- End of Year (EOY)

Below are the materials you will need. Paper and digital options are available.

TEACHER RECORDING FORMS (Choose one of these two options):

Paper: One set of hard copies for each student being assessed

BDS

&

ADS

OR

Digital: Access to Live Assess in the Grouping Matrix

Target Word	Common Misreads	Others	No Try
see	set seen	...	no try
are	an early	...	no try
they	there them that	...	no try
you	your them you	...	no try
are	at am	...	no try
ing	rip	...	no try

Click [here](#) to learn more about Live Assess.

Click [here](#) to learn more about the Grouping Matrix.

Teacher Recording Forms

STUDENT PAGES (PROMPTS) (Choose one of these two options):

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

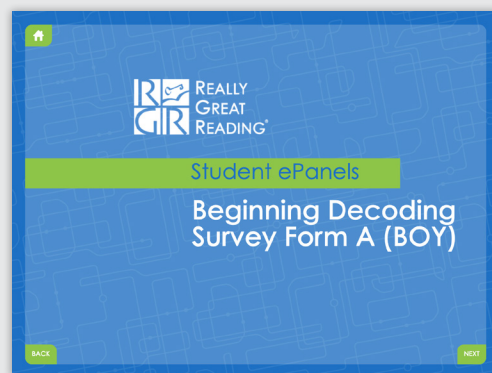
BDS

&

ADS

OR

Digital: ePanels

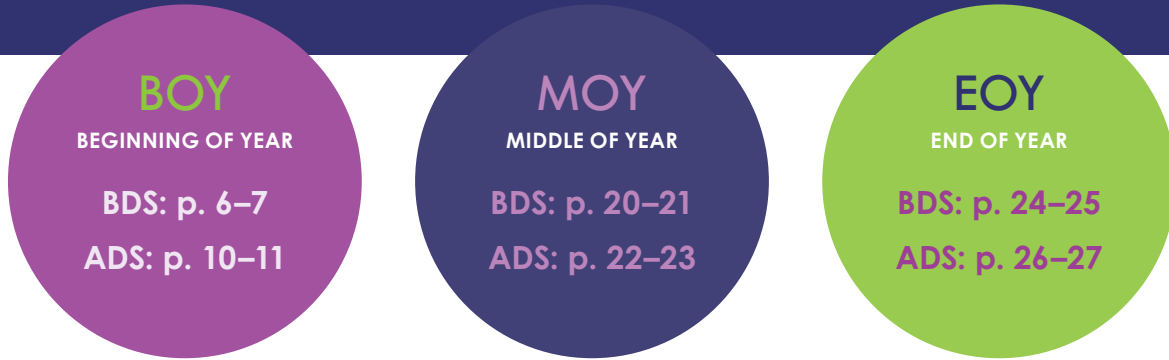


Click [here](#) to access ePanels, or go to [ePanels.online](#).

Student Pages

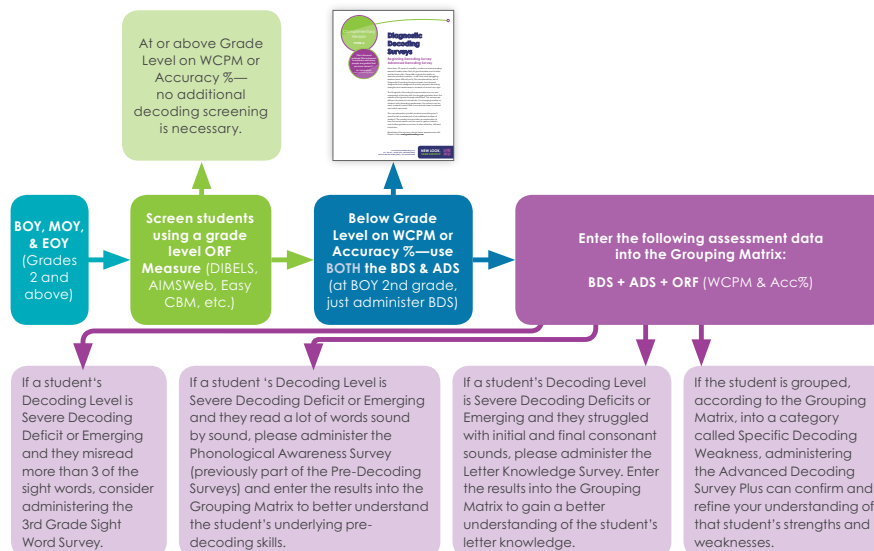
Quick Start Directions


If you choose the paper-based option, locate and print the Student Pages (Prompts) and the Teacher Recording Forms. There are three parallel versions, commonly used at different times of the year.



QUICK START DIRECTIONS (for detailed directions, click [here](#) or turn to page 5):

- Place the Student Page or ePanel screen in front of the student (always start with the BDS).
- Have a hard copy of the Teacher Recording Form or Live Assess ready to record responses.
- Remind the student that this is not timed and to read with accuracy, not speed.
- Point to the first word and ask the student to read each row from left to right as you record responses:
 - If using a paper Teacher Recording Form:** Write the student's incorrect responses in the space provided next to the target word.
 - If using Live Assess:** Enter incorrect responses only; click on the original word if student self-corrects. **Do not delete incorrect answers after a self-correct.**
- Score responses:
 - If using a Teacher Recording Form:** Check out directions for scoring responses [here](#), or turn to page 5.
 - If using Live Assess:** The Grouping Matrix will automatically score responses for you. The analysis can be found on the Student Record page and on the Student Progress Report.
- To determine if additional assessment is recommended, follow the **flowchart** on page 12:




 Diagnostic
Decoding
Surveys


 Complimentary
Version


 FORM A

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Overview

A Brief Explanation of the Diagnostic Decoding Surveys

When students cannot decode words accurately, their fluency and comprehension of text are affected. Quick, informal diagnostic assessment of a student's decoding skills is the critical first step toward planning effective reading instruction. Teachers who can identify exactly which skills a student has mastered and which skills are weak will be able to group and instruct their students effectively and efficiently.

No matter their age, most struggling readers have weaknesses in basic reading skills. The Diagnostic Decoding Surveys contained in this packet allow teachers to:

- Assess the basic and advanced decoding skills of readers of almost any age
- Establish whether a student has gaps in his/her phonics knowledge and pinpoint specific phonics weaknesses
- Determine whether the decoding skills are being established at an appropriate pace (by comparing the results against some criterion benchmarks by grade and phase of year)

The Beginning Decoding Survey assesses students' ability to read high-frequency words (called "sight words" in the context of this document, although a sight word is technically any word, high-frequency or not, that is read automatically, without conscious effort) and single-syllable decodable words with short vowels, digraphs, and blends.

The Advanced Decoding Survey assesses how well students read unfamiliar single-syllable decodable words with more advanced vowel patterns. The Advanced Decoding Survey also assesses a student's ability to read familiar and unfamiliar multi-syllable words.

This complimentary packet should be used for initial assessment of decoding skills for students in grades 2-12. You may use the surveys in this set to assess as many students as you'd like. If the surveys reveal that a student's weakness is not in decoding, you will want to use other instruments to assess possible weaknesses in other basic reading skills. Really Great Reading offers additional assessments for high-frequency word (sight word) fluency and letter name and letter sound knowledge (see www.reallygreatreading.com/diagnostics). You may also wish to assess



a student's fluency, vocabulary, and/or comprehension if you suspect possible issues there.

This complimentary packet includes Form A of the Diagnostic Decoding Surveys. There are six additional forms that may be used for progress monitoring. In addition, Really Great Reading's (RGR) Diagnostic Decoding Surveys *User's Guide* provides comprehensive guidance on how to administer, score, and interpret the Diagnostic Decoding Surveys.

The *User's Guide* includes reproducible copies of the additional forms. In addition, RGR offers a full-day and a half-day workshop for teachers or administrators who use or would like to use the Diagnostic Decoding Surveys in their school.

To learn more about the additional forms and the *User's Guide*, please see the order form located on the last page of this document.

Two Case Studies

To highlight the various pieces of the Diagnostic Decoding Surveys and provide a more detailed overview of this product, RGR has made available two case studies: one of a second-grade student and one of a ninth-grade student. These case studies provide details about each student's screening assessment scores, a detailed analysis of each student's Diagnostic Decoding Surveys scores, and recommendations for additional assessment or specific instructional recommendations. The information presented in the case studies is taken from actual students, but the names have been changed. More case studies are available in the *User's Guide*.

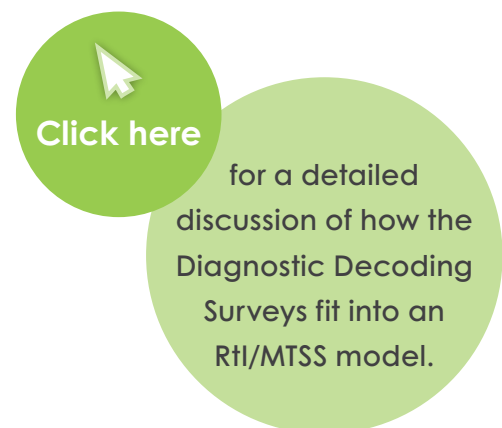


How the Diagnostic Decoding Surveys Support Response to Intervention/Multi-Tier Systems of Support

The Diagnostic Decoding Surveys can be an integral part of Response to Intervention (RtI) or Multi-Tier Systems of Support (MTSS) frameworks. Many schools use RtI/MTSS to ensure that students receive appropriate reading instruction prior to being referred for an evaluation for special education services.

The Diagnostic Decoding Surveys can provide valuable information during the RtI/MTSS process. For example, the survey scores show error patterns that can be a part of the information used to plan effective phonics instruction. Effective remediation will fill the gaps that have been identified. The surveys also provide data that can be used to group students effectively if phonics instruction is required. In addition, the surveys can be used to provide progress monitoring data.

More information on grouping and progress monitoring using the Grouping Matrix™ can be found on page 12 of this document.



Using This Packet

Who Can Use This Packet

This is a complimentary packet provided to you by RGR. As a user of this complimentary version, feel free to make as many copies of the recording forms as necessary. If you would like to give this document to a colleague, please have that person request a new copy from the RGR website: www.reallygreatreading.com/dds.

How to Administer and Score the Diagnostic Decoding Surveys

The Diagnostic Decoding Surveys take 3-5 minutes per student to administer. The surveys are most often used with students in Grades 2–12 who have been identified as struggling readers.

Learning how to administer and score the Diagnostic Decoding Surveys is quick and easy. To get started, you must become familiar with:

- Materials Needed (page 5)
- Administration and Scoring Guidelines (page 5)
- Summary Scripts and Sample Scoring Sheets (pages 8 and 9)

When to Administer the Diagnostic Decoding Surveys

The general guidelines below indicate when it is appropriate to administer the Beginning

and Advanced Decoding Surveys to each grade level.

Grade 2

- It is appropriate to administer the Beginning Decoding Survey to second graders at any time during the year.
- The Advanced Decoding Survey should not be administered until the middle of second grade.

Grades 3–12

- It is appropriate to administer both the Beginning Decoding Survey and the Advanced Decoding Survey at any time during the year.

It is important to note that the Beginning Decoding Survey should always be administered to students before administering the Advanced Decoding Survey.

Criterion-Referenced Benchmarks

The Diagnostic Decoding Surveys were designed for use by students from Grades 2–12 and adults. RGR recommends the following benchmark scores. These scores indicate the number of words students are expected to read correctly in both the Beginning Decoding Survey and the Advanced Decoding Survey. The chart is broken down by grade level and phase of year. The basis for these benchmarks is discussed in further detail in the *User's Guide*.

Benchmark Scores: Total Words Correct on Beginning and Advanced Decoding Surveys

Grade	2			3			4–12 & Adult		
	B	M	E	B	M	E	B	M	E
Beginning Decoding Survey	48			48			48		
Advanced Decoding Survey	NA	15	20	21	23	25	26		

B = Beginning of Year **M** = Middle of Year **E** = End of Year **NA** = We do not recommend giving this survey at this time of year.

Preparing, Administering, and Scoring the Surveys

This page summarizes the necessary materials and the basics of administering and scoring both surveys. More detailed instructions can be found on the Summary Script and Sample Scoring Sheets (pages 8 and 9) as well as in the *User's Guide*.

Materials Needed

Student Page—Form A. There are two different student pages in this packet, one for the Beginning Decoding Survey titled “Words and Sentences to Read” (page 6) and one for the Advanced Decoding Survey titled “Words to Read” (page 10). You will need a blank recording form for each student that you assess. However, the same student pages may be used over and over. For teachers who are planning to assess many children, it can be helpful to laminate the two student pages back to back.

Recording Form—Form A. There are two different recording forms in this packet, one for the Beginning Decoding Survey (page 7) and one for the Advanced Decoding Survey (page 11).

Administration and Scoring Guidelines

When you are ready to begin a survey, place the appropriate student page in front of the student, have the appropriate recording form in front of the assessor, and follow the appropriate sample script (pages 8 and 9).

The following scoring guidelines apply to both the Beginning Decoding Survey and the Advanced Decoding Survey. The sample scoring sheets show examples of all these items. It may be helpful to have the sample scoring sheets in front of you when reviewing these guidelines.

Recording Student Responses:

- For words read correctly, place a ✓ next to the word if it is an individual word or above the word if it is in a sentence (page 8, word 1).
- For errors, write exactly what the student read. Any errors should be written next to the word if it

is an individual word or above the word if it is in a sentence (page 8, word 5).

- If the student gives more than one response, write all incorrect attempts (page 8, word 13).
- If the student self-corrects, write what the student read before self-correcting and write SC (Self-Correction) to note the self-correction (page 8, word 16).
- If the student doesn't try a word or says “I don't know,” write NT (No Try) and ask the student one time to try again (page 8, word 3).
- If the student does not attempt a word in a sentence, put a slash through the word. After the student has finished the entire sentence, ask the student one time to try the missed word.
- Mark any appropriate boxes in the Observations section in the upper right-hand corner of the recording form.
- Record any additional comments and observations in the margins if desired.

Scoring with the Error Grid OPTIONAL, see p. 12:

- Do not fill out the Error Grid while administering the survey. It should only be filled out after the student has finished reading all the words and/or sentences.
- Tally the total number of words read correctly and record that number in the box marked Words Read Correctly at the bottom of the page. Please note: Self-corrections do not count as correct; they are errors.
- Indicate the part of the word that the student missed by placing an X in the appropriate box or boxes.
- Boxes may have more than one X (page 8, word 15).
- One misread word may result in Xs in more than one box (page 8, word 15).
- Mark an X in all appropriate boxes for each sound a student adds, omits, or misreads (page 8, word 20).
- For multi-syllable words, mark an X if the student either did not try the word or misread the word (page 9, word 22).
- Mark errors for any words the student misread before self-correcting (page 8, word 16).
- Tally the total number of Xs in the appropriate boxes at the bottom of each column.

Words and Sentences to Read

Set 1

see	one	they	you	are
rag	lid	dot	hum	bet
rich	shop	tack	quit	moth
dust	step	trip	pond	brag

Set 2

1. The cat hid in a box.
2. The fresh fish is still on the wet grass.
3. Six flat shells were in my bath.

Set 3

vop	yud	zin	keb
shap	thid	chut	weck

Student _____

Grade _____ Date _____

Examiner _____



		Error Grid*							
Real Words		No Try	Sight Word	Observations					
Sight Words	1 see			Check the appropriate boxes:				<input type="checkbox"/> Quick to guess	
	2 one			<input type="checkbox"/> Reads sound by sound, then blends word				<input type="checkbox"/> Slow	
	3 they			<input type="checkbox"/> Possible b/d or b/p reversal					
	4 you			Sound Added or Omitted	Consonant		Short Vowel		
	5 are				Initial	Final			
CVC Words	6 rag		NA						
	7 lid		NA					Consonant Digraph: ch, sh, ck, wh, th	
	8 dot		NA					Letters qu	
	9 hum		NA						
10 bet		NA							
Digraphs & Short Vowels	11 rich		NA			NA			
	12 shop		NA		NA				
	13 tack		NA			NA			
	14 quit		NA		NA				
15 moth		NA			NA		Blend		
Blends & Short Vowels	16 dust		NA					NA	
	17 step		NA					NA	
	18 trip		NA					NA	
	19 pond		NA					NA	
20 brag		NA					NA		
Sentences (irregularly spelled sight words are in <i>italics</i>)									
21-26	<i>The</i> cat hid in <i>a</i> box.							NA	NA
27-35	<i>The</i> fresh fish <i>is</i> still on <i>the</i> wet grass.								
36-42	Six flat shells <i>were</i> in <i>my</i> bath.								
Nonsense Words									
CVC	43 vop		NA					NA	NA
	44 yud		NA					NA	NA
	45 zin		NA					NA	NA
	46 keb		NA					NA	NA
Digraphs	47 shap		NA		NA				NA
	48 thid		NA		NA				NA
	49 chut		NA		NA				NA
	50 weck		NA			NA			NA
Words Read Correctly (out of 50 total)		Error Column Totals							
		No Try	Sight Word	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

Beginning Decoding Survey

Summary Script and Sample Scoring Sheet

Student: Sample Student Date: July 9, 2008

Grade: 3 Examiner: Ms. Doe

BEGINNING RECORDING FORM **A**
DECODING SURVEY

Sight Words	Real Words				Error Grid				
	No. Try	Sight Word	Observations Check the appropriate boxes: <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal	Quick to guess <input type="checkbox"/> Slow	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Blend
1 see ✓									
2 one ✓									
3 they NT									
4 you ✓									
5 are and									
6 rag rug									
7 lid ✓									
8 dot don't									
9 hum ✓									
10 bet beet									
11 rich rick									
12 shop ✓									
13 tack track take									
14 quit NT									
15 moth mouth month									
16 dust bust SC									
17 step ✓									
18 trip ✓									
19 pond pound									
20 brag rag									
Sentences (Irregularly spelled sight words are in italics)									
21-26	✓ had ✓ the ✓								
	The cat hid in a box.								
27-35	✓ fresh fish ✓ still on the wet grass.								
	✓ flags ✓ the ✓								
	Six hat shells were in my bath.								
Nonsense Words									
43	vop vope								
44	yud yoob								
45	zih ✓								
46	keb keep								
47	shap shape								
48	thid thin								
49	chut shut								
50	weck week								
25	Words Read Correctly (out of 50 total)	2	5	5	2	5	14	3	2
Error Column Totals		No. Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final Consonant	Short Vowel	Digraph & Letters qu	Blend

Beginning Decoding Survey

- 1 Give student the page titled "Words and Sentences Read"** (Beginning Decoding Survey – Form A)
- 2 Introduce survey to student.**

Say:

 - I am going to ask you to read these words.
 - Read across the page from left to right.
 - I won't time you.
 - It is more important to read accurately than fast.
 - You can say "I don't know" if you don't know a word.
 - I'll ask you to read one set of words at a time.
 - Please read slowly enough so I can take notes.
- 3 Guide student to read the words.**

Set 1—Point and say:

 - Please read these words.
 - Start here (point to the first word) and read across the page (point to the last word in the first row).

Set 2—Point to the sentences and say:

 - Please read the sentences one at a time.

Set 3—Point and say:

 - These are nonsense words. We can read nonsense words, but they don't mean anything.
 - Please read these words.
- 4 Tell student number of words read correctly.**

 - Count the number of words read correctly. Remember, self-corrections count as errors. However, if a student misreads a word more than once, it counts as only one misread word.
 - Record number at bottom of Recording Form.
 - Say: You read _____ words correctly!

Advanced Decoding Survey

Summary Script and Sample Scoring Sheet

Student Sample Student RECORDING FORM **A**

Date July 9, 2008

ADVANCED
DECODING SURVEY

	Nonsense Words			Error Grid				Observations Check the appropriate boxes: <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow
	No Try	Sound Added or Omitted	Consonant	Short Vowel	Consonant Digraph: sh, ch, th, ph	Trigraph: dge, tch	Blend	
1 fut								
2 shab ✓				X				
3 thox NT	X		NA	X				
4 lutch		X	NA					
5 phim p-hid		X	NA	X				
6 gred greed		X		X				
7 strob stup		X		X				
8 misp miss		X		X				
9 yume yum								Advanced Vowel
10 weag weg								
11 jaib gab jab		X						
12 soam so - am		X						
13 foom								
14 vawk ✓								
15 sold		X						
16 zout ✓								
17 foy ✓								
18 frd fried SC		X						
19 gorf ✓								
20 lerm ✓								
Error Column Totals	1	7	1	4	2	2	2	7

Nonsense Words		Real Words	
Incorrect or No Try		Incorrect or No Try	
21 kimplut ✓		26 fantastic ✓	
22 gruckle grucklee	X	27 several ✓	
23 slafnode	X	28 attached NT	X
24 dirper diaper	X	29 recognize recall	X
25 panventic NT	X	30 lotion ✓	
Multi-Syllable Nonsense Word Errors	4	Multi-Syllable Real Word Errors	2

11 Words Read Correctly (out of 30 total)
--

- 1 Give student the page filled "Words to Read" (Advanced Decoding Survey – Form A)**
- 2 Introduce survey to student.**
 - Say:
 - This is just like the first survey, except you will read nonsense words before you read real words.
 - You can say "I don't know" if you really do not know how to read a word.
 - It is still more important to read accurately than fast.
 - Please read slowly enough so I can take notes.
- 3 Guide student to read the words.**

Set 1—Point and say:

 - These are nonsense words. Please read them.

Set 2—Point and say:

 - These are more nonsense words. Please read them.

Set 3— Point and say:

 - These are five nonsense words with more than one syllable. Please read them.

Set 4— Point and say:

 - These are five real words with more than one syllable. Please read them.
- 4 Tell student number of words read correctly.**
 - Count the number of words read correctly. Remember, self-corrections count as errors. However, if a student misreads a word more than once, it counts as only one misread word.
 - Record number at bottom of Recording Form.
 - Say: You read _____ words correctly!

Words to Read

Set 1

fut	shab	thox
lutch	phim	gred
strob	misp	

Set 2

yume	weag	jaib
soam	foom	vawk
soid	zout	foy
fird	gorf	lerm

Set 3

kimplut	gruckle	slafnode
dirper	panventic	

Set 4

fantastic	several	attached
recognize	lotion	

Student _____

Date _____



Nonsense Words		Error Grid*							Observations Check the appropriate boxes: <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph Trigraph: dge, tch	Blend	
				Initial	Final				
One Syllable & One Vowel	1 fut								
	2 shab			NA					
	3 thox			NA					
	4 lutch				NA				
	5 phim			NA					
	6 gred						NA		
	7 strob						NA		Advanced Vowel
	8 misp						NA		
VCE	9 yume					NA	NA	NA	
Vowel Teams	10 weag					NA	NA	NA	
	11 jaib					NA	NA	NA	
	12 soam					NA	NA	NA	
	13 foom					NA	NA	NA	
	14 vawk					NA	NA	NA	
	15 soid					NA	NA	NA	
	16 zout					NA	NA	NA	
Vowel + R	17 foy				NA	NA	NA	NA	
	18 fird					NA	NA	NA	
	19 gorf					NA	NA	NA	
	20 lerm					NA	NA	NA	
Error Column Totals									
		No Try	Sound Added or Omitted	Consonant Initial Final		Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Multi-Syllable Words			
Nonsense Words		Incorrect or No Try	
21	kimplut		
22	gruckle		
23	slafnode		
24	dirper		
25	panventic		
Multi-Syllable Nonsense Word Errors			

Real Words		Incorrect or No Try	
26	fantastic		
27	several		
28	attached		
29	recognize		
30	lotion		
Multi-Syllable Real Word Errors			

Words Read Correctly (out of 30 total)

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

Using the Diagnostic Decoding Surveys to Group Students

RGR's complimentary Grouping Matrix™ is an easy way to use the results from the Diagnostic Decoding Surveys to group students according to their specific decoding weaknesses.

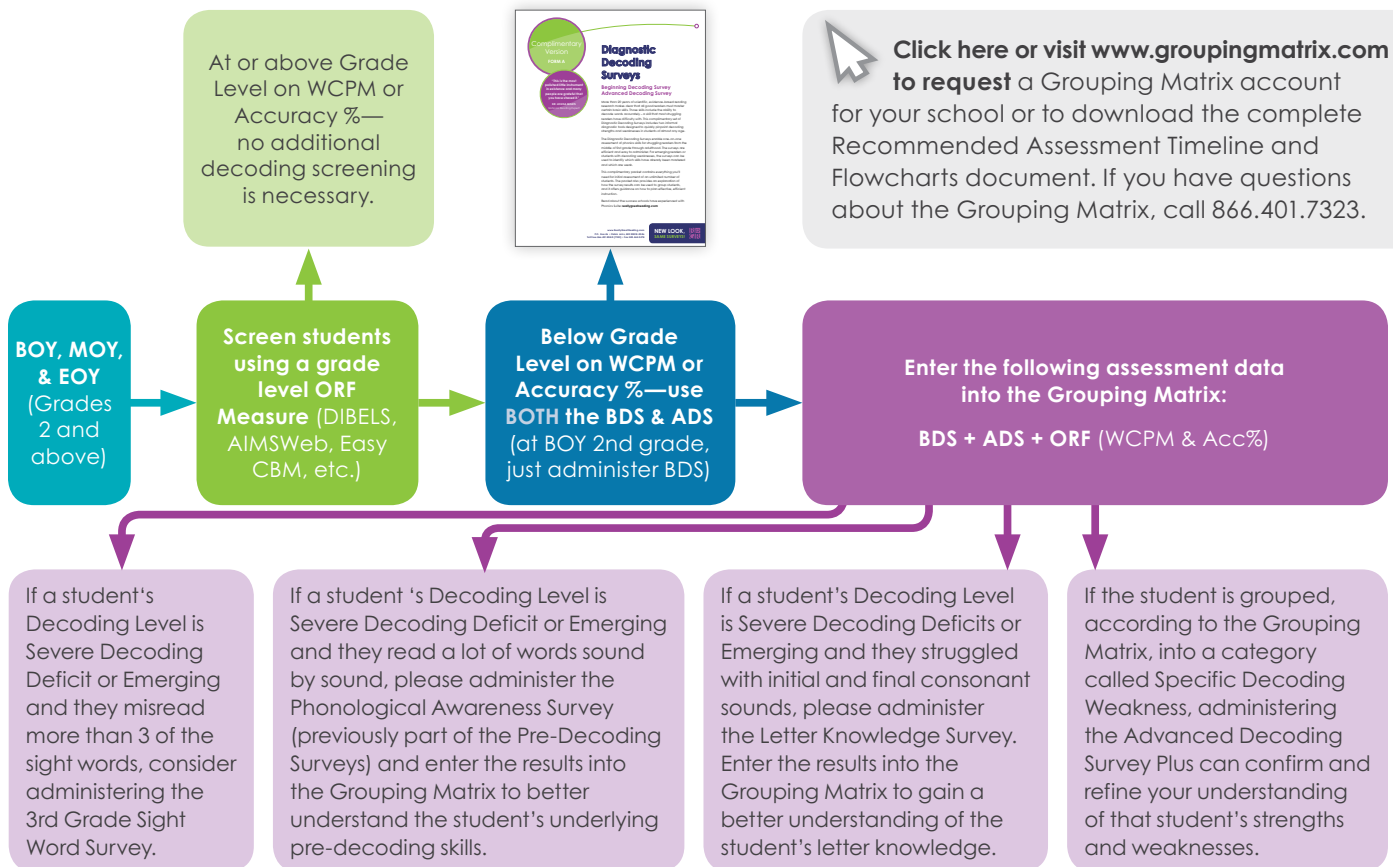
The Grouping Matrix

The Grouping Matrix is a complimentary, web-based, password-protected student data management system that enables schools to group students according to the type and depth of their decoding abilities and weaknesses. The Grouping Matrix has direct online data entry with an option to assess students live using the **Live Assess** feature. **Live Assess** saves teachers time by eliminating the need to score the assessment by hand. The automated scoring via **Live Assess** also ensures that miscues are scored accurately

and consistently. The Grouping Matrix also generates immediate reports that group students and recommend instruction.

The Grouping Matrix places a student into one of eight groups based on the degree of decoding strengths and weaknesses identified by an oral reading fluency measure and the Diagnostic Decoding Surveys. The Grouping Matrix also provides a maximum recommended group size and instructional recommendations for each group. When applicable, the instructional recommendations include materials that RGR publishes.

Below is an excerpt from the Recommended Assessment Timeline and Flowcharts document. This chart details how and when to administer the Diagnostic Decoding Surveys.



Click here or visit www.groupingmatrix.com to request a Grouping Matrix account for your school or to download the complete Recommended Assessment Timeline and Flowcharts document. If you have questions about the Grouping Matrix, call 866.401.7323.




Phonics Suite™ Overview

Phonics Suite lessons teach and review the phonics concepts that students should learn in early grades. They explicitly teach students to identify phonemes in spoken words, which transfers to a better understanding of letter-sound relationships when reading. All lessons focus on reading accurately and include opportunities for students to practice reading aloud. With explicit Phonics Suite instruction and practice, emerging and struggling readers will become more accurate, efficient, and confident.

The lessons in Phonics Suite focus on two of the five essential components of reading instruction identified by the National Reading Panel, phonemic awareness and phonics. The Phonics Suite programs also touch on the three remaining components: fluency, vocabulary, and comprehension. Using Phonics Suite, students can learn to decode familiar and unfamiliar words accurately through appropriately paced instruction that is multisensory, systematic, and explicit.

Five Levels of Instruction






Which is right for you?

 HD WORD	SUPPLEMENTAL DAILY INSTRUCTION, 15 MINUTES A DAY
<p>Pace: Fast</p> <p>Prerequisite knowledge/skills: firmly established basic/single-syllable phonics skills</p>	<p>Primary Use: Prevention/RTI Tier 1 instruction in Grades 2–5; whole class supplement</p> <p>Secondary Use: Intervention for non-cognitively delayed students in small to medium groups in Grades 2–12 who have mastered basic phonics skills, but struggle with more advanced phonics features</p>
 PHONICS BOOST	INTENSIVE INTERVENTION IN GRADES 3–12
<p>Pace: Slow/Moderate</p> <p>Prerequisite knowledge/skills: some sight word fluency and reasonable understanding of consonant sounds</p>	<p>Primary Use: RTI Tier 3 and Special Education intervention for students in Grades 3–12 who struggle with basic phonics skills; small groups up to 6</p> <p>Can be supplemented with Phonics Boost Plus and Phonics Boost Skills Assessments</p>
 PHONICS BLITZ	INTERVENTION IN GRADES 4–12
<p>Pace: Moderate</p> <p>Prerequisite knowledge/skills: partially established basic phonics skills</p>	<p>Primary Use: RTI Tier 2 intervention for non-cognitively delayed or mildly delayed students in Grades 4–12 who have partially mastered basic phonics skills, but struggle with advanced phonics features; small groups up to 12</p>

 BLAST FOUNDATIONS	SUPPLEMENTAL DAILY INSTRUCTION, 15 MINUTES A DAY
<p>Pace: Fast</p> <p>Prerequisite knowledge/skills: some exposure to letter sounds</p>	<p>Primary Use: Prevention/RTI Tier 1 instruction in Grade 1; whole class supplement</p> <p>Secondary Uses: Early intervention in small to medium groups in Grades 1–3, and intensive small-group intervention for emerging readers in Grades 4–6 (beginning ELLs or cognitively delayed students)</p>
 COUNTDOWN	SUPPLEMENTAL DAILY INSTRUCTION, 15 MINUTES A DAY
<p>Pace: Moderate</p> <p>Prerequisite knowledge/skills: none</p>	<p>Primary Use: Prevention/RTI Tier 1 instruction in kindergarten; whole class supplement</p> <p>Secondary Uses: Early intervention in small to medium groups in K–1, and intensive small-group intervention for very low/emerging readers in Grades 2-3 (beginning ELLs or cognitively delayed students)</p>
 HD WORD PLUS	SUPPLEMENT TO HD WORD INSTRUCTION
	<p>Primary Use: Supplement to provide additional practice for <i>HD Word</i> students who need additional time/intensity/exposures to master the concepts taught in <i>HD Word</i></p> <p>Secondary Uses: Enables teachers to integrate spelling instruction and vocabulary enhancement into <i>HD Word</i> instruction</p>
 PHONICS BOOST PLUS	SUPPLEMENT TO PHONICS BOOST INSTRUCTION
	<p>Primary Use: Supplement to provide additional practice for <i>Phonics Boost</i> students who need additional time/intensity/exposures to master the concepts taught in <i>Phonics Boost</i></p> <p>Secondary Uses: Enables teachers to integrate vocabulary enhancement into <i>Phonics Boost</i> instruction</p>


 Email us at
support@reallygreatreading.com
 for information about
 our Phonics Suite
 workshops.

Instructional Comparison

	 Countdown	 Blast	 HD Word	 Boost	 Blitz
Grades	Kindergarten & older emerging readers	1 & older emerging readers	2–12	3–12 & adults	4–12 & adults
Primary Usage	Whole class supplemental instruction for Kindergarten	Whole class supplemental instruction for Grade 1	Whole class supplemental instruction for Grades 2–5	Intervention for students with significant/severe deficits	Intervention for students with moderate/significant deficits
Settings	RTI Tier 1, 2, & 3 and ELL and Special Ed	RTI Tier 1, 2, & 3 and ELL and Special Ed	RTI Tier 1, 2, & 3 and ELL and Special Ed	RTI Tier 3 and Special Ed	RTI Tier 2 & 3 and Special Ed
Secondary Usage	Intervention for emerging readers in Grades 1–2	Intervention for emerging readers in Grades 2–6	Intervention for noncognitively delayed students in Grades 2–12	Intervention for older non-readers	Intervention for older ELL and Special Ed students
Scope & Sequence Pace	Moderate	Fast	Fast	Slow/Moderate	Moderate

Phonics Suite™ Professional Development

Really Great Reading® offers different training options to provide teachers and literacy professionals with the background knowledge in diagnostic assessment, phonics, and phonemic awareness that they need to successfully identify, group, and teach students for Phonics Suite™ intervention.



To customize a workshop for your school or district, email support@reallygreatreading.com, or call **1-866-401-7323**.



Click here
to find a workshop
in a city near you

Professional Development Workshops

Really Great Reading provides professional development workshops throughout the country. Our workshops are designed to efficiently deliver the background knowledge needed to successfully diagnose, group, and teach emerging and struggling readers in Grades K–12.

Join us for one of our fact-filled, activity-driven, hands-on workshops and learn how to build strong, confident readers and prepare students to face the challenges of complex, content-area reading and standardized state testing.



Questions?



Call
866.401.7323
to talk with an
implementation
specialist.

Complimentary Support Webinars

Learn how Really Great Reading can help you diagnose and group struggling readers without leaving your home, office, or classroom. If you have students that are struggling to pass their state tests or are guessing at, skipping, and omitting words as they read, our free online seminars are perfect for you. These seminars offer techniques, ideas, and best practices from program experts.

Webinars include (more available online):

- 5 Keys to Helping Adolescents with Decoding Issues: Best Practices and Resources
- Diagnosing Decoding Issues in Students of All Ages
- 5 Keys to Succeeding with Phonics Suite Instruction

Seven Steps to Implement Phonics Suite™

For schools interested in implementing Phonics Suite lessons, RGR recommends the following seven steps. This process will ensure that students are placed in appropriately sized groups and receive effective instruction.

1 Screen

Assess all students in Grades 2–12 with a grade-level, one-minute oral reading fluency (ORF). Calculate the Words Correct per Minute (WCPM) and Accuracy Percentage from the ORF reading. DIBELS® and AIMSweb® are examples of appropriate norm-referenced ORF measures. Students who read at grade-level benchmark for WCPM with at least 97 percent accuracy do not need further assessment. Follow steps 2-7 for students who do not meet both the WCPM and the Accuracy Percentage benchmarks.

2 Diagnose

Administer the Diagnostic Decoding Surveys. The surveys take about 3-5 minutes per student to administer. They provide information about each student's decoding abilities and weaknesses. RGR offers workshops on how to administer and score the Diagnostic Decoding Surveys.

3 Group

Enter student miscues on the Diagnostic Decoding Survey through the Live Assess feature in the free online Grouping Matrix™. When this information is entered along with an ORF screening measure, the Grouping Matrix will group students based on their decoding abilities and provide instructional recommendations. To request access, please visit www.groupingmatrix.com.

4 Train Teachers

RGR offers a variety of professional development options. To see a detailed description of our offerings, please visit www.reallygreatreading.com/workshops.

5 Teach Lessons

Once trained, teachers will utilize Countdown, Blast Foundations, HD Word, Phonics Boost, or Phonics Blitz to deliver explicit systematic decoding instruction to close students' decoding gaps.

6 Progress Monitor

At regular intervals during instruction, administer an ORF measure and the Diagnostic Decoding Surveys. The ORF accuracy percentage and WCPM scores will determine the effectiveness of the lessons by showing the overall improvement in students' scores while reading grade-level text. To purchase Forms A-G of the Diagnostic Decoding Survey for progress monitoring, [click here](#) or see the back cover of this packet. For more information on progress monitoring, [click here](#).

7 Post Test

Administer an ORF measure and the Diagnostic Decoding Surveys. The post-test scores will show whether continued phonics instruction is needed. The post-tests will also identify students who may need further diagnosis to determine if they will benefit from instruction in fluency, vocabulary, or comprehension after having improved their decoding skills.



Call
866.401.7323

to talk with an
implementation
specialist.

Student _____

Grade _____ Date _____

Examiner _____



		Error Grid*							
Real Words		No Try	Sight Word	Observations					
Sight Words	1 see			Check the appropriate boxes: <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow					
	2 one								
	3 they								
	4 you								
	5 are								
CVC Words	6 rag		NA	Sound Added or Omitted	Consonant		Short Vowel		
	7 lid		NA		Initial	Final			
	8 dot		NA				Consonant Digraph: ch, sh, ck, wh, th		
	9 hum		NA				Letters qu		
	10 bet		NA						
Digraphs & Short Vowels	11 rich		NA			NA			
	12 shop		NA		NA				
	13 tack		NA			NA			
	14 quit		NA		NA				
	15 moth		NA			NA		Blend	
Blends & Short Vowels	16 dust		NA					NA	
	17 step		NA					NA	
	18 trip		NA					NA	
	19 pond		NA					NA	
	20 brag		NA					NA	
Sentences (irregularly spelled sight words are in <i>italics</i>)									
21-26	<i>The</i> cat hid in <i>a</i> box.							NA	NA
27-35	<i>The</i> fresh fish <i>is</i> still on <i>the</i> wet grass.								
36-42	Six flat shells <i>were</i> in <i>my</i> bath.								
Nonsense Words									
CVC	43 vop		NA					NA	NA
	44 yud		NA					NA	NA
	45 zin		NA					NA	NA
	46 keb		NA					NA	NA
Digraphs	47 shap		NA		NA				NA
	48 thid		NA		NA				NA
	49 chut		NA		NA				NA
	50 weck		NA			NA			NA
Words Read Correctly (out of 50 total)		Error Column Totals							
		No Try	Sight Word	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

Student _____

Date _____



Nonsense Words		Error Grid*							Observations <i>Check the appropriate boxes:</i> <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph	Trigraph: dge, tch	
				Initial	Final				
One Syllable & One Vowel	1 fut								
	2 shab			NA					
	3 thox			NA					
	4 lutch				NA				
	5 phim			NA				Blend	
	6 gred						NA		
	7 strob						NA		Advanced Vowel
	8 misp						NA		
VCE	9 yume					NA	NA	NA	
Vowel Teams	10 weag					NA	NA	NA	
	11 jaib					NA	NA	NA	
	12 soam					NA	NA	NA	
	13 foom					NA	NA	NA	
	14 vawk					NA	NA	NA	
	15 soid					NA	NA	NA	
	16 zout					NA	NA	NA	
Vowel + R	17 foy				NA	NA	NA	NA	
	18 fird					NA	NA	NA	
	19 gorf					NA	NA	NA	
	20 lerm					NA	NA	NA	
Error Column Totals									
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Multi-Syllable Words			
Nonsense Words		Incorrect or No Try	
21	kimplut		
22	gruckle		
23	slafnode		
24	dirper		
25	panventic		
Multi-Syllable Nonsense Word Errors			

Real Words		Incorrect or No Try
26	fantastic	
27	several	
28	attached	
29	recognize	
30	lotion	
Multi-Syllable Real Word Errors		

Words Read Correctly (out of 30 total)

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

Words and Sentences to Read

Set 1

here want came look now

pat win cot jug leg

chum mash tock quip thud

west clap trim fund plum

Set 2

1. The kid got in a tub.
2. Brock will plan to have a fun math class.
3. Beth, can you eat ten bran chips?

Set 3

vom yid zat kez

shub thig chep vock

Student _____

Grade _____ Date _____

Examiner _____



		Error Grid*							
Real Words		No Try	Sight Word	Observations					
Sight Words	1 here			Check the appropriate boxes:					<input type="checkbox"/> Quick to guess
	2 want			<input type="checkbox"/> Reads sound by sound, then blends word					<input type="checkbox"/> Slow
	3 came			<input type="checkbox"/> Possible b/d or b/p reversal					
	4 look			Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: ch, sh, ck, wh, th Letters qu	
	5 now				Initial	Final			
CVC Words	6 pat		NA						
	7 win		NA						
	8 cot		NA						
	9 jug		NA						
	10 leg		NA						
Digraphs & Short Vowels	11 chum		NA		NA				
	12 mash		NA			NA			
	13 tock		NA			NA			
	14 quip		NA		NA				
	15 thud		NA		NA			Blend	
Blends & Short Vowels	16 west		NA					NA	
	17 clap		NA					NA	
	18 trim		NA					NA	
	19 fund		NA					NA	
	20 plum		NA					NA	
Sentences (irregularly spelled sight words are in <i>italics>)</i>									
21-26	<i>The kid got in a tub.</i>							NA	NA
27-35	<i>Brock will plan to have a fun math class.</i>								
36-42	<i>Beth, can you eat ten bran chips?</i>								
Nonsense Words									
CVC	43 vom		NA					NA	NA
	44 yid		NA					NA	NA
	45 zat		NA					NA	NA
	46 kez		NA					NA	NA
Digraphs	47 shub		NA		NA				NA
	48 thig		NA		NA				NA
	49 chep		NA		NA				NA
	50 vock		NA			NA			NA
	Words Read Correctly (out of 50 total)	Error Column Totals							
		No Try	Sight Word	Sound Added or Omitted	Initial Consonant	Final	Short Vowel	Digraph & Letters qu	Blend

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

Words to Read

Set 1

wom

sheb

thup

votch

phot

stot

strub

fisk

Set 2

yupe

leat

haim

foat

toof

tawn

joif

mout

moy

birm

forp

dern

Set 3

zinstot

braffle

priltope

gurper

pinfistic

Set 4

disinfect

artistic

dismissed

illustrate

notion

Student _____

Date _____



Nonsense Words		Error Grid*							Observations <i>Check the appropriate boxes:</i> <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph	Trigraph: dge, tch	
				Initial	Final				
One Syllable & One Vowel	1 wom								
	2 sheb			NA					
	3 thup			NA					
	4 votch				NA				
	5 phot			NA				Blend	
	6 stot						NA		
	7 strub						NA		Advanced Vowel
	8 fisk						NA		
VCE	9 yupe					NA	NA	NA	
Vowel Teams	10 leat					NA	NA	NA	
	11 haim					NA	NA	NA	
	12 foat					NA	NA	NA	
	13 toof					NA	NA	NA	
	14 tawn					NA	NA	NA	
	15 joif					NA	NA	NA	
	16 mout					NA	NA	NA	
Vowel + R	17 moy				NA	NA	NA	NA	
	18 birm					NA	NA	NA	
	19 forp					NA	NA	NA	
	20 dern					NA	NA	NA	
Error Column Totals									
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Multi-Syllable Words			
Nonsense Words		Incorrect or No Try	
21	zinstot		
22	braffle		
23	prilltope		
24	gurper		
25	pinfistic		
Multi-Syllable Nonsense Word Errors			

Real Words		Incorrect or No Try	
26	disinfect		
27	artistic		
28	dismissed		
29	illustrate		
30	notion		
Multi-Syllable Real Word Errors			

Words Read Correctly (out of 30 total)

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

Words and Sentences to Read

Set 1

please soon make we down

tag bin pod gut vet

such wish rack quiz thus

mist scan trap bend glum

Set 2

1. The pig sat in a pot.
2. I slosh the big milk spill with my mop.
3. Our chimp will send her rug back.

Set 3

ved yun zon kag

shup theb chag zick

Student _____

Grade _____ Date _____

Examiner _____



		Error Grid*							
Real Words		No Try	Sight Word	Observations					
Sight Words	1 please			Check the appropriate boxes: <input type="checkbox"/> Quick to guess <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Slow					
	2 soon								
	3 make								
	4 we								
	5 down								
CVC Words	6 tag		NA	Sound Added or Omitted	Consonant		Short Vowel		
	7 bin		NA		Initial	Final		Consonant Digraph: ch, sh, ck, wh, th	
	8 pod		NA						
	9 gut		NA						
	10 vet		NA					Letters qu	
Digraphs & Short Vowels	11 such		NA			NA			
	12 wish		NA			NA			
	13 rack		NA			NA			
	14 quiz		NA		NA				
	15 thus		NA		NA			Blend	
Blends & Short Vowels	16 mist		NA					NA	
	17 scan		NA					NA	
	18 trap		NA					NA	
	19 bend		NA					NA	
	20 glum		NA					NA	
Sentences (irregularly spelled sight words are in <i>italics</i>)									
21-26	The pig sat in a pot.							NA	NA
27-35	I slosh the big milk spill with my mop.								
36-42	Our chimp will send her rug back.								
Nonsense Words									
CVC	43 ved		NA					NA	NA
	44 yun		NA					NA	NA
	45 zon		NA					NA	NA
	46 kag		NA					NA	NA
Digraphs	47 shup		NA		NA				NA
	48 theb		NA		NA				NA
	49 chag		NA		NA				NA
	50 zick		NA			NA			NA
	Words Read Correctly (out of 50 total)	Error Column Totals							
		No Try	Sight Word	Sound Added or Omitted	Consonant		Short Vowel	Digraph & Letters qu	Blend

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

Words to Read

Set 1

jat	shen	theg
yotch	phap	flid
streb	helt	

Set 2

yuke	zeap	yaib
woam	vood	bawn
koit	hout	poy
mirt	norg	verp

Set 3

posklin	triggle	gradlobe
zirper	pugnastic	

Set 4

volcanic	deliver	witnessed
distribute	potion	

Student _____

Date _____



Nonsense Words		Error Grid*						Observations <i>Check the appropriate boxes:</i> <input type="checkbox"/> Reads sound by sound, then blends word <input type="checkbox"/> Possible b/d or b/p reversal <input type="checkbox"/> Quick to guess <input type="checkbox"/> Slow	
		No Try	Sound Added or Omitted	Consonant		Short Vowel	Consonant Digraph: sh, ch, th, ph		
				Initial	Final		Trigraph: dge, tch		
One Syllable & One Vowel	1 jat								
	2 shen			NA					
	3 theg			NA					
	4 yotch				NA				
	5 phap			NA				Blend	
	6 flid						NA		
	7 streb						NA	Advanced Vowel	
	8 helt						NA		
VCE	9 yuke					NA	NA	NA	
Vowel Teams	10 zeap					NA	NA	NA	
	11 yaib					NA	NA	NA	
	12 woam					NA	NA	NA	
	13 vood					NA	NA	NA	
	14 bawn					NA	NA	NA	
	15 koit					NA	NA	NA	
	16 hout					NA	NA	NA	
Vowel + R	17 poy				NA	NA	NA	NA	
	18 mirt					NA	NA	NA	
	19 norg					NA	NA	NA	
	20 verp					NA	NA	NA	
Error Column Totals									
		No Try	Sound Added or Omitted	Consonant Initial Final		Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Multi-Syllable Words			
Nonsense Words		Incorrect or No Try	
21	posklin		
22	triggle		
23	gradlobe		
24	zirper		
25	pugnastic		
Multi-Syllable Nonsense Word Errors			

Real Words		Incorrect or No Try	
26	volcanic		
27	deliver		
28	witnessed		
29	distribute		
30	potion		
Multi-Syllable Real Word Errors			

Words Read Correctly (out of 30 total)

* If using the Live Assess feature in the Grouping Matrix, there is no need to manually complete the Error Grid.

