



Complimentary

Letter Knowledge Survey

Forms A & B

- Letter Sounds Survey
- Letter Names 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 identify letters and associate them with letter sounds.

This complimentary set of informal diagnostic tools enables one-on-one assessment of the emerging reading skills of letter-sounds and letter-names knowledge. This tool is designed to quickly pinpoint weaknesses in students' letter knowledge. It can be used with students of almost any age to identify strengths and weaknesses.

For students with weaknesses, the surveys can be used to identify which letter names and sounds have already been mastered and which require more attention. This information can help drive appropriate and targeted instruction.

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Form B

These pages provide you with a second, parallel form for measuring progress. New recording forms and new student pages are provided; however, you will use the script from the earlier pages to administer Form B.

LETTER SOUNDS & LETTER NAMES SURVEYS:

Use summary directions from pages 4-6.

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Overview

A Brief Explanation of the Letter Knowledge Survey

The Letter Knowledge Survey consists of two separate surveys that assess students' knowledge of letter sounds and names:

- Letter Sounds Survey
- Letter Names Survey

The Letter Knowledge Surveys contained in this packet allow teachers to:

- Assess the letter knowledge of emerging readers and young students
- Pinpoint specific gaps in knowledge for older students and plan appropriate, targeted instruction.

Both Letter Sounds Survey and Letter Names Survey utilize lowercase letters (there is a capital letter option available for the Letter Names Survey). The Letter Sounds Survey includes all 26 letters (note that **qu** is included rather than **q**), as well as five common digraphs, and the Letter Names Survey includes all 26 letters.

Each survey includes two forms: Form A and Form B. Form B can be utilized for progress monitoring purposes. Form B can also be used to retest a student if necessary. These forms can be found at the end of this document.

Visit our website at www.reallygreatreading.com to learn more about the additional complimentary assessments offered by Really Great Reading.

Letter Sounds

Summary Directions

TARGET AUDIENCE & PURPOSE

- Give to emerging readers or students who have scored Low, Emerging, or On Track on the Kindergarten Foundational Skills Survey
- Quickly identify which letter sounds a student knows

WHAT IS ASSESSED

- Short vowel sounds
- Sounds of all consonants and qu
- Sounds of digraphs ch, sh, ck, wh, and th

MATERIALS

- Letter Sounds Student Page – Form A (or B)
- Letter Knowledge Survey – Recording & Scoring Form A (or B)
- Pen or pencil

ADMINISTRATION

Use the Letter Sounds Student Page:

- Ask student to say the sound spelled by letter(s).
- Explain accuracy is more important than speed.

NOTE

- Short vowel sounds are the correct answers for the vowels.
- *Hard c*, /k/, for **c** and *hard g*, /g/, for **g** are the correct answers for letters **c** and **g**.
- If student gives correct long vowel sounds (or the *soft c*, /s/, or *soft g*, /j/, sounds), prompt with:
“Do you know any other sounds that letter spells?”
- If student gives a letter name, prompt with:
“That is a letter name, do you know the sound this letter spells?”
- If the student gives the individual sounds of the letters in a digraph, prompt with:
“Do you know the sound these letters makes when they are together?”

RECORDING

Use the Letter Sounds box on the Recording Form (see examples on page 5):

- Place checkmark (✓) next to each letter sound the student says correctly (**Example 1**).
- For errors, record exactly what student says next to the correct letter (**Example 2**).
- Record all incorrect attempts (**Example 3**).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).
- Cross out the response and write NT for no try or “I don’t know” if the student makes no attempt to name a letter (**Example 5**).
- If a student adds an “uh” (or schwa sound) after the correct sound (e.g., /b/ is articulated as /b/ /uh/), record “uh.” Count these as correct.
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row.
- Self-corrections count as errors.
- Total correct responses.
- Highlight or circle appropriate skill level box.

Sample Recording Forms for Letter Sounds and Letter Names
Portions of Letter Knowledge Survey

Letter Sounds						Number Correct
	/ă/ ✓	/ĕ/ /ĭ/	/ĭ/ ✓	/ō/ ✓	/ū/ ✓	4 / 5
1	/k/ ✓	/b/ ✓	/g/ ✓	/n/ ^{said} /letter name/	/j/ ✓	3 / 5
	/l/ ✓	/m/ ✓	/r/ ✓	/s/ ✓	/v/ /w/ /so/	4 / 5
	/w/ ✓	/f/ ✓	/y/ ✓	/z/ ✓	/p/ ✓	5 / 5
3	/k/ ✓	/ks/ ✓	/d/ /b/ /p/	/h/ ✓	/t/ ✓	4 / 5
	/ch/ ✓	^{NT} /sh/	/k/ ✓	/th/ ✓	/w/ ✓	5 / 6
Observations:						Total Number Correct
						25 / 31

Letter Names: Lowercase						Number Correct
	a ✓	e ✓	i ✓	o ✓	u ✓	5 / 5
	c ✓	b d p	g j so	n ✓	j ✓	3 / 5
	l ✓	m ✓	r ✓	s /s/	v ✓	4 / 5
	w /w/	f ✓	y ✓	z ✓	p ✓	4 / 5
	k ✓	x ✓	d ✓	h ✓	t ✓	5 / 6
Observations:					^{NT} q	Total Number Correct
						21 / 26

Letter Names

Summary Directions

TARGET AUDIENCE & PURPOSE

- Give to emerging readers or students who have scored Low, Emerging, or On Track on the Kindergarten Foundational Skills Survey
- Quickly identify which lowercase and uppercase letter names a student knows

WHAT IS ASSESSED

- Student's ability to identify and name the 26 letters of the alphabet (both lowercase and uppercase)

MATERIALS

- Letter Knowledge Survey Letter Names Student Pages – Form A (or B)
- Letter Knowledge Survey – Recording & Scoring Form A (or B)
- Pen or pencil

ADMINISTRATION

Use the Letter Names Student Pages:

- Ask student to name each letter
- Explain accuracy is more important than speed

NOTE

- If student gives letter sound, prompt with: "That is a letter sound, do you know the name of this letter?"

RECORDING

Use the Letter Names box (lowercase or uppercase) on the Recording Form (see examples on page 5):

- Place checkmark (✓) next to correct responses (**Example 1**).
- For errors, record exactly what student says next to the target letter (**Example 2**).
- Record all incorrect attempts (**Example 3**).
- Write SC next to the error if the student self-corrects (be sure to still record the errors) (**Example 4**).
- Cross out the response and write NT for no try or "I don't know" if the student makes no attempt to name a letter (**Example 5**).
- Record additional comments and observations in the space provided.

SCORING

After administration:

- Tally correct responses for each row.
- Self-corrections count as errors.
- Total correct responses.
- Highlight or circle appropriate skill level box.

Name _____ Grade _____ Age _____ Date _____

Assessor _____

Letter Sounds

						Number Correct
/ă/	/ě/	/ĩ/	/õ/	/ũ/		
/k/	/b/	/g/	/n/	/j/		
/l/	/m/	/r/	/s/	/v/		
/w/	/f/	/y/	/z/	/p/		
/k/	/ks/	/d/	/h/	/t/		
/ch/	/sh/	/k/	/th/	/w/	/kw/	

Comments:

Skill Level (End of 1 st Grade and Beyond)*			Number Correct
Low	Emerging	On Track	
0-21	22-28	29-31	/31

*For Kindergarten skill levels, see page 15 in the Letter Knowledge Survey packet.

Letter Names: Lowercase

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

Comments:

Skill Level (End of Kindergarten and Beyond)*			Number Correct
Low	Emerging	On Track	
0-16	17-24	25-26	/26

*For Beginning and Middle of Kindergarten skill levels, see page 15 in the Letter Knowledge Survey packet.

Letter Names: Uppercase

						Number Correct
O	A	E	U	I		/ 5
Y	W	P	M	J		/ 5
S	Z	D	F	T		/ 5
G	N	B	R	K		/ 5
C	L	Q	H	V	X	/ 6

Comments:

Skill Level (End of Kindergarten and Beyond)*			Total Number Correct
Low	Emerging	On Track	
0-16	17-24	25-26	/ 26

*For Beginning and Middle of Kindergarten skill levels, see page 15 in the Letter Knowledge Survey packet.

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t

ch sh ck th wh qu

a e i o u

c b g n j

l m r s v

w f y z p

k x d h t q

O

A

E

U

I

Y

W

P

M

J

S

Z

D

F

T

G

N

B

R

K

C

L

Q

H

V

X

Name _____ Grade _____ Age _____ Date _____

Assessor _____

Letter Sounds

						Number Correct
/ō/	/ī/	/ū/	/ā/	/ē/		
/b/	/h/	/v/	/n/	/k/		
/j/	/p/	/w/	/d/	/k/		
/t/	/ks/	/f/	/r/	/l/		
/y/	/g/	/m/	/s/	/z/		
/sh/	/w/	/th/	/ch/	/k/	/kw/	

Comments:

Skill Level (End of 1 st Grade and Beyond)*			Number Correct
Low	Emerging	On Track	
0-21	22-28	29-31	/31

*For Kindergarten skill levels, see page 15 in the Letter Knowledge Survey packet.

Letter Names: Lowercase

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

Comments:

Skill Level (End of Kindergarten and Beyond)*			Number Correct
Low	Emerging	On Track	
0-16	17-24	25-26	/26

*For Beginning and Middle of Kindergarten skill levels, see page 15 in the Letter Knowledge Survey packet.

Letter Names: Uppercase

						Number Correct
I	U	O	E	A		
F	J	M	Q	Z		
K	P	T	X	D		
R	H	S	G	N		
B	V	L	W	Y	C	

Comments:

Skill Level (End of Kindergarten and Beyond)*			Number Correct
Low	Emerging	On Track	
0-16	17-24	25-26	/26

*For Beginning and Middle of Kindergarten skill levels, see page 15 in the Letter Knowledge Survey packet.

o i u a e

b h v n c

j p w d k

t x f r l

y g m s z

sh wh th ch ck qu

o i u a e

b h v n c

j p w d k

t x f r l

y g m s z q

I U O E A

F J M Q Z

K P T X D

R H S G N

B V L W Y C

Letter Knowledge Survey Benchmarks by Grade and Phase of Year

Use the tables below as a guideline for determining a student's basic skill level in letter sounds and letter names knowledge.

Letter Sounds

Phase of Year	Skill Level		
	Low	Emerging	On Track
BOYK	0-6	7-17	18-31
MOYK	0-13	14-19	20-31
EOYK/BOY1	0-17	18-23	24-31
MOY1	0-19	20-26	27-31
EOY1+	0-21	22-28	29-31

Letter Names

Phase of Year	Skill Level		
	Low	Emerging	On Track
BOYK	0-6	7-18	19-26
MOYK	0-10	11-19	20-26
EOYK+	0-16	17-24	25-26

Really Great Reading's Diagnostic Surveys

The Letter Knowledge Survey is part of Really Great Reading's growing family of diagnostic assessments that can quickly diagnose a student's weaknesses in basic reading skills. Really Great Reading's family of assessments consists of seven surveys that assess a variety of literacy skills. These surveys can be grouped into those that assess decoding skills and those that assess pre-decoding skills. Really Great Reading also has a Kindergarten Foundational Skills Survey available to quickly obtain a broad idea of students' background knowledge related to several pre-decoding skills.

Skills	RGR Survey	Skills Assessed
Pre-Decoding	Letter Names <i>(part of the Letter Knowledge Survey)</i>	Alphabetic Knowledge
	Letter Sounds <i>(part of the Letter Knowledge Survey)</i>	Letter/sound correspondence
	Phonological Awareness <i>(part of the Phonological/Phonemic Awareness Surveys)</i>	Phonological awareness at these levels: <ul style="list-style-type: none"> • Compound Words • Syllable • Onset/rime
	Phonemic Awareness <i>(part of the Phonological/Phonemic Awareness Surveys)</i>	Phonemic awareness at these levels: <ul style="list-style-type: none"> • Matching initial and final phonemes • Identifying initial and final phonemes • Blending three and four phonemes into spoken words • Segmenting spoken words with three and four phonemes

Skills	RGR Survey	Skills Assessed
Decoding	Kindergarten Foundational Skills	<p>Functional Vocabulary</p> <ul style="list-style-type: none"> • Basic terms like First, Next, Last; Before & After; Same & Different; Beginning, Middle, End <p>Basic Phonological and Phonemic Awareness</p> <ul style="list-style-type: none"> • Rhyming • Blending compound words and onset-rime • Isolating beginning sounds in spoken words • Blending, segmenting, adding, deleting, and substituting phonemes <p>Basic Phonics</p> <ul style="list-style-type: none"> • Letter-names and letter-sounds knowledge • Simple single-syllable real words with common consonants, short vowels, digraphs, and two-sound blends • Selected high-frequency words • Simple two-syllable words
	1 st Grade Foundational Skills	<p>Basic Phonics</p> <ul style="list-style-type: none"> • Simple and complex single-syllable real words with common consonants, short vowels, digraphs and two-sound blends, and common long vowel spellings • Simple two-syllable words • Selected high-frequency words • <i>(Optional, supplemental)</i> Sight (high-frequency) words • <i>(Optional, supplemental)</i> Letter-sounds knowledge • <i>(Optional, supplemental)</i> Letter-names knowledge
	Beginning Decoding	<p>Basic Phonics</p> <ul style="list-style-type: none"> • High-frequency words • Simple and complex single-syllable real words with common consonants, short vowels, digraphs, and two-sound blends • Nonsense words
	Advanced Decoding	<p>Advanced Phonics</p> <ul style="list-style-type: none"> • Simple and complex single-syllable real words with trigraphs, three-sound blends, less common digraphs, and advanced vowel spellings (long vowels, other vowels, and r-controlled vowels) • Multisyllabic words • Nonsense words
	Advanced Decoding Plus	<p>Advanced Phonics</p> <ul style="list-style-type: none"> • Complex single-syllable words with advanced vowels patterns. • Real and nonsense multisyllabic words with all syllable types.
	Sight Words	<p>High-frequency word automaticity in context (sentences) and in isolation</p>

Tools to Prevent and Resolve Decoding Weaknesses

To comprehend well, all good readers must master certain basic skills, including the ability to decode words accurately and fluently. Not all students master these skills in the same way. Some need explicit, systematic, and multisensory instruction in decoding to become proficient readers.

Really Great Reading has tools to identify, group, and teach students who are just beginning to learn to decode or who are struggling with decoding. For younger students, our approach gets them off on the right foot by teaching them phonemic awareness and phonics skills in a structured and multisensory way. For older students, our approach fills a gap many schools have in their literacy curricular map — mature, appropriately-paced, phonics-based interventions for adolescents with mild, moderate, significant, and severe deficits. Our Phonics Suite lessons improve reading accuracy by teaching students the foundational reading skills they should have mastered in grades K-3. Improving these basic skills will have an immediate and lasting effect on fluency and comprehension.

