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 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 students with decoding weaknesses, the surveys can be used to identify which skills have already been mastered and which are weak.

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.

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Really Great Reading®

Complimentary Version
Form A

Diagnostic Decoding Surveys

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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 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 students' decoding skills. 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.

This complimentary packet includes Form A of the Diagnostic Decoding Surveys. In response to customer feedback, RGR recently published six additional forms that may be used for progress monitoring. In addition, RGR's recently published *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 Screening and Diagnostic Assessment 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.

For access to complimentary portions of the *User's Guide*, use the links on the next page.

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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.*

Click here to download the case study document or type this URL into your browser: www.reallygreatreading.com/2cases.pdf

How the Diagnostic Decoding Surveys Support Response to Intervention

The Diagnostic Decoding Surveys can be an integral part of Response to Intervention (RtI). Many schools use RtI 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 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.

For a detailed discussion of how the Diagnostic Decoding Surveys fit into an RtI model, click here or type this URL into your browser: www.reallygreatreading.com/ddsrti.pdf

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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 less than 10 minutes per student to administer. The surveys are most often used with students in grades 1–12 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 1

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

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 1–12 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	*1*			*2*			*3*			*4–12 and adult*		
Time of Year	B	M	E	B	M	E	B	M	E	B	M	E
Beginning Decoding Survey	NA	36	48	48			48			48		
Advanced Decoding Survey	NA			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.

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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:

- 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 **X**s 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 **X**s in the appropriate boxes at the bottom of each column.

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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

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Student _____

Grade _____ Date _____

Examiner _____

BEGINNING DECODING SURVEY

RECORDING FORM A

Error Grid

Observations

Check the appropriate boxes:

- ☐ Reads sound by sound, then blends word
- ☐☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

		Real Words	No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: ch, sh, ck, wh, th / Letters qu	Blend
Sight Words	1	see								
	2	one								
	3	they								
	4	you								
	5	are								
CVC Words	6	rag		NA						
	7	lid		NA						
	8	dot		NA						
	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			
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 *italics*)								
	21–26	*The* cat hid in *a* box.							NA	NA
	27–35	*The* fresh fish *is* still on *the* wet grass.								
	36–42	Six flat shells *were* in *my* 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
		Error Column Totals								
			No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Digraph & Letters qu	Blend

	Words Read Correctly (out of 50 total)

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Beginning Decoding Survey

Summary Script and Sample Scoring Sheet

Beginning Decoding Survey

Step 1 **Give student the page titled "Words and Sentences Read"** (Beginning Decoding Survey – Form A)

Step 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.*

Step 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.*

Step 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!*

Student Sample Student
Grade 3 Date July 9, 2008
Examiner Ms. Doe

BEGINNING DECODING SURVEY — RECORDING FORM A

Observations
Check the appropriate boxes:
☐ Reads sound by sound, then blends word
☒ Possible b/d or b/p reversal
☐ Quick to guess
☐ Slow

		Real Words	Error Grid: No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: ch, sh, ck, wh, th / Letters qu	Blend
Sight Words	1	see ✓								
	2	one ✓								
	3	they NT	X	X						
	4	you ✓								
	5	are and		X						
CVC Words	6	rag rug		NA				X		
	7	lid ✓		NA						
	8	dot don't		NA	X			X		
	9	hum ✓		NA						
	10	bet beet		NA				X		
Digraphs & Short Vowels	11	rich rick		NA			NA		X	
	12	shop ✓		NA		NA				
	13	tack track take		NA	X		NA	X		
	14	quit NT	X	NA		NA	X	X	X	
	15	moth mouth month		NA	X		NA	XX		
Blends & Short Vowels	16	dust bust SC		NA		X			NA	
	17	step ✓		NA					NA	
	18	trip ✓		NA					NA	
	19	pond pound		NA				X	NA	
	20	brag rag		NA	X				NA	X
		Sentences (irregularly spelled sight words are in *italics*)								
	21–26	✓ *The* ✓ cat ~~hid~~ had ✓ in ~~a~~ the ✓ box.		X				X	NA	NA
	27–35	✓ *The* ✓ fresh ✓ fish ~~is~~ was ✓ still ✓ on ✓ *the* ✓ wet ~~grass.~~ SC glass		X						X
	36–42	✓ Six ~~flat~~ flags ✓ shells ✓ *were* ✓ in ~~my~~ the ✓ bath.		X	X		X			
		Nonsense Words								
CVC	43	vop vope		NA				X	NA	NA
	44	yud yoob		NA			X	X	NA	NA
	45	zin ✓		NA					NA	NA
	46	keb keep		NA			X	X	NA	NA
Digraphs	47	shap shape		NA		NA		X		NA
	48	thid thin		NA		NA	X			NA
	49	chut shut		NA		NA			X	NA
	50	weck week		NA			NA	X		NA
		Error Column Totals	2	5	5	1	5	14	3	2
			No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Digraph & Letters qu	Blend

25 **Words Read Correctly** (out of 50 total)

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Advanced Decoding Survey

Summary Script and Sample Scoring Sheet

Advanced Decoding Survey

Step 1 **Give student the page titled "Words to Read"** (Advanced Decoding Survey – Form A)

Step 2 **Introduce survey to student.**

Say:

- *This is just like the first survey, except the words are harder.*
- *On this page, you will read nonsense words first and real words last.*
- *You can say "I don't know" if a word is too hard.*
- *It is still more important to read accurately than fast.*
- *Please read slowly enough so I can take notes.*

Step 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 that are a little harder. 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.*

Step 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!*

Student Sample Student

Date July 9, 2008

ADVANCED DECODING SURVEY — RECORDING FORM A

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

Multi-Syllable Words

	Nonsense Words	Incorrect or No Try		Real Words	Incorrect or No Try
21	kimplut ✓		26	fantastic ✓	
22	gruckle grucklee	X	27	several ✓	
23	slafnode slafnod	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)

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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	

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Student _____

Date _____

ADVANCED DECODING SURVEY

RECORDING FORM A

Error Grid

	Nonsense Words	No Try	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: sh, ch, th, ph / Trigraph: dge, tch	Blend	Advanced Vowel
One Syllable & One Vowel	1 fut								
	2 shab			NA					
	3 thox			NA					
	4 lutch				NA				
	5 phim			NA					
	6 gred						NA		
	7 strob						NA		
	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	
	17 foy				NA	NA	NA	NA	
Vowel + R	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	Consonant: Final	Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Observations

Check the appropriate boxes:

- ☐ Reads sound by sound, then blends word
- ☐☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

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)

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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 web-based, password protected computer program that groups students according to the type and depth of their decoding abilities and weaknesses. The Grouping Matrix has direct online data entry, with 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 scores from an oral reading fluency 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.

The chart below shows the eight groups students may be placed in, along with the maximum recommended group size and instructional recommendations by grade.

RGR Grouping Matrix Group Description	Maximum Group Size	Instructional Recommendations	
		Grades 2 and 3	Grades 4–12
Strong Decoders	NA	No decoding or fluency instruction recommended.	
Slow Reading Rate with Strong Decoding Skills	NA	Fluency or vocabulary instruction recommended, or a combination of both. Type of instruction depends on whether vocabulary is a weakness.	
Specific Decoding Weaknesses	12	These students are strong with their beginning decoding skills, but weak with some advanced skills. Targeted instruction from Phonics Blitz and Phonics Boost help them overcome their deficits.	
Mild Decoding Weaknesses	12	Phonics Boost 80 one-hour lessons	Phonics Blitz 50 one-hour lessons
Moderate Decoding Weaknesses	8	Phonics Boost 80 one-hour lessons	Phonics Blitz 50 one-hour lessons
Significant Decoding Weaknesses	6	Phonics Boost 80 one-hour lessons	
Severe Decoding Weaknesses	3	Give the RGR Pre-Decoding Surveys to determine if more fundamental instruction is necessary.	Phonics Boost supplemented with Phonics Boost Plus is a good solution for these students.
Recommended Further Testing	NA	Scores are very low. Issues other than decoding may be impeding reading. The recommendation is to give the RGR Pre-Decoding Surveys. If they do not yield enough information, obtain a full diagnostic work-up by a trained personnel if not already on file.	

To request a username and password for the Grouping Matrix, email info@reallygreatreading.com with the following information: primary user's name, primary user's email address, school or organization name, preferred username, preferred password, state, and school district. If you have questions about the Grouping Matrix, call 866.401.7323.

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Phonics Suite™ Overview

Phonics Suite lessons review the phonics concepts that students should have learned in earlier 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, struggling readers will become more accurate, efficient, and confident.

The lessons in Phonics Suite include all five of the essential components of reading instruction identified by the National Reading Panel: phonemic awareness, phonics, 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.

Phonics BLITZ™

Phonics Blitz is a set of 50 lessons designed for students in grades 4–12 who have gaps in their phonics knowledge but still have some solid phonics skills. These students primarily need to break guessing habits, learn how to read multisyllable words, and understand vowel spellings.

Phonics Blitz lessons can be completed in 10–12 weeks and are intended to be taught in approximately one-hour sessions. However, lessons can be taught in 30- or 45-minute blocks. The time it takes to complete all 40 lessons will need to be adjusted if lessons are shorter than 60 minutes, if lessons are not given five days a week, or if class sizes are larger than recommended.

Phonics BOOST™

Phonics Boost is a set of 80 lessons designed for students in grades 2–12 who have more significant phonics weaknesses. These students understand some parts of phonics but need intensive instruction, beginning with short vowels. Compared with Phonics Blitz students, Phonics Boost students need a slower pace and more practice to improve accuracy and fluency.

Phonics Boost lessons can be completed in 20–22 weeks and are intended to be taught in approximately one-hour sessions. However, lessons can be taught in 30- or 45-minute blocks. The time it takes to complete all 80 lessons will need to be adjusted if lessons are shorter than 60 minutes, if lessons are not given five days a week, or if class sizes are larger than recommended.

Phonics BOOST PLUS

Phonics Boost Plus is an addition teachers have asked us to develop for years – a systematic way to supplement Phonics Boost for your most severely struggling readers.

Phonics Boost Plus contains 40 Modules that systematically review and reinforce the concepts taught in Phonics Boost. Phonics Boost Plus provides multisensory activities and materials for strategic intervention for students who are growing with Phonics Boost, but need more practice and repetition to master the concepts being taught.

To request information about Phonics Blitz, Phonics Boost, and Phonics Boost Plus workshops, email info@reallygreatreading.com

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Phonics Suite™ Professional Development

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

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

One-Day and Two-Day Workshops

RGR provides professional development workshops throughout the country. We currently offer two types of events: a one-day Phonics Suite overview and a two-day comprehensive Phonics Suite training.

Join us for a workshop and leave with practical tools and knowledge that will help you identify, group, and teach struggling readers. You will find the strategies and products effective and easy to implement.

Visit **reallygreatreading.com/workshops** to find a workshop in a city near you.

Webinars

Our free webinars put you in touch with product experts without leaving your desk. The webinars are a great forum to deepen your understanding of Really Great Reading's tools, no matter your experience level. Each webinar is available live and pre-recorded.

- Phonics Suite Training Modules
  - Confidently teach Phonics Blitz™ and Phonics Boost™
- Decoding and Grouping
  - Diagnosing decoding issues in students of all ages
  - Grouping Matrix™ basic and advanced use
  - Advanced Decoding Surveys Plus
- Interventions and Phonics Suite
  - Phonics Suite approach
  - Phonics Suite and RtI

Office Hours

Want to speak to a program specialist about our lessons or products? Really Great Reading has dedicated office hours with specialists on hand to answer all of your implementation questions.

Visit **reallygreatreading.com/hours** for office hour schedules.

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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. To talk with one of our intervention specialists, call 866.401.7323.

Step 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 the 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.

Step 2 **Diagnose** – Administer the Diagnostic Decoding Surveys. The surveys take about seven minutes per student to administer and score. They provide information about each student's decoding abilities and weaknesses. RGR offers workshops on how to administer and score the Diagnostic Decoding Surveys.

Step 3 **Group** – Enter students' scores from the ORF screening measure and the Diagnostic Decoding Surveys into the Grouping Matrix™. The Grouping Matrix is a free online program that groups students based on their decoding abilities and provides instructional recommendations: **www.groupingmatrix.com**.

Step 4 **Train Teachers** – RGR offers Phonics Blitz™ and Phonics Boost™ teacher training workshops (see website for more details).

Step 5 **Teach Lessons** – Teach Phonics Blitz or Phonics Boost lessons appropriate for each instructional group.

Step 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.

Step 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.

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Student _____

Grade _____ Date _____

Examiner _____

BEGINNING DECODING SURVEY

RECORDING FORM A

Error Grid

Observations

Check the appropriate boxes:

- ☐ Reads sound by sound, then blends word
- ☐☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

	Real Words	No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: ch, sh, ck, wh, th / Letters qu	Blend
Sight Words	1 see								
	2 one								
	3 they								
	4 you								
	5 are								
CVC Words	6 rag		NA						
	7 lid		NA						
	8 dot		NA						
	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			
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 *italics*)								
	21–26 *The* cat hid in *a* box.							NA	NA
	27–35 *The* fresh fish *is* still on *the* wet grass.								
	36–42 Six flat shells *were* in *my* 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
	Error Column Totals	No Try	Sight Word	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Digraph & Letters qu	Blend

	Words Read Correctly (out of 50 total)

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Student _____

Date _____

ADVANCED DECODING SURVEY

RECORDING FORM A

Error Grid

	Nonsense Words	No Try	Sound Added or Omitted	Consonant Initial	Consonant Final	Short Vowel	Consonant Digraph: sh, ch, th, ph / Trigraph: dge, tch	Blend	Advanced Vowel
One Syllable & One Vowel	1 fut								
	2 shab			NA					
	3 thox			NA					
	4 lutch				NA				
	5 phim			NA					
	6 gred						NA		
	7 strob						NA		
	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	
	17 foy				NA	NA	NA	NA	
Vowel + R	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	Consonant Final	Short Vowel	Digraph & Trigraph	Blend	Advanced Vowel

Observations

Check the appropriate boxes:

- ☐ Reads sound by sound, then blends word
- ☐☐ Possible b/d or b/p reversal
- ☐ Quick to guess
- ☐ Slow

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)

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Components of the Diagnostic Decoding Surveys Packet

Premium Decoding Surveys Package

Our popular Premium Decoding Surveys Package contains the *User's Guide,* a corresponding *Student Materials* book, and 20 *Recording Form Booklets*—everything a school needs to start assessing students.

User's Guide

All the information needed to administer, score, and interpret both the Beginning Decoding Survey and the Advanced Decoding Survey can be found in the *User's Guide*. The *User's Guide* also explains the research supporting the Diagnostic Decoding Surveys and how they fit into an RtI model.

In addition, the *User's Guide* includes reproducible Blackline Masters of scoring sheets for Forms A–G of the Beginning Decoding Survey and the Advanced Decoding Survey. These forms may be used for initial assessment as well as for progress monitoring.

Student Materials

The *Student Materials* book contains all the student prompts for Forms A–G. The student prompts are printed on durable pages and the book is tabbed for easy use. The book also includes a one-page laminated Summary Directions Sheet for quick reference.

Recording Forms

The *Recording Form Booklets* are available in packets of 20 or 100. Each booklet contains all seven recording forms (A–G) to be used for individual students.

Because all seven recording forms are bound together, they simplify the process of analyzing a student's progress-monitoring data. The *Recording Form Booklets* make it easy to organize the surveys by intervention group, classroom, grade, or school. They also eliminate the need to copy scoring sheets.

PRODUCT CODE	PRODUCT DESCRIPTION	QUANTITY	PRICE PER ITEM	TOTAL PRICE
DSPAK	Premium Decoding Surveys Package		$69.00	$
DSGSM	Decoding Surveys User's Guide & Student Materials Book		$57.00	$
DSSM	Decoding Surveys Student Materials Book		$28.00	$
DSRF20	20 Decoding Survey Recording Form Booklets		$13.50	$
DSRF100	100 Decoding Survey Recording Form Booklets		$62.00	$
			Subtotal	$
			**Shipping and handling – Minimum $5.95	$
			*Estimated sales tax	$
			TOTAL ORDER	$

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