



The program that takes the struggle out of reading

Placement Test

For *All About*® Reading Level 3

by
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ALL ABOUT® Reading
Level 3

Placement Test for Level 3

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 3.

- ☐ Your student should understand how to sound out words using the decoding procedure, as demonstrated on page 4 of this Placement Test.
- ☐ Your student should be able to read words with blends at the beginning and end. To test, have your student read each of the following words.

bland	swept	print	craft	trust
branch	clamp	stunt	frost	spend

- ☐ Your student should be able to read words with the Vowel-Consonant-E (Name Game) syllable type. To test, have your student read each of the following words.

made	dime	note	cane	ride
hope	five	like	snake	grape

- ☐ Your student should be able to read words with the R-controlled (Bossy R) syllable type. To test, have your student read each of the following words.

winter	over	summer	garden	start
dark	forest	corn	north	perhaps

- ☐ Your student should have a basic understanding of contractions. To test, have your student read each of the following words.

can't	what's	you're	I'll	we've
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Now have your student identify the two words that make up each contraction.

- ☐ Your student should be able to read words with the past tense ending -ED. To test, have your student read each of the following words.

wanted	tested	chipped	printed	stopped
planned	danced	hiked	locked	mixed

- ☐ Your student should understand syllable division rules for reading multisyllable words. To test, have your student read each of the following words.

kitten	napkin	open	broken	refund
robin	cabin	blanket	hero	admit

- ☐ Your student should have mastered the sounds of Phonograms 1-44. A list of these phonograms can be found on pages 5-6 of this Placement Test. These Phonogram Cards are also included in the Level 3 Student Packet.
- ☐ Be sure your student knows all the sounds on each card. Some phonograms have just one sound (h says /h/), while others have two or more sounds (c says /k/ and /s/). For example, if you hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for the letter a, your student should say “/ă/-/ā/-/ah/.”
- ☐ Your student should be able to read sentences containing the previously-covered concepts. To test, have your student read the following sentences.

The farmer planted radish seeds in June.

My dog is brown and likes to bark at large cats.

Dennis likes to fly a blue kite on a string.

I can't sleep when it's cold outside.

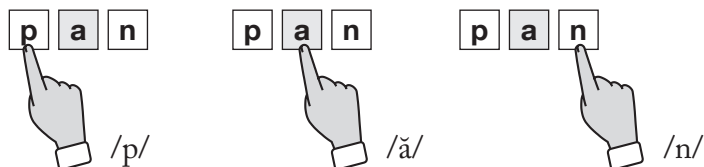
How did your student do?

- If your student could easily complete each of these activities, begin with Level 3.
- If just one area was difficult, you can remediate in that specific area.
- If your student needs help in two or more areas, start with Level 2 to build a strong foundation for reading.

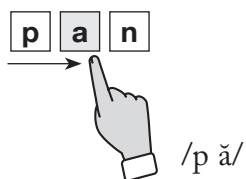
Decoding Procedure

1. Build the word with letter tiles. **p a n**

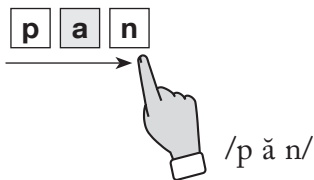
2. Touch one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start at the beginning of the word again. Slide your fingers under the letters and say the word slowly.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.



Whenever you feel that your student is ready, blend all three letters without this additional step.

5. Finally, say the word at a normal pace, as we do when we speak.

“Touch the Vowel” Technique

Many errors in sounding out words are related to the vowel. If your student says the wrong vowel sound, ask him to touch the vowel and say the vowel sound first. After he says the correct sound for the vowel, he should go back and sound out the word from the beginning.



Phonograms 1-44

These are the phonograms your student should know before starting Level 3.

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
1	m	/m/	moon
2	s	/s/-/z/	sun has
3	p	/p/	pig
4	a	/ă/-/ā/-/ah/	apple acorn father
5	n	/n/	nest
6	t	/t/	tent
7	b	/b/	bat
8	j	/j/	jam
9	g	/g/-/j/	goose gem
10	d	/d/	deer
11	c	/k/-/s/	cow city
12	y	/y/-/ÿ/-/ī/-/ē/	yarn gym my happy
13	h	/h/	hat
14	k	/k/	kite
15	r	/r/	rake
16	i	/ĭ/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/ōō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ŭ/-/ū/-/ōō/	udder unit put
24	e	/ĕ/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
27	th	/th/-/th/	three then
28	sh	/sh/	ship
29	ch	/ch/-/k/-/sh/	child school chef
30	ck	/k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank
33	wh	/hw/	while
34	ee	/ē/	feed
35	er	/er/	her
36	ar	/ar/	car
37	or	/or/	corn
38	ed	/ed/-/d/-/t/	wanted snowed dropped
39	oy	/oy/	toy
40	oi	/oy/	oil
41	aw	/aw/	saw
42	au	/aw/	haul
43	ow	/ow/-/ō/	cow low
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch



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