



The program that takes the struggle out of reading

Placement Test

For *All About*® Reading Level 4

by
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 **ALL ABOUT** *Reading*

Level 4

Placement Test for Level 4

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 4.

- ☐ Your student should understand how to sound out words using the decoding procedure for single and multisyllable words, as demonstrated on pages 4-5 of this Placement Test.

- ☐ Your student should be able to read words with the fourth sound of *y*. To test, have your student read each of the following words.

army
bunny

shiny
party

jelly
hobby

baby
puppy

every
fifty

- ☐ Your student should be able to read words with the Consonant-l-e (Pickle) syllable type. To test, have your student read each of the following words.

apple
maple

idle
candle

pickle
title

needle
middle

bottle
puzzle

- ☐ Your student should be able to read words with consonant suffixes. To test, have your student read each of the following words.

darkness
sadly

silently
playful

gladly
quickly

spotless
thankful

forgetful
helpful

- ☐ Your student should be able to read words with vowel suffixes. To test, have your student read each of the following words.

biggest
ruler

sharing
sandy

colder
baking

waving
longer

jumping
nicest

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

presoak
overfill

misplace
nonstop

repay
mistake

unhappy
semicircle

nonsense
redo

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

lobster
whatever

watchdog
paddle

ankle
address

hippo
yahoo

giant
whisper

- ☐ Your student should have mastered the sounds of Phonograms 1-60. A list of these phonograms can be found on pages 6-7 of this Placement Test. These Phonogram Cards are also included in the Level 4 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 Willow Brook bridge is forty years old.

Henry tickled the fluffy puppy with a feather.

“I know!” cried Holly. “Let’s eat a dozen purple peaches!”

The raging wind blew all night.

How did your student do?

- If your student could easily complete each of these activities, begin with Level 4.
- 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 3 to build a strong foundation for reading.

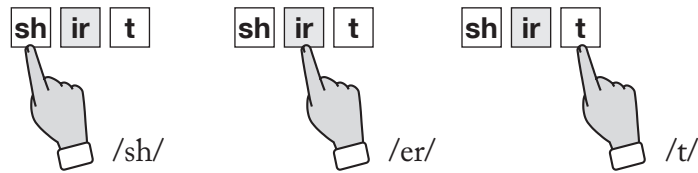
Decoding Procedure

Decoding one-syllable words

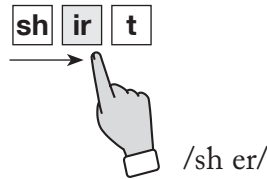
1. Build the word with letter tiles. **sh** **ir** **t**

2. Label the syllable type. **Bossy R Syllable**
- sh** **ir** **t**

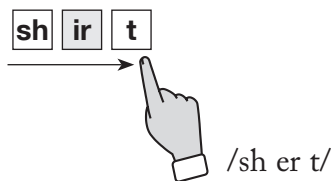
3. Touch one tile at a time and say the sound of each phonogram.



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



5. Start at the beginning of the word again. Slide your finger 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.

Tip!

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

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

Decoding multisyllable words

1. Build the word with letter tiles. **d i f f e r e n t**
2. Divide the word into syllables using the appropriate syllable division rules.

d i f **f e r** **e n t**




3. Label the syllable types.

Closed Syllable **Bossy R Syllable** **Closed Syllable**

d i f **f e r** **e n t**




4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.

d i f **d i f** **d i f**

 /d/  /i/  /f/

5. Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.

d i f **f e r** **e n t**

 /dif/  /fer/  /ent/

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

Phonograms 1-60

These are the phonograms your student should know before starting Level 4.

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
27	th	/th/-/th/	three then
28	sh	/sh/	ship
29	ch	/ch/-/k/-/sh/	child school chef

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
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
45	ai	/ā/	rain
46	ay	/ā/	day
47	oa	/ō/	boat
48	ir	/er/	first
49	ur	/er/	nurse
50	oo	/ōō/-/ōō/-/ō/	food book floor
51	ea	/ē/-/ě/-/ā/	leaf bread great
52	igh	/ī/	light
53	tch	/ch/	watch
54	dge	/j/	badge
55	ew	/ōō/-/ū/	grew few
56	wr	/r/	write
57	kn	/n/	know
58	eigh	/ā/	eight
59	oe	/ō/	toe
60	ti	/sh/	nation



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