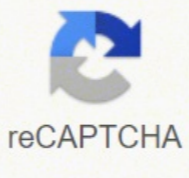




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# Core phonics survey scholastic

Research suggests that half of older, struggling readers are students who lack fundamental word-reading skills. Difficulties with word-level reading become increasingly problematic as students get older. These students may appear to be fluent readers, but rarely manage to comprehend and acquire new words without explicit support. As content-area material grows more complex, these students may exhibit difficulty mastering concepts independently. Designed to assess word-reading fluency, this computer-based intervention assessment focuses on: Fluency: The more accurate and automatic readers become with these word-level reading processes, the more cognitive resources become available for comprehending strings of text. Nonword Decoding: When presented with a nonword, readers must break it into parts, retrieve sounds associated with the parts, and string them together to read the unfamiliar word. Sight-Word Knowledge: Skilled readers have large vocabularies of sight words that can be recognized automatically. Download the SPI Technical Guide to learn about the reliability and validity of the Scholastic Phonics Inventory. By Richard K. Wagner This technical guide describes how concurrent validity studies reveal high correlations between the SPI and the Test of Word Reading Efficiency (TOWRE), and the Woodcock-Johnson Tests III. It also describes how criterion-prediction validity studies reveal that the SPI accurately identified students whose decoding levels suggests placement into either phonics-based or reading-based intervention. The Core Phonics assessment is given two or three times during the school year to kindergarten, first, and second grade students. The purpose of this test is to get an inventory of phonics skills students have mastered. The sub-tests given in each grade level are listed below. Kindergarten: Letter Names- Uppercase (26 Possible, 25 Benchmark) Letter Names- Lowercase (26 Possible, 25 Benchmark) Consonant Sounds (23 Possible, 20 Benchmark) Short vowel sounds (5 Possible, 4 Benchmark) Long vowel sounds (5 Possible, no benchmark set) Reading short vowel CVC words (15 possible, 13 Benchmark) First Grade: Letter Names- Uppercase (26 Possible, 26 Benchmark) Letter Names- Lowercase (26 Possible, 26 Benchmark) Consonant Sounds (23 Possible, 22 Benchmark) Short vowel sounds (5 Possible, 5 Benchmark) Long vowel sounds (5 Possible, 5 Benchmark) Reading short vowel CVC words (15 Possible, 14 Benchmark) Consonant blends with short vowels (15 Possible, 14 Benchmark) Short vowels, digraphs and -tch trigraph (15 Possible, 13 Benchmark) R-controlled vowels (15 Possible, 13 Benchmark) Long vowel spellings (15 Possible, 13 Benchmark) Second Grade: Letter Names- Uppercase (26 Possible, 26 Benchmark) Letter Names- Lowercase (26 Possible, 26 Benchmark) Consonant Sounds (23 Possible, 23 Benchmark) Short vowel sounds (5 Possible, 5 Benchmark) Long vowel sounds (5 Possible, 5 Benchmark) Reading short vowel CVC words (15 Possible, 14 Benchmark) Consonant blends with short vowels (15 Possible, 14 Benchmark) Short vowels, digraphs and -tch trigraph (15 Possible, 14 Benchmark) R-controlled vowels (15 Possible, 14 Benchmark) Long vowel spellings (15 Possible, 14 Benchmark) Variant Vowels (15 Possible, 14 Benchmark) Low frequency vowel and consonant spellings (15 Possible, 13 Benchmark) Multisyllabic words (24 Possible, 21 Benchmark) Helping Your Student with Phonics Skills: When your student brings home their daily Saxon Phonics worksheets, take notice of the note to parents at the bottom. Check your child on the skill they were taught in class and review as needed. For a parent overview and guide to Saxon Phonics, please see this Powerpoint. You may also wish to visit our Early Literacy Skills page for more suggestions, links, and activities to help your student master phonics skills. The Core Phonics assessment is given two or three times during the school year to kindergarten, first, and second grade students. The purpose of this test is to get an inventory of phonics skills students have mastered. The sub-tests given in each grade level are listed below. 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