



# Reading Placement Test

For *All About*® *Reading* Level 2

*by Marie Rippel*

**Important Note:**

Successful completion of this Placement Test indicates that your student has mastered *All About Reading* Level 1 concepts and is ready to begin *All About Reading* Level 2. In order to ensure correct placement, please complete the entire test and see the green box on page 4 for placement guidance.

# Placement Test for Level 2

This Placement Test will help you determine if your student has mastered the concepts taught in Level 1 of *All About Reading*.



**1** First, have your student read the short story “The Best Lunch” aloud (see pages 5-12 of this Placement Test). This story includes all of the concepts taught in Level 1. Ensure that he is able to read the story fluently and with good comprehension.

**2** If your student was able to read the story fluently, continue with the Placement Test below to confirm that he is comfortable with the remaining concepts taught in Level 1.

## **Before beginning Level 2:**

Your student should understand how to sound out words using the blending procedure demonstrated on page 12 of this Placement Test.

Your student should be able to read words with final blends. To test, have your student read the following words.

**film      bunch      dent      lost      next**

Your student should be able to read words with initial blends. To test, have your student read the following words.

**stem      flat      brush      twin      drip**

Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel. To test, have your student tell you whether each letter below is a vowel or a consonant.

**b      a      e      t      h      r      o**

Your student should have a basic understanding of compound words. To test, have your student read the following words.

**sunset    sandbox    windmill    cobweb    chopstick**

Now have your student identify the two smaller words in each compound word.

- Your student should be able to count syllables. To test, say the following words and have your student tell you the number of syllables in each word. (Note: Your student does not read these words. You will say the words aloud.)

**hilltop      duck      yesterday      crash      elephant      bathtub**

- Your student should understand the concept of Open and Closed syllable types. To test, have your student read each of the following words and tell you whether it is an Open syllable or a Closed syllable.

**me      met      she      shed      wet      we**

Answer key: *me (Open), met (Closed), she (Open), shed (Closed), wet (Closed), we (Open)*

- Your student should have a basic understanding of plurals. To test, have your student read the following plural words.

**boxes      wings      wishes      checks      acts**

- Your student should have mastered the sounds of Phonograms 1-32. A list of these phonograms can be found on pages 13-14 of this Placement Test. Be sure your student knows all the sounds for each phonogram. 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 ask for the sounds of the letter s, your student should say “/s/-/z/.” If you ask for the sounds of the letter a, your student should say “/ă/-/ā/-/ah/.”

## How did your student do?

### Were you able to mark 8 or more checkboxes?

**Yes:** Your student is ready for *All About Reading* Level 2! If just one area was difficult, you can remediate in that specific area as you proceed.

**No:** If your student needs help in two or more areas, start with Level 1 to build a strong foundation for reading.

Have your child read this Level 1 story from *All About Reading*. Ensure that he is able to read the story fluently and with good comprehension. After your child has read the story, return to page 3 to complete the placement test.

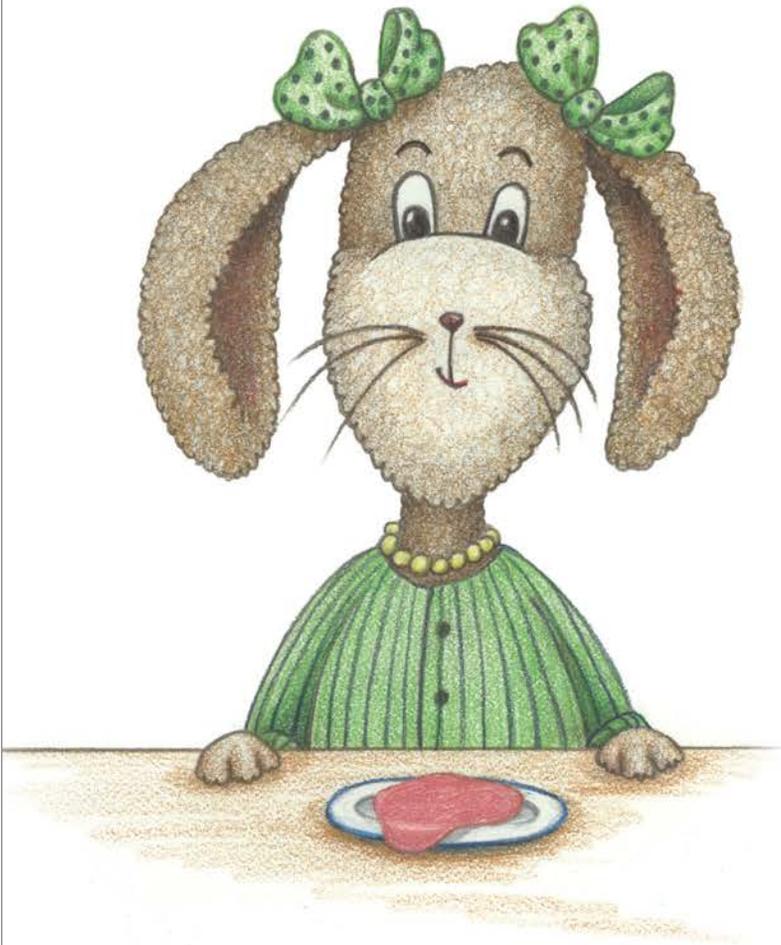


## The Best Lunch



Liz has ham for lunch.

It is not the best lunch, but it will do.



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Then Liz gets a plan.

She will fix up the ham.

Liz runs to get Swiss.

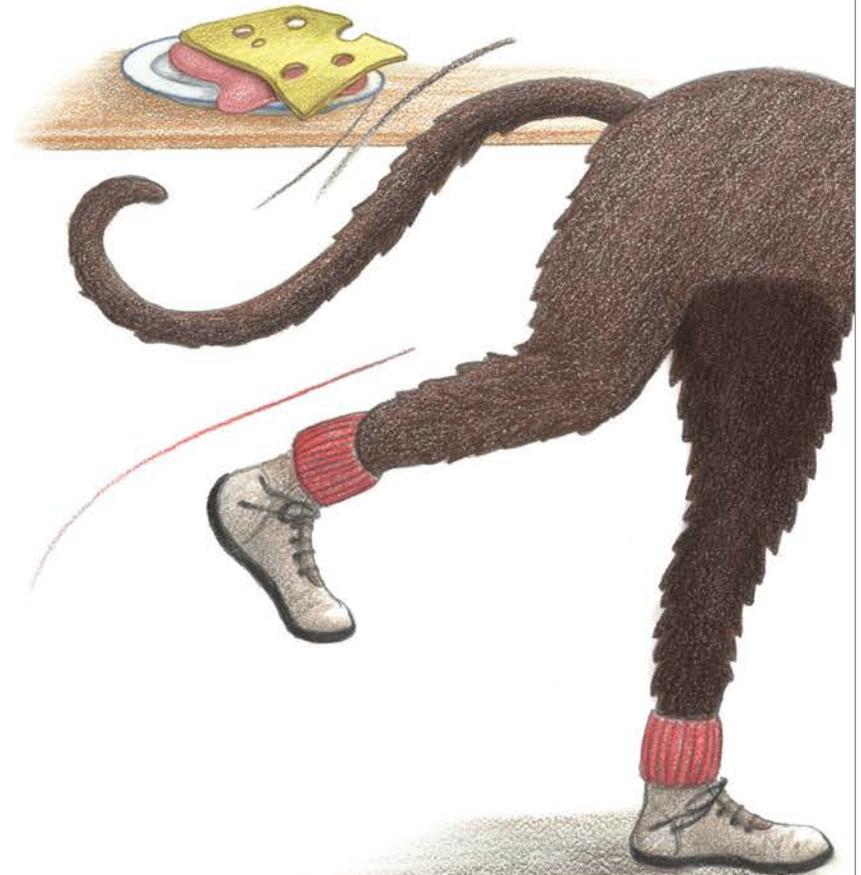


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Ned has a bit of Swiss in his lunch box.  
A bit of Swiss is not much of a lunch,  
but Ned spots the ham.

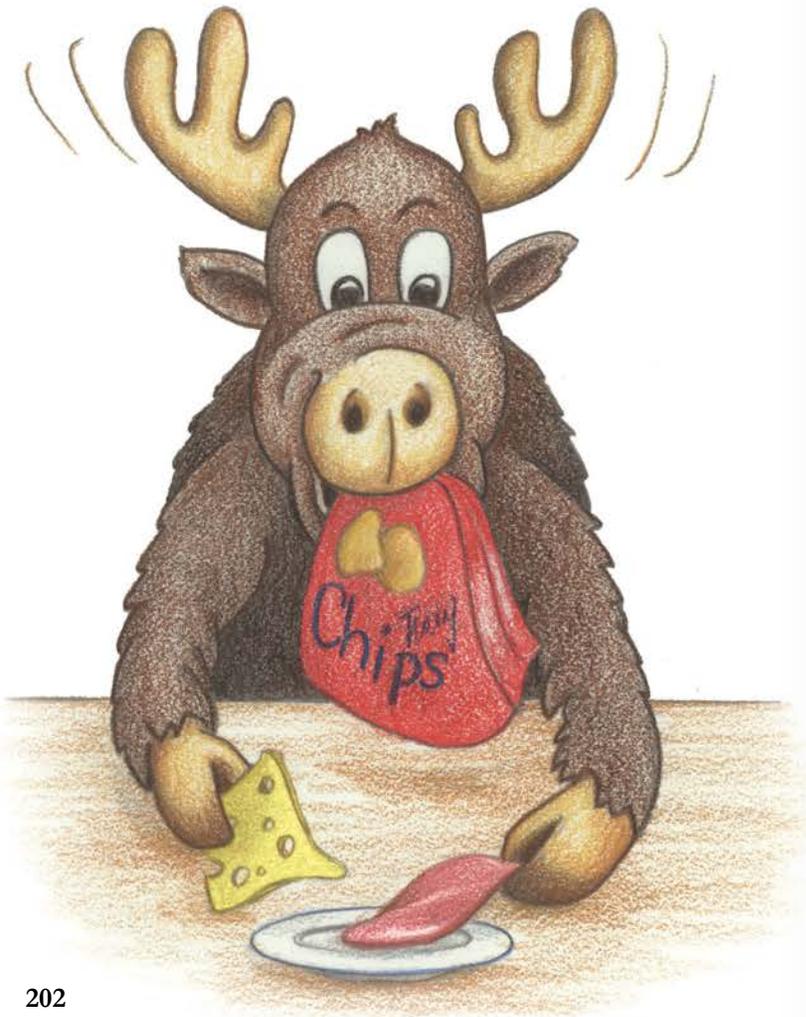


Ned adds the Swiss to the ham.  
Then Ned thinks—no chips!

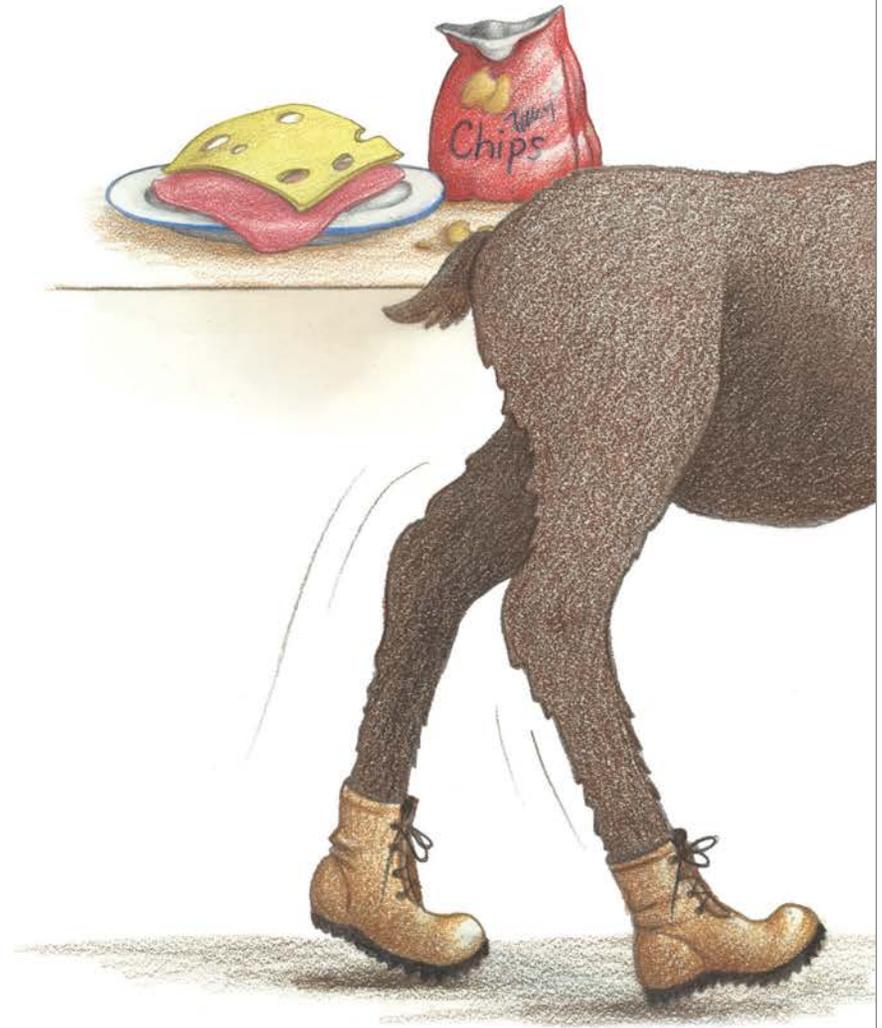


Ned runs to get chips.

Brad has chips. A bag of chips is not much of a lunch, but he grabs the ham and Swiss.



Then Brad thinks—no drink!



Brad runs to get a drink.

Nan has a glass of milk.  
She spots the ham, Swiss, and chips.  
This is not a bad lunch!



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Still, a dab of jam will help.

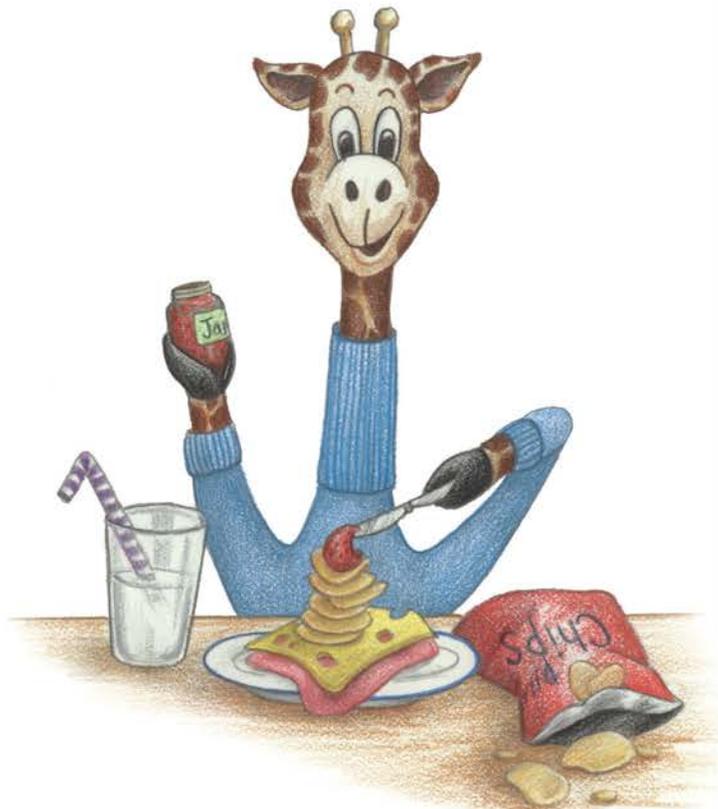


Nan runs to get the jam.

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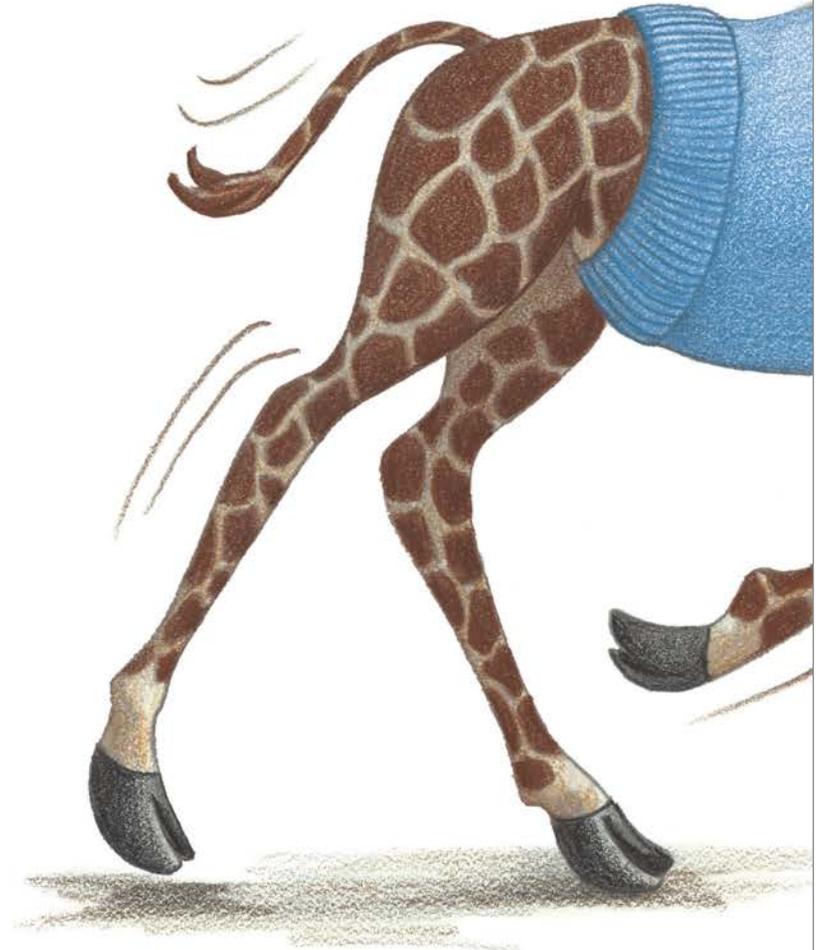
Cliff has jam. That is not much of a lunch.

Then he spots the milk, the chips, the Swiss, and the ham.



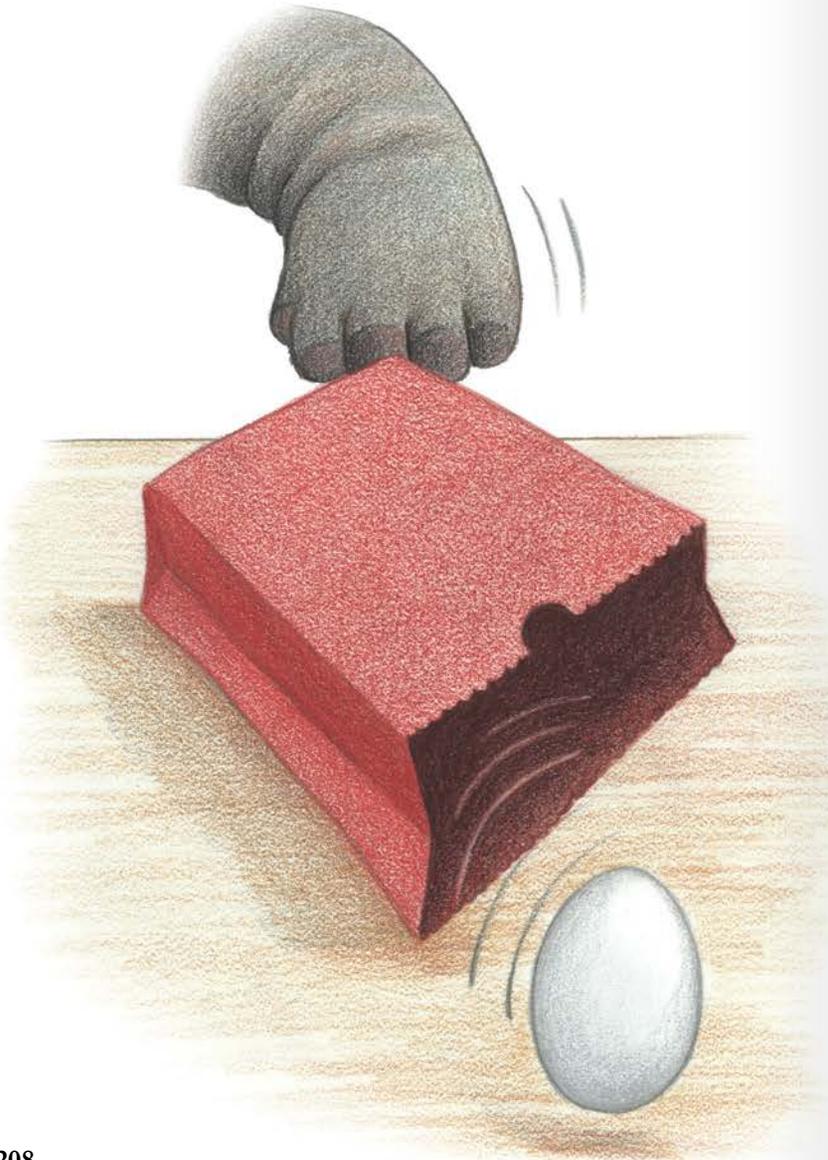
Cliff adds the jam on top.

But Cliff wishes he had an egg to go with his lunch.



He runs to get an egg.

Bill has an egg in his sack.



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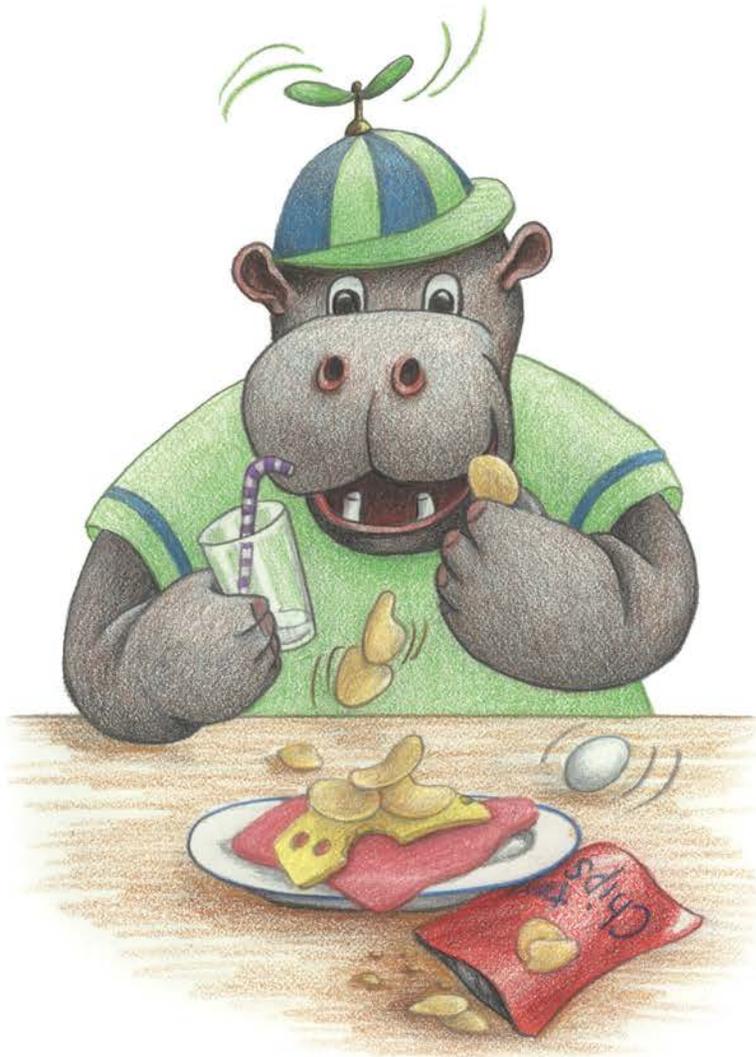
Bill checks the lunch.

The egg will go with the ham.  
It will go with the Swiss.  
It will go with the chips.  
It will go with the milk.  
It will go with the jam.

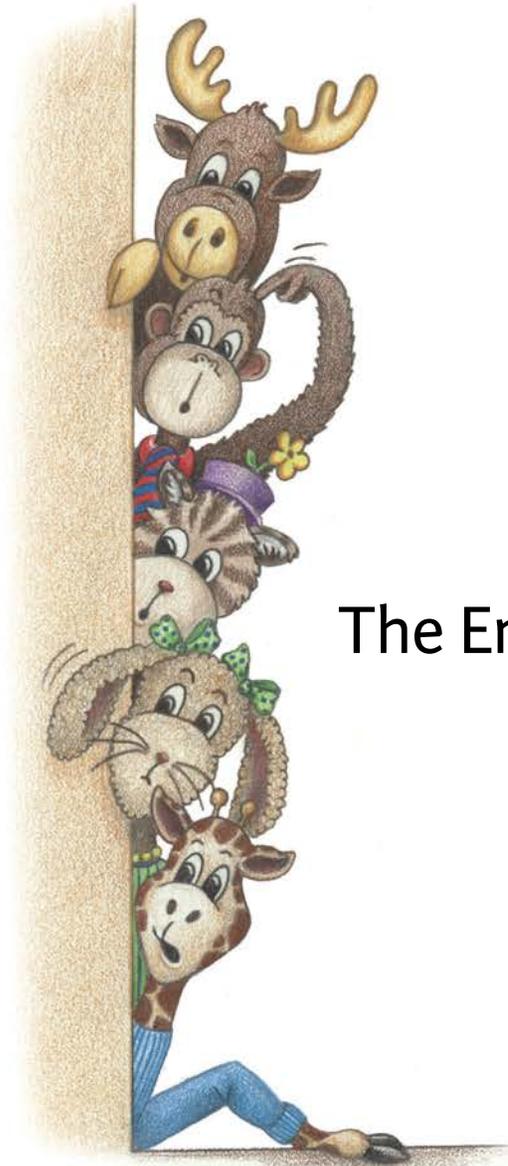


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Bill sits at the desk. This is the best lunch!



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The End

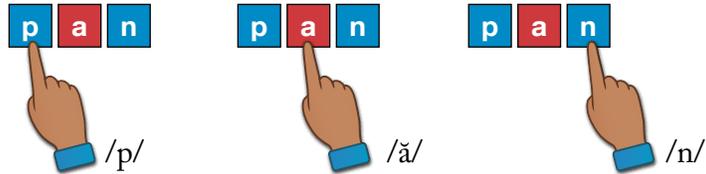
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# Blending Procedure

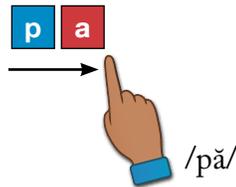
## Blending one-syllable words

1 Build the word with letter tiles. 

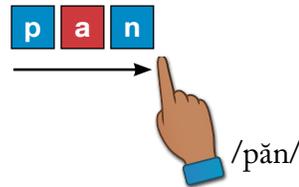
2 Touch under one letter at a time and say the sound of each letter.



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



4 Start over at the beginning of the word. Slide your finger under the letters and blend all three sounds together.



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 the 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 1-32

These are the phonograms your student should know before starting Level 2.

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	/ï/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ö/-/ō/-/ō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ü/-/ū/-/ö/	udder unit put
24	e	/ë/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax

<b>Card #</b>	<b>Phonogram</b>	<b>Sound</b>	<b>For the Teacher's Use Only</b> (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/, two-letter /k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank



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