



ALL ABOUT[®] *Reading*

The program that takes the struggle out of reading

Reading Placement Test

For *All About*[®] *Reading* Level 4

by Marie Rippel

Important Note:

Successful completion of this Placement Test indicates that your student has mastered *All About Reading* Level 3 concepts and is ready to begin *All About Reading* Level 4. 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 4

This Placement Test will help you determine if your student has mastered the concepts taught in Levels 1, 2, and 3 of *All About Reading*.



1 First, have your student read the short story “Trash Can Band” aloud (see pages 5-12 of this Placement Test). This story includes all of the concepts taught in Level 3. 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 Levels 1, 2, and 3.

Before beginning Level 4:

Your student should understand how to sound out words using the blending procedure for single and multisyllable words as demonstrated on pages 12-13 of this Placement Test.

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

army shiny jelly fifty every

Your student should be able to read words with the Pickle (consonant + l + e) syllable type. To test, have your student read the following words.

maple idle pickle needle bottle

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

silently gladly spotless forgetful darkness

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

biggest sharing colder waving nicest

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

repay presoak misplace nonsense semicircle

- Your student should understand syllable division rules for reading multisyllable words. To test, have your student divide the following words into syllables and then read the words.

lobster paddle hippo giant watchdog

Answer key: *lob-ster, pad-dle, hip-po, gi-ant, watch-dog*

- Your student should have mastered the sounds of Phonograms 1-60. A list of these phonograms can be found on pages 14-16 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 ea, your student should say “/ē/-/ě/-/ā/” without hesitation.

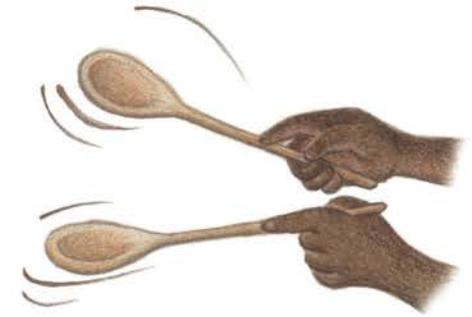
How did your student do?

Were you able to mark 7 or more checkboxes?

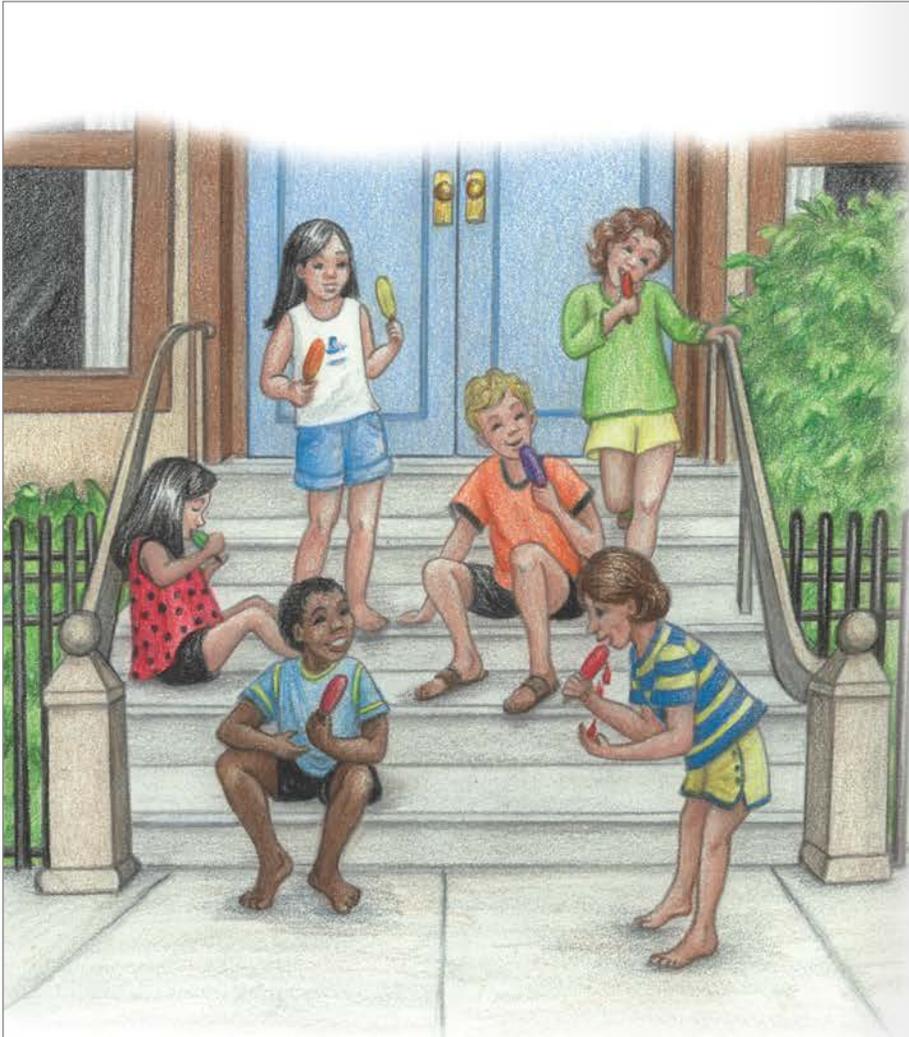
Yes: Your student is ready for *All About Reading* Level 4! If just one area was difficult, you can remediate in that specific area as you proceed.

No: If your student needs help in two or more areas, start with Level 2 or 3 to build a strong foundation for reading.

Have your child read this Level 3 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.



Trash Can Band



My friends and I gathered on Danny's front steps. Danny's mom had ice pops in the freezer at all times, so it was a good place to hang out on hot summer days. We licked our ice pops and enjoyed the peace and relaxation.

"I love summer vacation," said Ming.

"I love going to the beach," I said. "And I love watching fireworks on the Fourth of July."

"Now that you mention it, the Fourth of July parade is next week. Do you want to go?" Jasper asked us.

"Yes! We have to go! It's a tradition!" I said.

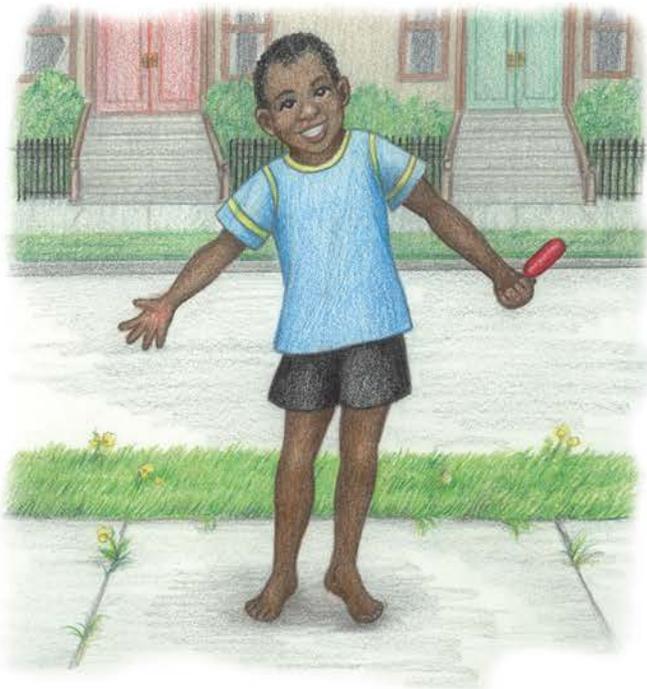
"I don't want to watch the parade this year," Danny said boldly. We all looked at him in shock. Danny loved the parade!

"I don't want to watch," he repeated. "I want to be *in* the parade!"



Sometimes Danny had wild plans. “But how can we be in the parade?” I asked. “We don’t have a car to pull a float or horses to ride. And none of us can sing or dance.” To prove it, I danced a silly jig and nearly fell off the steps.

“Let’s start a marching band!” said Danny.



“It’s the perfect solution!” I said. Danny was a really good drummer.

Lee was the first to ask the question. “How can we have a band?” she asked Danny. “We don’t have instruments, except for your drums. And you can’t bring your great, big, huge drum set to the parade.”

“We can make instruments!” Danny insisted. “We’ll have a trash can band. We’ll gather up old junk and turn it into instruments.”

We knew better than to raise any objections. Once Danny had a plan, there was no use trying to stop him.

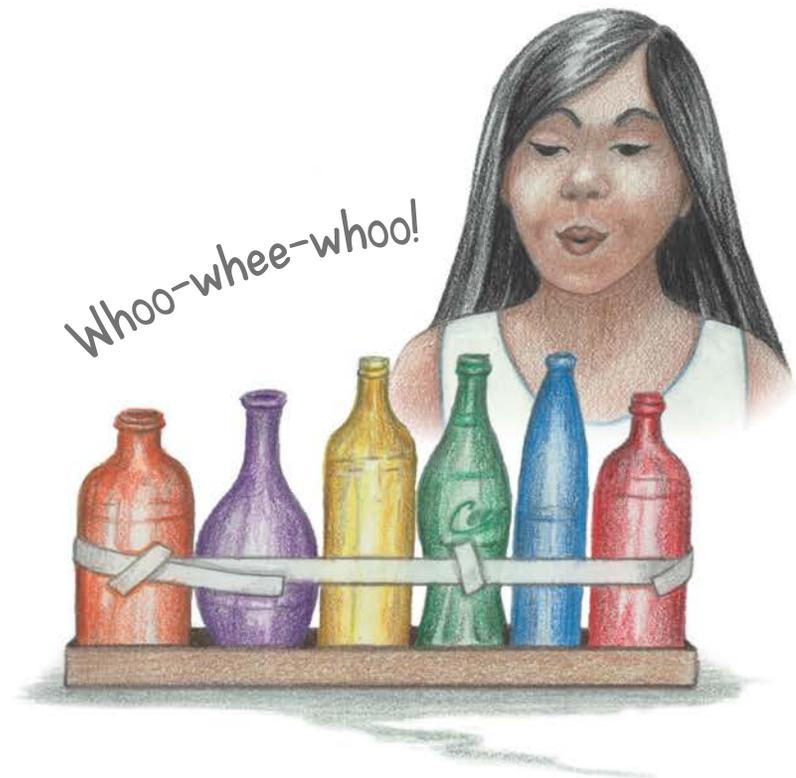
Danny described what we needed to find and we swung into action. “Meet you back here!” I called out as we all ran off in different directions.

Later that afternoon, we met back at Danny's house. We had gathered everything from pop bottles to trash cans to a shoe box. Ming made a donation of an old garden hose. Jasper tossed a funnel onto the growing pile. We had quite a selection to work with!

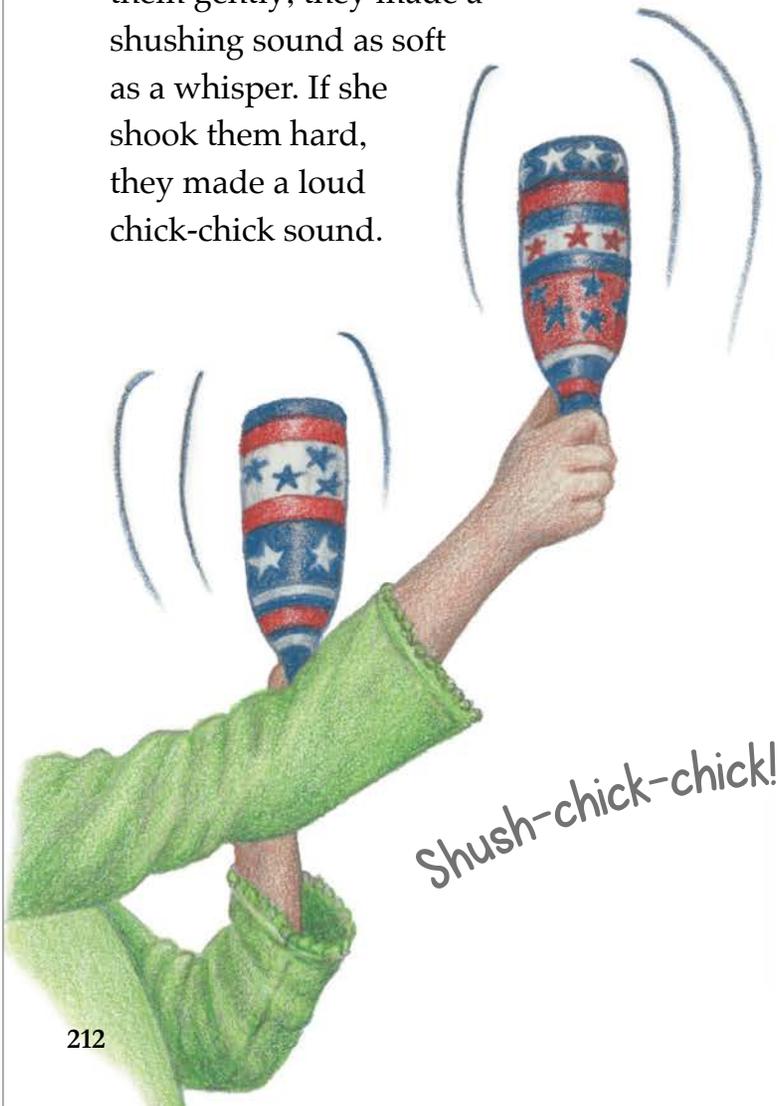


“This is a wonderful collection of objects,” Danny said. “We have lots of options. Let’s get to work!”

Ming made a flute from six glass bottles. She lashed them together with tape and filled them with different levels of water. Each bottle made a different tone as she blew over the top of it.



Lee made maracas out of plastic pop bottles. She painted them with bright stripes and stars and filled them part way with dried beans. Lee loved playing the maracas! If she shook them gently, they made a shushing sound as soft as a whisper. If she shook them hard, they made a loud chick-chick sound.



Jasper made a string instrument out of a sturdy shoe box and some rubber bands.

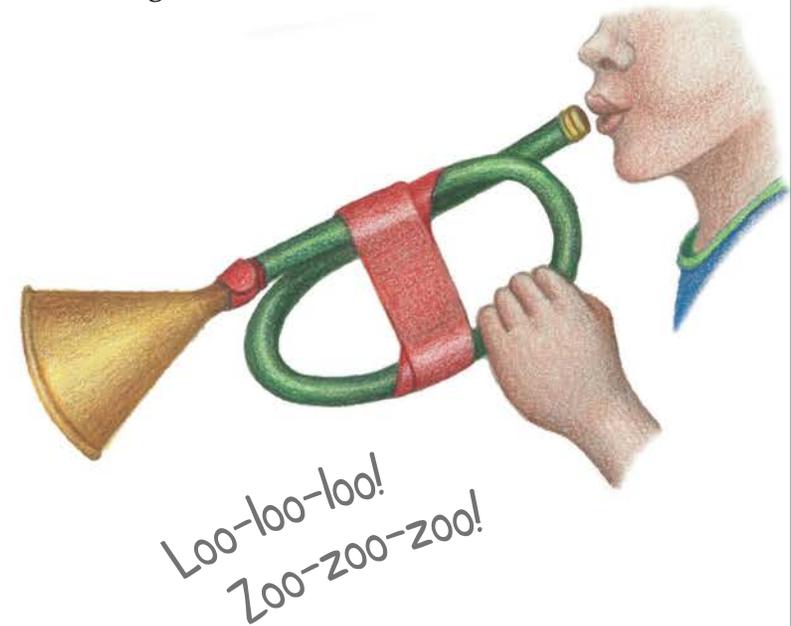


He placed the rubber bands in order from thinnest to thickest. He showed us how the thinner rubber bands made a higher-pitched sound and the thicker rubber bands made a deeper sound.

Danny made drums. He taped two small trash cans together with duct tape. For drum sticks, he used wooden spoons. He could make different sounds depending on the portion of the trash can that he hit. He tapped out a rhythm.



And I made a trumpet from a section of hose and a large funnel.



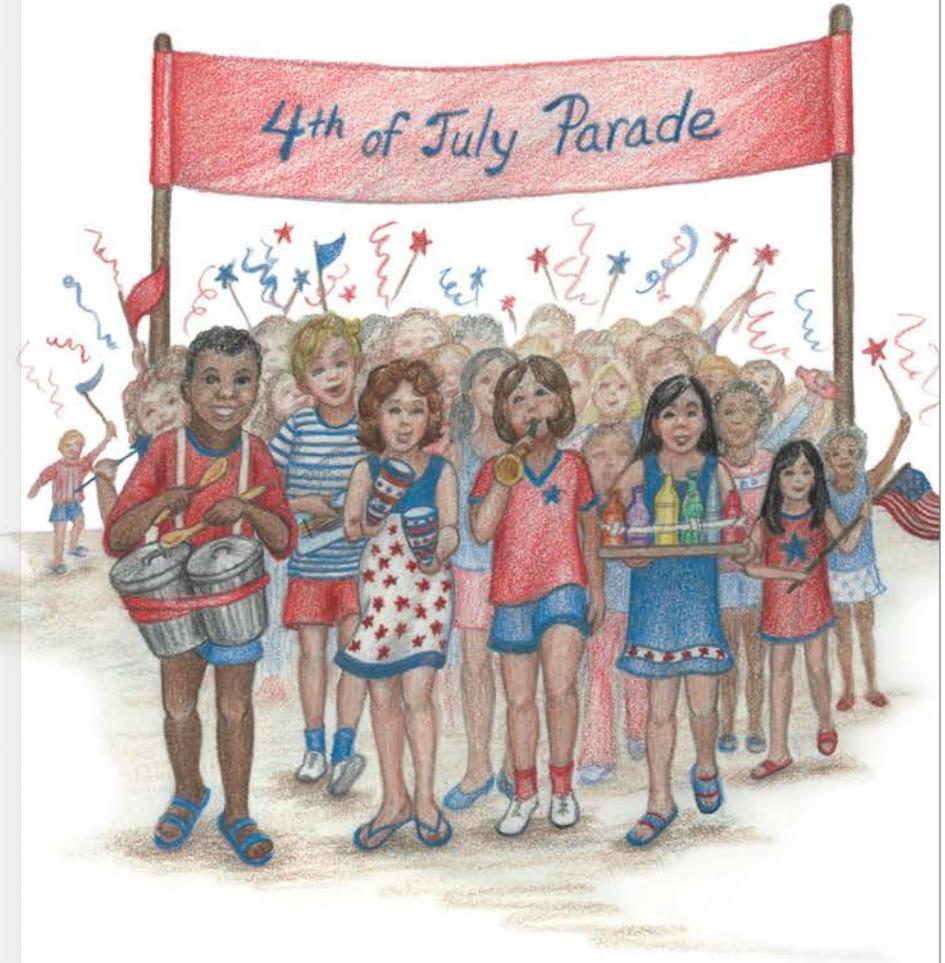
To play the horn, I blew into the hose while making a buzzing sound with my lips. I could make different tones by making different buzzing sounds. I couldn't wait to play it in the parade!

We practiced our instruments every afternoon.
Our band sounded pretty good!

On the day of the big parade, we hauled our inventions to the starting point in front of the fire station on Main Street. We found our location in the parade lineup between the candy float and the clowns.

We knew our moms and dads would be at the parade cheering for us, but we didn't expect what happened next.

Just a few minutes into the parade, a boy began marching next to us, tapping two sticks together. Then some girls joined in, shaking their water bottles in rhythm with us. Kids started riding their bikes behind our growing band.



Before we knew it, all the town kids were marching in the parade with us, tapping cans, blowing cardboard tubes, and shaking crumpled plastic bags. On the sidelines, grown-ups stomped their feet and clapped their hands, keeping beat with our trash can band.

I tapped Danny on the back to catch his eye and mouthed the words *way to go!* Danny grinned and kept up the rhythm with his drums. “Our next production will be at the county fair!” he yelled over the music.



The End

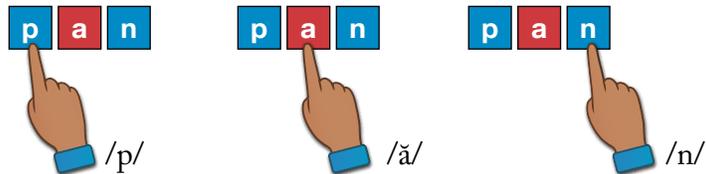


Blending Procedure

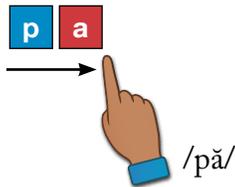
Blending one-syllable words

1 Build the word with letter tiles. 

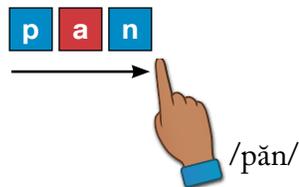
2 Touch under one letter at a time and say the sound of each letter.



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.



Blending multisyllable words

1 Build the word with letter tiles. 

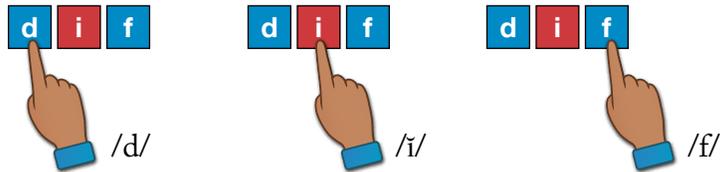
2 Divide the word into syllables using the appropriate syllable division rules.



3 Label the syllable types.



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



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



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	/i/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/oo/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ū/-/ū/-/oo/	udder unit put
24	e	/ē/-/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/, two-letter /k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank
33	wh	/hw/	while
34	ee	/ē/, double e	feed
35	er	/er/ as in <i>her</i>	her
36	ar	/ar/	car
37	or	/or/-/er/ as in <i>work</i>	corn work
38	ed	/ĕd/-/d/-/t/	wanted snowed dropped
39	oy	/oy/ that we may use at the end of English words	toy
40	oi	/oy/ that we may not use at the end of English words	oil
41	aw	/aw/ that we may use at the end of English words	saw
42	au	/aw/ that we may not use at the end of English words	haul
43	ow	/ow/-/ō/	cow low
44	ou	/ow/-/ō/-/ōō/-/ŭ/	mouse soul soup touch
45	ai	/ā/, two-letter /ā/ that we may not use at the end of English words	rain
46	ay	/ā/, two-letter /ā/ that we may use at the end of English words	day

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
47	oa	/ō/, two-letter /ō/ that we may not use at the end of English words	boat
48	ir	/er/ as in <i>first</i>	first
49	ur	/er/ as in <i>nurse</i>	nurse
50	oo	/ōō/-/ōō/-/ō/	food book floor
51	ea	/ē/-/ě/-/ā/	leaf bread great
52	igh	/ī/, three-letter /ī/	light
53	tch	/ch/, three-letter /ch/	watch
54	dge	/j/, three-letter /j/	badge
55	ew	/ōō/-/ū/	grew few
56	wr	/r/, two-letter /r/ used only at the beginning of a word	write
57	kn	/n/, two-letter /n/ used only at the beginning of a word	know
58	eigh	/ā/, four-letter /ā/	eight
59	oe	/ō/, two-letter /ō/ that we may use at the end of English words	toe
60	ti	/sh/, tall-letter /sh/	nation



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Ready to Purchase?

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