



Placement Test

For *All About*® *Reading* Level 3

by *Marie Rippel*

Placement Test for Level 3

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



First, have your student read the short story “Rawhide” aloud (see pages 4-12 of this Placement Test). Ensure that he is able to read the story fluently and with good comprehension.

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 and 2.

- ☐ Your student should understand how to sound out **one-syllable** words using the blending procedure demonstrated on page 13 of this Placement Test.
- ☐ Your student should understand how to sound out **two-syllable** words using the blending procedure demonstrated on page 14 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 the following words.

branch swept print frost trust

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

hope dime cane flute grape

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

over forest garden north perhaps

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

can't what's you're I'll we've

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

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

wanted planned danced printed mixed

- ☐ 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.

robin napkin hero admit refund

Answer key: *rob-in, nap-kin, he-ro, ad-mit, re-fund*

- ☐ Your student should have mastered the sounds of Phonograms 1-44. A list of these phonograms can be found on pages 15-16 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 ow, your student should say “/ow/-/ō/” without hesitation.

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 1 or 2 to build a strong foundation for reading.



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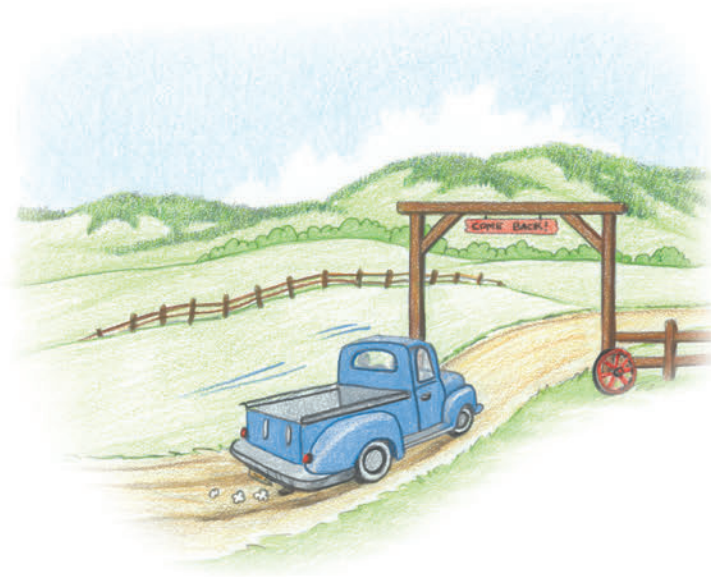
Rawhide



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My name is Rawhide. I'm a ranch dog. I'm the boss of this place. I protect the kids and keep things in order.

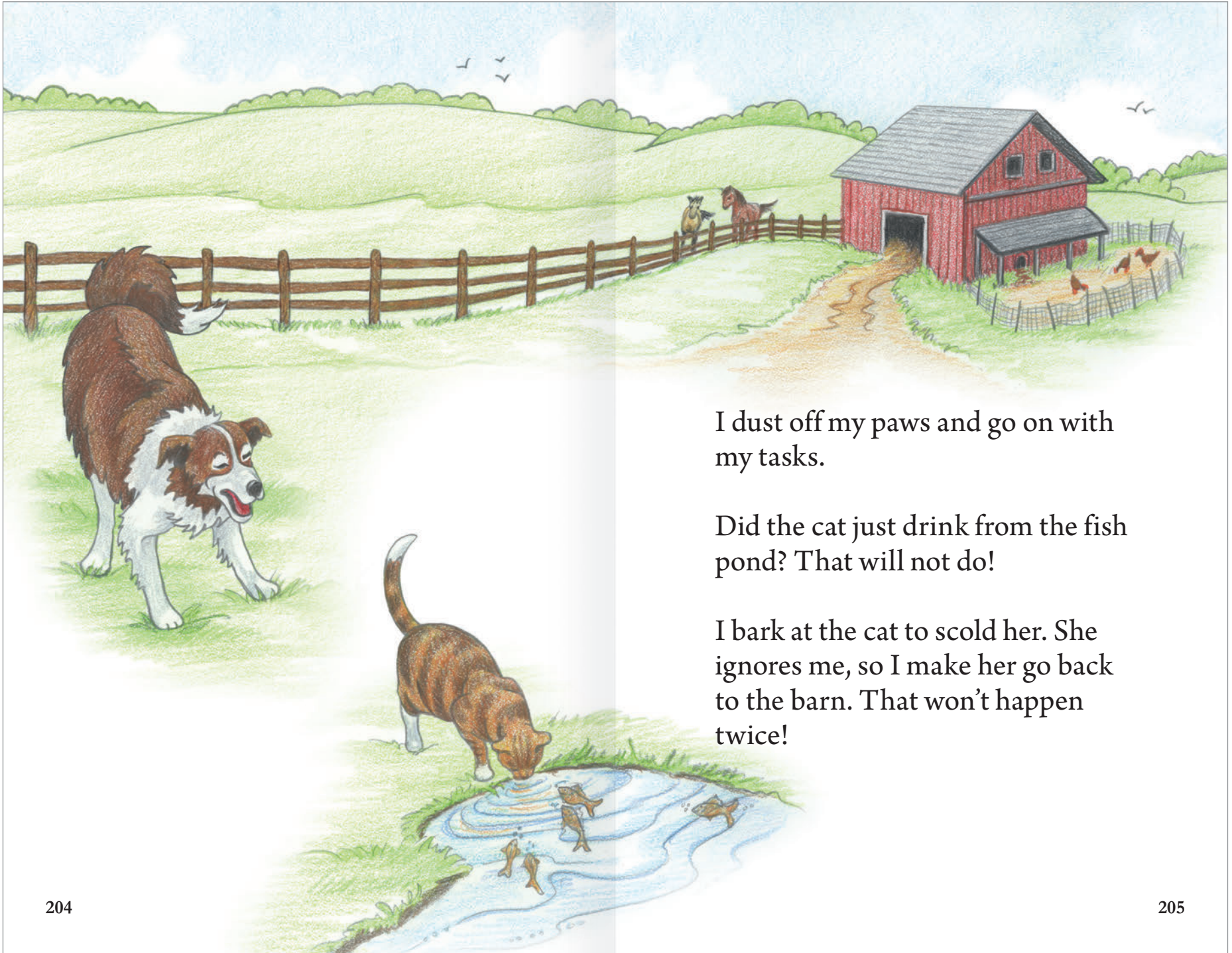


Mr. and Mrs. August drove off in the truck. They left me in charge of the kids. There is a ranch hand, but he's not much help.

While the kids have pancakes, I go
for a short stroll.

I spot a large rat by the sawmill. I
chase it over a pile of sawdust. He
won't be back while I'm on the job.





I dust off my paws and go on with my tasks.

Did the cat just drink from the fish pond? That will not do!

I bark at the cat to scold her. She ignores me, so I make her go back to the barn. That won't happen twice!



The ranch hand enters the chicken pen. I crawl over to spy on him. Did he just nab an egg? I'll put a stop to that!

I creep over the straw and jump at him. He drops his basket and flees.

The kids are on the lawn in bare feet. I see a huge green snake coiled up by the seesaw.

I pause ... then I jump onto the wild snake and haul it off. I have saved the kids!



Just then, the truck chugs up the lane. Mr. and Mrs. August step out—but who is with them?

They call her Aunt Sue, and she has a blue shawl. Her arms are filled with boxes and bags. This upsets me!



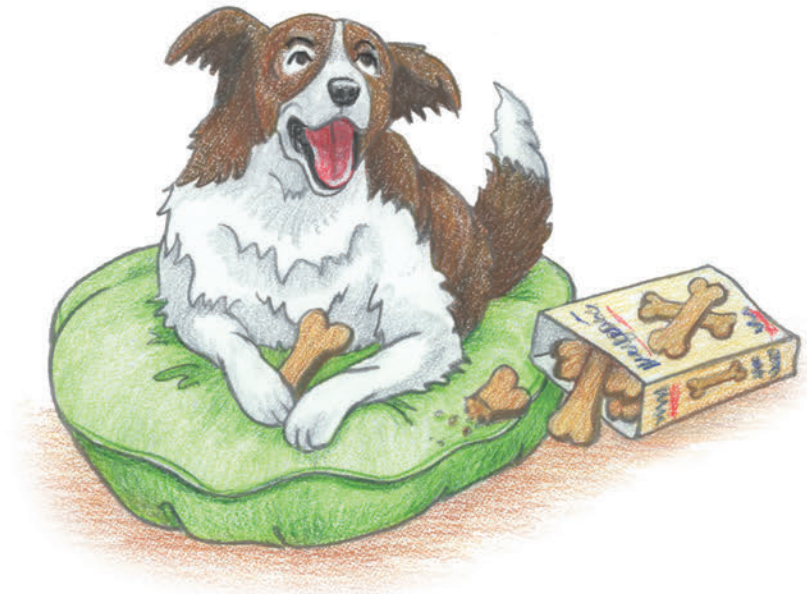
I have never seen her before, but the kids seem to like her. I don't understand why!

The kids take the boxes from her. Stop! I have not checked the boxes yet to see if they are safe!



Aunt Sue sets a box in front of me and opens it. It smells like bacon. I love bacon!

Perhaps she isn't as bad as she seems. In fact, I love Aunt Sue!



We all go inside to wash up for supper. I sprawl on my bed while Mrs. August makes the sauce.


I am tired. Yawn!

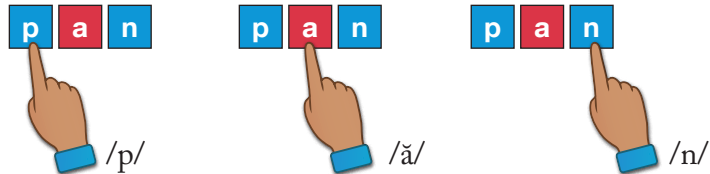
I must rest up so I can start over in the morning.



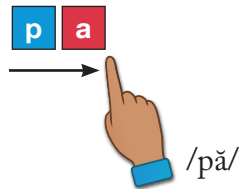
Blending Procedure

Blending one-syllable words

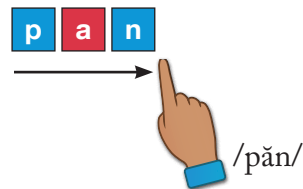
1. Build the word with letter tiles. 
2. Touch under one letter at a time and say the sound of each letter.



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.



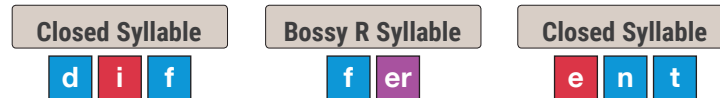
Blending multisyllable words

1. Build the word with letter tiles. 

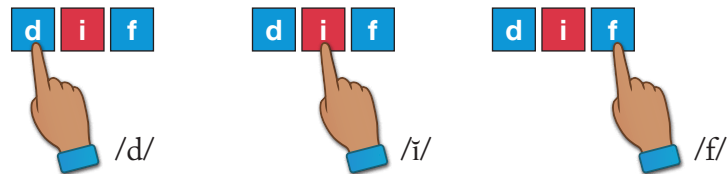
2. Divide the word into syllables using the appropriate syllable division rules.



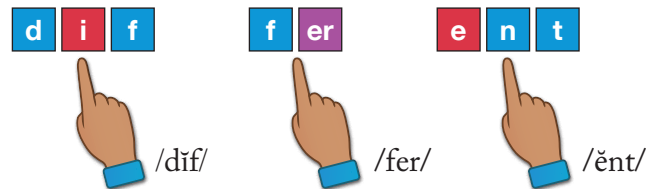
3. Label the syllable types.



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 1-44

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	/ŏ/-/ō/-/ōō/-/ŭ/	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/, two-letter /k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank
33	wh	/hw/	while
34	ee	/ē/, double <u>e</u>	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



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