

**95 Phonics Core Program™**  
**Grade 1 – Assessment Overview**

There are five assessments for Grade 1. Each assessment is administered after the review lesson has been taught. The summative assessment is used to determine if students have mastered the critical skills within the unit lessons.

If a student misses more than 1 response in a section, check the student’s understanding of the skill with additional items that are similar to those in the assessment. Students who do not have full understanding of the skill(s) may require additional practice opportunities, re-teaching or additional time to master the skill(s).

If at least 80% of the students in the class respond correctly to each section, it is an indication that core instruction is sufficient for acquiring critical reading skills. If less than 80% are responding correctly, additional teaching of the specific skill is recommended during Tier 1 core instruction either as a whole group or in a differentiated small group.

Lessons	Review Lesson	Assessment #	Skills Assessed
1-7	Lesson 7	1	<ul style="list-style-type: none"><li>• Review of Kindergarten skills</li><li>• Closed Syllable</li></ul>
8-15	Lesson 15	2	<ul style="list-style-type: none"><li>• Consonant blends</li><li>• Digraphs</li></ul>
16-21	Lesson 21	3	<ul style="list-style-type: none"><li>• Long vowel silent-e Syllable</li><li>• Open Syllable</li></ul>
22-25	Lesson 25	4	<ul style="list-style-type: none"><li>• Phonograms</li></ul>
26-30	Lesson 30	5	<ul style="list-style-type: none"><li>• Introduction to Grade 2 skills</li><li>• Multisyllable words</li></ul>

**95 Phonics Core Program®**  
**Grade 1—Unit 3 Assessment**  
**Teacher Directions**  
*(Administer after Lesson 21.)*

**A. SOUND-SPELLING MAPPING** *RF.1.2d, RF.1.3a, RF.1.3c, L.1.2e*

You are going to spell words using sound-spelling mapping paper. Let’s do the first word together. The word is broke; *She broke the glass plate.* Word? broke Let’s finger-stretch broke and say all the sounds in the word. /b/ /r/ /ō/ /k/ There are 4 sounds in the word broke. (Model the steps for sound-spelling mapping as the students mark it on their paper.) Tap a box for each sound and place a dot in the bottom right corner of each box. Now let’s write the letters that spell each sound. What is the first sound? /b/ Which letter spells the /b/ sound? b Write the letter b in the first box. What is the second sound? /r/ Which letter? r Write the letter r in the second box. What is the third sound? /ō/ Which letter or letters spell the /ō/ sound? o and silent-e Write the vowel letter o in the third box and a small silent-e in the fourth box. What’s the last sound? /k/ Which letter? k Which box? fourth Remember, the silent-e cannot be in a box by itself because it doesn’t spell a sound – it’s part of the long vowel silent-e pattern. What syllable type is this word? silent-e How do I mark that? a V-shape to connect the o and the silent-e

Now it’s your turn. I’ll say a word. 1) Repeat the word. 2) Finger-stretch while saying the sounds to yourself and place dots in the boxes. 3) Then, write the letter or letters that spells each sound. Remember that each sound gets its own box. 4) Draw a V-shape if the word follows the silent-e pattern. 5) Finally, read the word.

Example: *broke*

1. stripe
2. flips
3. chase
4. note
5. back

b	r	o	k <sub>e</sub>		
s	t	r	i	p <sub>e</sub>	5
f	l	i	p	s	5
ch	a	s <sub>e</sub>			3
n	o	t <sub>e</sub>			3
b	a	ck			3

**Scoring:** Award 1 point for each correctly spelled sound, placed in the correct box. No points are deducted for missing dots in the boxes or missing the V-shape under the silent-e pattern.

**Example:** Student receives 2 out of 3 points for note if the third box is missing the small silent-e (*n-o-t*).

**Total points:** 19

**B. SORT WORDS** *RF.1.3b, RF.1.3c*

Now, you will identify words that have the closed or long vowel silent-e syllable patterns. Look at the example word, stick. Find the vowel letter or letters and gesture the syllable type. The vowel letter in the example word is i. There is 1 vowel letter i followed by 1 or more consonants, closing in the vowel letter. This is a closed syllable. (Gesture and say “closed”.) Let’s write the word stick in the closed column. (Model the process of writing the word stick in the closed syllable column while the students write it on their paper.) Let’s try one more. The word is flame. Find the vowel letter or letters and gesture the syllable type. The vowel letters are a and e. (Point to the vowel letters a and e with your fingers in a V-shape.) This word has 1 vowel, 1 consonant, and an e at the end. This is a silent-e syllable. (Gesture and say “silent-e”.) Let’s write the word flame in the long vowel silent-e column.

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Now, it's your turn. Identify if each word follows the closed or long vowel silent-e syllable pattern and write the word in the correct column. Check your response by pointing to the vowel or vowels, gesturing the syllable type, saying the vowel sound, and reading the word to yourself.

<b>Examples:</b> <i>stick</i> <i>flame</i> 1. pride 2. grass 3. zone 4. theme 5. shin	<b>Closed</b>	<b>Long Vowel Silent-e</b>
	stick	flame
	grass 2	pride 2
	shin 2	zone 2
		theme 2

**Scoring:** Award 1 point for each correctly sorted word and 1 additional point if the word is spelled correctly. Each word is worth a total of 2 points.

**Example:** Student receives 1 out 2 points possible if the word theme is sorted correctly but is misspelled as them.

**Total points: 10**

**C. SENTENCE DICTATION** L.1.1b, L.1.2b, L.1.2d, L.1.2e

Now, you are going to write one sentence on your paper using correct spelling and punctuation. I'll say the sentence and you will repeat it. Then, you will have time to write the sentence on your paper. Here's the sentence:

*The game ended in an upset win. (9)*

Say it with me. **The game ended in an upset win.** Repeat the sentence one more time. **The game ended in an upset win.** Now write it. If you forget a word, raise your hand and I will tell you.

**Scoring:** Award 1 point for each correctly spelled word in the sentence, 1 point for a capital letter at the beginning of the sentence, and 1 point for correct ending punctuation.

**Examples:** 1) Do not deduct points if the word upset is written as two separate words (up set). 2) Deduct a point if the word an is missing the letter n.

**Total points: 9**

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**D. PASSAGE READING AND COMPREHENSION** *RL.1.1, RF.1.3b, RF.1.3g, RF.1.4a*

Read the passage to yourself. After you are done reading the passage, read each question and write your answer in a complete sentence. (Prior to students reading the passage, present the pronunciation of the word *king*. Students will not have instruction on the phonogram *ing* until Lesson 22.)

**King Blake**

King Blake was not a king that smiled much. He was a wise man who chose to rule with the help of his pal, Duke Steve. One time, Duke Steve planned a lunch for King Blake and sent an invite to all those that liked him. In the end, King Blake smiled and had a good time at the lunch.

1. Who helped King Blake rule? **Duke Steve helped King Blake rule. (2)**
2. What made King Blake smile? **He smiled when he had a good time at lunch. (2)**

**Scoring:** Student is awarded 2 points for each correct response written in a complete sentence (1 point for correct answer, 1 point if the answer is written in a complete sentence).

**Total points: 4**

**Example for Q1:**

Answer: *Duke Steve* (Student receives 1 out of 2 points for question #1. Although the response is correct, it is not written in a complete sentence.)

**Example for Q2:**

Answer: *He smiled at lunch.* (Student receives 2 out of 2 points for question #2. Although the response is not detailed, it is correct and is written in a complete sentence.)



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**Grade 1—Unit 3 Assessment**  
**Student Answer Sheet**

**A. SOUND-SPELLING MAPPING**

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3. 

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1. 

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4. 

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2. 

--	--	--	--	--

5. 

--	--	--	--	--

**B. SORT WORDS**

**Examples:**

stick

flame



1. pride

2. grass

3. zone

4. theme

5. shin

Closed 	Long Vowel Silent-e 



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**C. SENTENCE DICTATION**

Four sets of handwriting lines for sentence dictation. Each set consists of a solid top line, a dashed middle line, and a solid bottom line.

**D. PASSAGE READING AND COMPREHENSION**

**King Blake**

King Blake was not a king that smiled much. He was a wise man who chose to rule with the help of his pal, Duke Steve. One time, Duke Steve planned a lunch for King Blake and sent an invite to all those that liked him. In the end, King Blake smiled and had a good time at the lunch.

1. Who helped King Blake rule?

Handwriting lines for the answer to question 1, consisting of a solid top line, a dashed middle line, and a solid bottom line.



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2. What made King Blake smile?

Handwriting practice lines for the answer. Each set consists of a solid top line, a dashed middle line, and a solid bottom line. There are four such sets of lines provided for the student to write their answer.