



NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

**Directions:** Give each student a lined piece of paper and a pencil. Say, *I am going to say some words for you to write. If you don't know how to spell the word, say it slowly and write down the sounds you hear.*

**Analyze and Reflect:** Use this form to record observations about individual students. Note strengths and needs such as letter reversals, letter formation habits, and confusions in the reflection column.

### Level D: initial and final digraphs (*sh, ch, th*), medial vowels

WORD	INITIAL CONSONANT/DIGRAPH	MEDIAL VOWEL	FINAL CONSONANT/DIGRAPH	REFLECTION
chop	ch	o	p	
shed	sh	e	d	
thug	th	u	g	
mash	m	a	sh	
rich	r	i	ch	
bath	b	a	th	

### Level E: initial blends and digraphs

WORD	INITIAL BLEND	MEDIAL VOWEL	FINAL CONSONANT/DIGRAPH	REFLECTION
flesh	fl	e	sh	
brush	br	u	sh	
sloth	sl	o	th	
smash	sm	a	sh	
spin	sp	i	n	
plan	pl	a	n	

### Level F: initial and final blends

WORD	INITIAL BLEND	MEDIAL VOWEL	FINAL BLEND	REFLECTION
slant	sl	a	nt	
stump	st	u	mp	
grasp	gr	a	sp	
frost	fr	o	st	
trend	tr	e	nd	
drift	dr	i	ft	



### Level G: blends, silent-e rule, inflectional endings

WORD	INITIAL BLEND	VOWEL FEATURE	INFLECTIONAL ENDINGS	REFLECTION
scribe	scr	i-e		
smoke	sm	o-e		
flute	fl	u-e		
plate	pl	a-e		
sweeping	sw	ee	ing	
stranded	str		ed	

### Level H: blends, simple vowel patterns and rimes (*ell, oo, ea, old, ay, all*), inflectional endings

WORD	INITIAL BLEND	VOWEL FEATURE	INFLECTIONAL ENDINGS	REFLECTION
smelly	sm	ell	y	
drooled	dr	oo	ed	
creaking	cr	ea	ing	
scold	sc	old		
grayer	gr	ay	er	
stall	st	all		

### Level I: blends, more complex vowel patterns and rimes (*ick, oa, ar, ou, ai, owl*), inflectional endings

WORD	INITIAL BLEND	VOWEL FEATURE	INFLECTIONAL ENDINGS	REFLECTION
flicked	fl	ick	ed	
gloating	gl	oa	ing	
starter	st	ar	er	
trout	tr	ou		
grain	gr	ai		
prowl	pr	owl		