

Rainforest Reading Level 2: The Sand Assessment Recording Form

Student Name: _____

Date: _____

Students should be able to decode *80% or more of the sounds accurately in order for them to move on to the next level (The Forest Floor). *caveat: Students can move up to the The Forest Floor even if they haven't mastered the short vowels, because they will still be practicing those sounds for the first 3 levels of the program. It is important for them not to get stuck at a level that is too easy for them.

Start by telling the students that the words on the following page are nonsense words. Students should read them carefully. Record their errors below. If they have more than 4 errors they should continue practicing the sounds at this level (The Sand). Count blends as one unit of sound.

Errors:

of errors: _____

*If they miss the short vowels, use your discretion about moving to the next level.

+20/24  next level

+19/24  stay here

Dictate these words to the students: zip, stomp, vex, yes, jump, kelp, west, grand. They should spell roughly *80% of the sounds correctly to move on to the next level. On the lines, write how they spelled the misspelled words. They should write the words on the next page. To count errors, count each beginning, middle and ending sound separately. Here are alternate lists for retesting when you think the child is ready to move up. List #2: win, jug, vet, kit, flax, zip, yelp, stomp
List #3: glum, jet, zest, wax, yen, kits, vast, frog

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

of errors: _____

*If they miss the short vowels, use your discretion about moving to the next level.

+20/24  next level

+19/24  stay here

Rainforest Reading Level 2: The Sand
Initial Reading Assessment

Name: _____ Date: _____

zak

wug

yex

jiv

blups

clisp

trop

glemp

Rainforest Reading Level 2: The Sand
Benchmark Reading Assessment

Name: _____ Date: _____

gemp

jusp

vint

spex

vasp

zups

kasp

welp

Rainforest Reading Level 2: The Sand
Benchmark Reading Re-assessment

Name: _____ Date: _____

klaz

flox

dron

glet

jisp

vump

wux

yimp

Rainforest Reading Level 2: The Sand Spelling Assessment

See the recording forms for words to dictate to students.



1.

5.

2.

6.

3.

7.

4.

8.

The Sand Word Lists (for Reading and Spelling):

Skills to practice: short vowels, and the following consonants: t, n, s, h, r, d, l, c, m, f, p, b, w, y, g, v, j, k, x, z and blends

#1: short vow./cons.

1. cab
2. gap
3. yap
4. get
5. vet
6. kid
7. win
8. zip
9. fox
10. jot
11. gum
12. jug

#2: short vow./cons.

1. ax
2. cap
3. zap
4. bet
5. pet
6. bin
7. fix
8. box
9. pot
10. bus
11. pun
12. yum

#3: sh. a/o/u; blends with l/r:

1. clap
2. flag
3. flat
4. blob
5. plop
6. grab
7. trap
8. crop
9. drop
10. frog
11. drum
12. grub

#4: short a/e/i; blends with l/p/r/t:

1. slap
2. glen
3. sled
4. flip
5. spat
6. spin
7. cram
8. drip
9. trek
10. trip
11. stem
12. step

#5: short vow./ beg. blends

1. flap
2. slam
3. blog
4. plum
5. snip
6. sped
7. crab
8. tram
9. Fred
10. brim
11. grim
12. stop

#6: short vow./ end. blends

1. lamp
2. land
3. lend
4. mend
5. send
6. went
7. hips
8. limp
9. lips
10. pond
11. bump
12. jump

#7: sh. vow./complex blends:

1. grasp
2. slant
3. splat
4. blend
5. spend
6. trend
7. glint
8. splint
9. split
10. stomp
11. crust
12. stump

#8: sh. vow./ complex blends:

1. plant
2. scam
3. scrap
4. strand
5. strap
6. strep
7. sprig
8. sprint
9. frogs
10. stops
11. strum
12. trust

The Sand Word Lists – Nonsense Words

(for dictations and reading tests to check for phonetic knowledge):

Skills to practice: short vowels, and the following consonants: t, n, s, h, r, d, l, c, m, f, w, y, g, p, b, v, j, k, x, z and blends

#1: short vowels/consonants

1. bab
2. pag
3. yan
4. gep
5. jep
6. kip
7. mip
8. zim
9. noj
10. poz
11. bux
12. juf

#2: short vowels/consonants

1. taz
2. yax
3. jeg
4. pev
5. wep
6. bip
7. kig
8. vix
9. kov
10. jux
11. gup
12. zup

#3: short a/o/u; blends with l/r:

1. clag
2. plab
3. slax
4. bloz
5. flox
6. blus
7. brap
8. grag
9. trep
10. prip
11. frox
12. drub

#4: short a/e/i; blends with l/p/r/t:

1. blep
2. clev
3. glax
4. spix
5. spoz
6. spub
7. dreb
8. grep
9. triz
10. stap
11. stex
12. stuv

#5: short vow./ beg. blends

1. glep
2. gles
3. flin
4. spap
5. spob
6. spuv
7. trev
8. drig
9. staz
10. stoz
11. stox
12. stug

#6: short vow./ end. blends

1. bamp
2. jand
3. jent
4. wend
5. yeps
6. gips
7. vint
8. yimp
9. yont
10. zomp
11. gunt
12. jund

#7: short vow./complex blends:

1. blamp
2. glasp
3. slamp
4. slost
5. splest
6. splund
7. crent
8. grempe
9. trind
10. drimp
11. trosp
12. crusp

#8: short vow./ complex blends:

1. screst
2. scrint
3. scron
4. scrump
5. splend
6. splimp
7. splond
8. splost
9. sprund
10. crast
11. frasp
12. grand

Level 2: The Sand
Grading the Initial Reading Assessment

Look at the visual below to see how to count the sounds in each word.

zak

wug

yex

jiv

blups

clisp

trop

glemp

Level 2: The Sand

Grading the Benchmark Reading Assessment

Look at the visual below to see how to count the sounds in each word.

gemp

jusp

vint

spex

vasp

zups

kasp

welp

Level 2: The Sand
Grading the Benchmark Reading Re-assessment

Look at the visual below to see how to count the sounds in each word.

klaz

flox

drond

glet

jisp

vump

wux

yimp

Level 2: The Sand
Grading the Spelling Assessments

Look at the visual below to see how to count the sounds in each word.

zip, stomp, vex, yes, jump, kelp, west, grand

win, jug, vet, kit, flax, zip, yelp, stomp

glum, jet, zest, wax, yen, kits, vast, frog