Signs for Sounds™

Assessment Packet

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Assessing and Placing Students

This section provides information for administering, scoring, and using the results from the Signs for Sounds assessments. The Signs for Sounds assessments evaluate students' ability to spell words with regular spelling patterns.

Use the Signs for Sounds assessment as a:

- Pretest to determine if students can benefit from Signs for Sounds.
- Placement test to place students in Signs for Sounds.
- Progress monitoring tool.
- Posttest to document student growth after completing a level.

The Signs for Sounds assessments can also be used to quickly screen a whole group of students for possible weaknesses in phonics. You can use these results to identify students who may need further assessment in decoding.

Overview

The Signs for Sounds assessments for levels 1 and 2 serve the same purpose; however, the format for each level is different.

Signs for Sounds 1

The Signs for Sounds 1 assessment is organized in columns. As the teacher dictates the words down the columns, students write the words down the columns on their assessment forms.

The order of the items in each column follows the same continuum of phonics skills (regular spelling patterns).

Similar phonics elements are placed across each row in the lists. Patterns of errors can be noted by looking across the rows. Space is provided on the student form for recording the different types of errors.

By lining up the student form with the assessment directions, you can easily note which lessons address the needed skills.

Signs for Sounds 2

The Signs for Sounds 2 assessment is organized in sections that are separated by bold lines. As the teacher dictates the words across the rows, students write the words across the rows on their assessment forms.

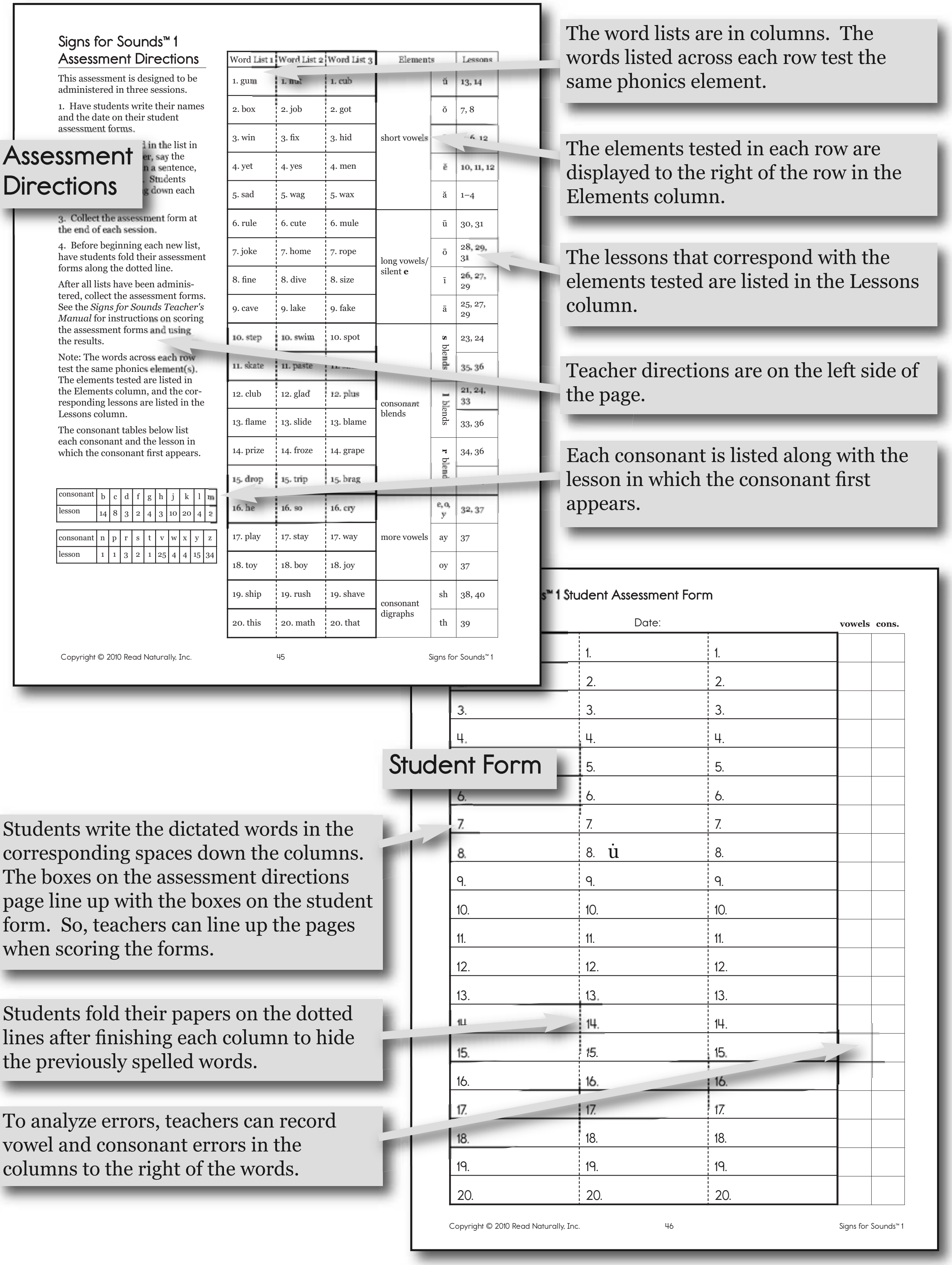
The words at the beginning of the assessment (numbers 1–16) assess the same phonics skills (regular spelling patterns) included in the Signs for Sounds 1 assessment. The assessment then continues with words that have increasingly more difficult phonics elements, syllable patterns, and rules for adding affixes.

Similar elements are grouped together. Patterns of errors can be noted by looking across the rows. Space is provided on the student form for recording the different types of errors.

By lining up the student form with the assessment directions, you can easily note which lessons address the needed skills.

Signs for Sounds 1 Assessment

The following images highlight the features of the assessment directions and the student form used in the Signs for Sounds 1 assessment.



Signs for Sounds™ 1 Assessment Directions

This assessment is designed to be administered in three sessions.

1. Have students write their names and the date on their student assessment forms.

… in the list in … er, say the … n a sentence, … Students … g down each

3. Collect the assessment form at the end of each session.

4. Before beginning each new list, have students fold their assessment forms along the dotted line.

After all lists have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: The words across each row test the same phonics element(s). The elements tested are listed in the Elements column, and the corresponding lessons are listed in the Lessons column.

The consonant tables below list each consonant and the lesson in which the consonant first appears.

consonant	b	c	d	f	g	h	j	k	l	m
lesson	14	8	3	2	4	3	10	20	4	2

consonant	n	p	r	s	t	v	w	x	y	z
lesson	1	1	3	2	1	25	4	4	15	34

Word List 1	Word List 2	Word List 3	Elements		Lessons
1. gum	1. nut	1. cub	short vowels	ŭ	13, 14
2. box	2. job	2. got		ŏ	7, 8
3. win	3. fix	3. hid		[illegible]	6, 12
4. yet	4. yes	4. men		ĕ	10, 11, 12
5. sad	5. wag	5. wax		ă	1–4
6. rule	6. cute	6. mule	long vowels/ silent **e**	ū	30, 31
7. joke	7. home	7. rope		ō	28, 29, 31
8. fine	8. dive	8. size		ī	26, 27, 29
9. cave	9. lake	9. fake		ā	25, 27, 29
10. step	10. swim	10. spot	consonant blends	**s** blends	23, 24
11. skate	11. paste	11. [illegible]			35, 36
12. club	12. glad	12. plus		**l** blends	21, 24, 33
13. flame	13. slide	13. blame			33, 36
14. prize	14. froze	14. grape		**r** blends	34, 36
15. drop	15. trip	15. brag			[illegible]
16. he	16. so	16. cry	more vowels	e, o, y	32, 37
17. play	17. stay	17. way		ay	37
18. toy	18. boy	18. joy		oy	37
19. ship	19. rush	19. shave	consonant digraphs	sh	38, 40
20. this	20. math	20. that		th	39

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s™ 1 Student Assessment Form

Date:

			vowels	cons.
	1.	1.		
	2.	2.		
3.	3.	3.		
4.	4.	4.		
	5.	5.		
6.	6.	6.		
7.	7.	7.		
8.	8. u̇	8.		
9.	9.	9.		
10.	10.	10.		
11.	11.	11.		
12.	12.	12.		
13.	13.	13.		
14.	14.	14.		
15.	15.	15.		
16.	16.	16.		
17.	17.	17.		
18.	18.	18.		
19.	19.	19.		
20.	20.	20.		

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Assessment Directions

The word lists are in columns. The words listed across each row test the same phonics element.

The elements tested in each row are displayed to the right of the row in the Elements column.

The lessons that correspond with the elements tested are listed in the Lessons column.

Teacher directions are on the left side of the page.

Each consonant is listed along with the lesson in which the consonant first appears.

Student Form

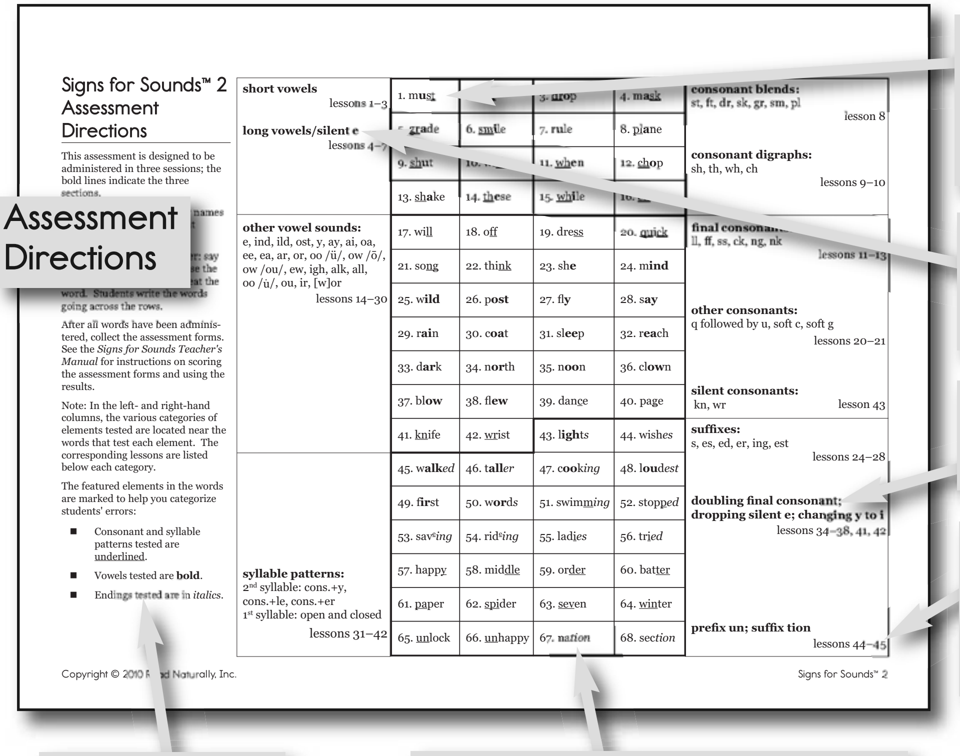
Students write the dictated words in the corresponding spaces down the columns. The boxes on the assessment directions page line up with the boxes on the student form. So, teachers can line up the pages when scoring the forms.

Students fold their papers on the dotted lines after finishing each column to hide the previously spelled words.

To analyze errors, teachers can record vowel and consonant errors in the columns to the right of the words.

Signs for Sounds 2 Assessment

The following images highlight the features of the assessment directions and the student form used in the Signs for Sounds 2 assessment.



Assessment Directions

Signs for Sounds™ 2 Assessment Directions

This assessment is designed to be administered in three sessions; the bold lines indicate the three sections.

[illegible] names [illegible] r: say [illegible] e the [illegible] at the word. Students write the words going across the rows.

After all words have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: In the left- and right-hand columns, the various categories of elements tested are located near the words that test each element. The corresponding lessons are listed below each category.

The featured elements in the words are marked to help you categorize students' errors:

- Consonant and syllable patterns tested are underlined.
- Vowels tested are **bold**.
- Endings tested are in *italics*.

short vowels lessons 1–3	1. must	[illegible]	3. drop	4. mask	**consonant blends:** st, ft, dr, sk, gr, sm, pl lesson 8
long vowels/silent e lessons 4–7	5. grade	6. smile	7. rule	8. plane	
	9. shut	[illegible]	11. when	12. chop	**consonant digraphs:** sh, th, wh, ch lessons 9–10
	13. shake	14. these	15. while	[illegible]	
other vowel sounds: e, ind, ild, ost, y, ay, ai, oa, ee, ea, ar, or, oo /ü/, ow /ō/, ow /ou/, ew, igh, alk, all, oo /u̇/, ou, ir, [w]or lessons 14–30	17. will	18. off	19. dress	20. quick	**final consonants:** ll, ff, ss, ck, ng, nk lessons 11–13
	21. song	22. think	23. sh**e**	24. m**i**nd	
	25. w**ild**	26. p**ost**	27. fl**y**	28. s**ay**	
	29. r**ai**n	30. c**oa**t	31. sl**ee**p	32. r**ea**ch	**other consonants:** q followed by u, soft c, soft g lessons 20–21
	33. d**ar**k	34. n**or**th	35. n**oo**n	36. cl**ow**n	
	37. bl**ow**	38. fl**ew**	39. dance	40. page	**silent consonants:** kn, wr lesson 43
	41. knife	42. wrist	43. **ligh***ts*	44. wish*es*	**suffixes:** s, es, ed, er, ing, est lessons 24–28
	45. w**alk***ed*	46. t**all***er*	47. c**oo**k*ing*	48. l**ou**d*est*	
	49. f**ir**st	50. w**or**ds	51. swimm*ing*	52. stopp*ed*	**doubling final consonant; dropping silent e; changing y to i** lessons 34–38, 41, 42
	53. savᵉ*ing*	54. ridᵉ*ing*	55. ladi*es*	56. tri*ed*	
syllable patterns: 2nd syllable: cons.+y, cons.+le, cons.+er 1st syllable: open and closed lessons 31–42	57. happy	58. middle	59. order	60. batter	
	61. paper	62. spider	63. seven	64. winter	
	65. unlock	66. unhappy	67. nation	68. section	**prefix un; suffix tion** lessons 44–45

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Signs for Sounds™ 2

The word lists are in sections separated by bold lines. Words with common elements are grouped together.

Vowel and syllable patterns tested are listed to the left of the words.

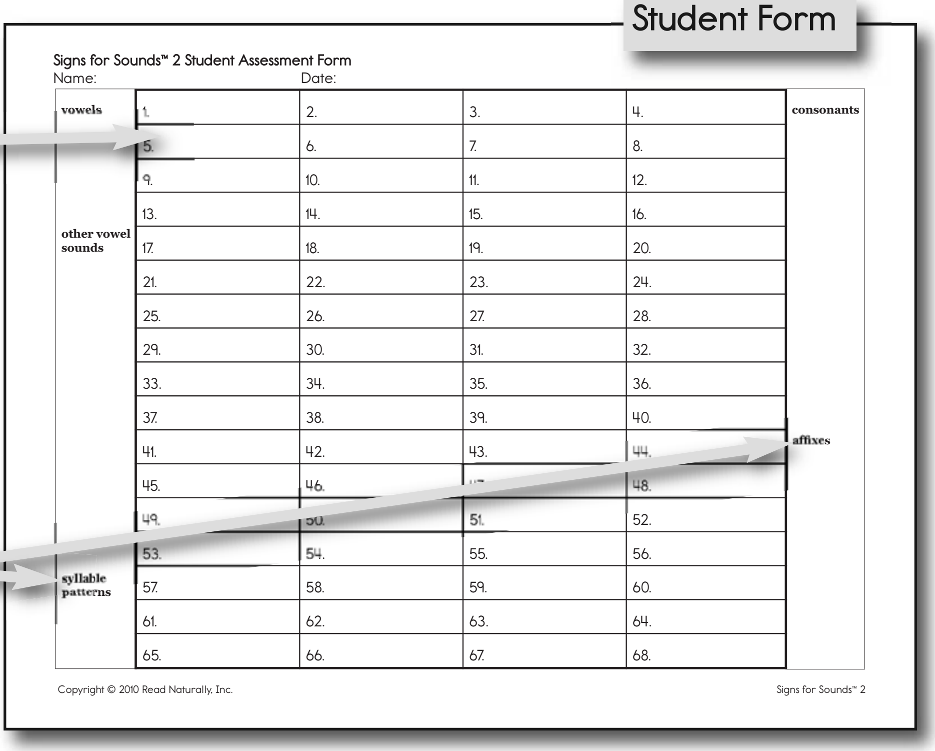
Consonants and affixes tested are listed to the right of the words.

The lessons that correspond with the elements tested are listed below each category.

Teacher directions are on the left side of the page.

Consonant and syllable patterns tested are underlined. Vowels tested are bold. Endings tested are in italics.

Student Form



Signs for Sounds™ 2 Student Assessment Form

Name: Date:

vowels	1.	2.	3.	4.	**consonants**
	5.	6.	7.	8.	
	9.	10.	11.	12.	
	13.	14.	15.	16.	
other vowel sounds	17.	18.	19.	20.	
	21.	22.	23.	24.	
	25.	26.	27.	28.	
	29.	30.	31.	32.	
	33.	34.	35.	36.	
	37.	38.	39.	40.	
	41.	42.	43.	44.	**affixes**
	45.	46.	47.	48.	
	49.	50.	51.	52.	
	53.	54.	55.	56.	
syllable patterns	57.	58.	59.	60.	
	61.	62.	63.	64.	
	65.	66.	67.	68.	

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Signs for Sounds™ 2

Students write the dictated words in the corresponding spaces across the rows. The boxes on the assessment directions page line up with the boxes on the student form. So, teachers can line up the pages when scoring the forms.

The categories of elements tested are listed in the columns on the left and right. To analyze errors, teachers can note errors in those columns.

Administering the Assessments

Students can be tested as a group or individually. Each assessment is designed to be administered in three sessions, and for most groups this will provide the most valid results. The number of sessions required will depend on the group being assessed. Some groups can be given the entire assessment in a single session without becoming tired or frustrated. The teacher may terminate the test when he or she is certain that the remaining words are too difficult for all of the students.

Estimate the skill range of the students you are assessing, and choose the Sounds for Sounds assessment at the level that best matches your estimate. If some students make very few errors on the level 1 assessment, administer the level 2 assessment. Likewise, if some students perform very poorly on the level 2 assessment, administer the level 1 assessment.

Getting Started

You will need the following materials to administer the assessment for each level:

- Signs for Sounds student assessment form (one for each student)
- Signs for Sounds assessment directions

Assessment Procedures

Follow the same directions to administer the Signs for Sounds assessment for each level. The assessment procedures are as follows:

1. Distribute the assessment forms to the students, and direct them to write their names and the date on their papers.
2. Dictate the first word: say the number, say the word, use the word in a sentence, and repeat the word. Each student should write the word in the space with the corresponding number.
3. Repeat step 2 for the rest of the words until the assessment is complete.

   If you are using the assessment for level 1, tell the students to fold their papers on the dotted line before starting each new word list so that the previously spelled words are out of sight.

   If you are giving the assessment over multiple days, collect the student assessment forms at the end of each session.

Scoring the Assessments

Use the following information to score the assessment for the level you administered.

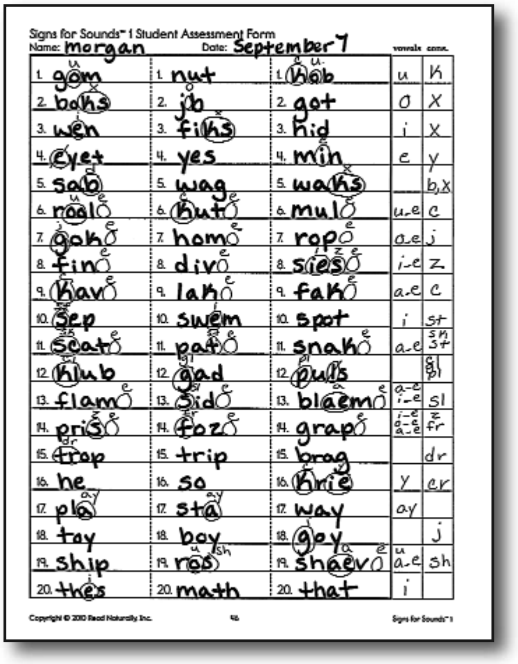
Signs for Sounds 1

1 Mark each error on the student's assessment form, and write the correct letter(s) above each error.

2 List any vowel errors in the vowels column to the right. List any consonant errors in the cons. (consonants) column to the far right. Remember, similar phonics elements are placed across each row in the word lists, so it is easy to identify regular spelling patterns a student has not yet mastered.

3 Line up the assessment directions with the student's assessment form to find the lessons that correspond to the errors. The additional set of tables at the bottom of the assessment directions lists the consonants and the corresponding lessons in which each consonant first appears.

4 Analyze the student's errors.



Signs for Sounds™ 1 Student Assessment Form
Name: morgan Date: September 7

			vowels	cons.
1. gom	1. nut	1. hob	u	k
2. bohs	2. jb	2. got	o	x
3. wen	3. fihs	3. hid	i	x
4. eyet	4. yes	4. min	e	y
5. sab	5. wag	5. wahs		b,x
6. rool	6. hut	6. mul	u-e	c
7. gok	7. hom	7. rop	a-e	j
8. fin	8. div	8. sies	i-e	z
9. kav	9. lak	9. fak	a-e	c
10. sep	10. swem	10. spot	i	st
11. scat	11. pat	11. snak	a-e	sk st
12. klub	12. gad	12. puls		cl gl pl
13. flam	13. sid	13. blaem	a-e i-e	sl
14. pris	14. foz	14. grap	i-e o-e a-e	z fr
15. trop	15. trip	15. brag		dr
16. he	16. so	16. krie	y	cr
17. pla	17. sta	17. way	ay	
18. tay	18. boy	18. goy		j
19. ship	19. ros	19. shaev	u a-e	sh
20. thes	20. math	20. that	i	

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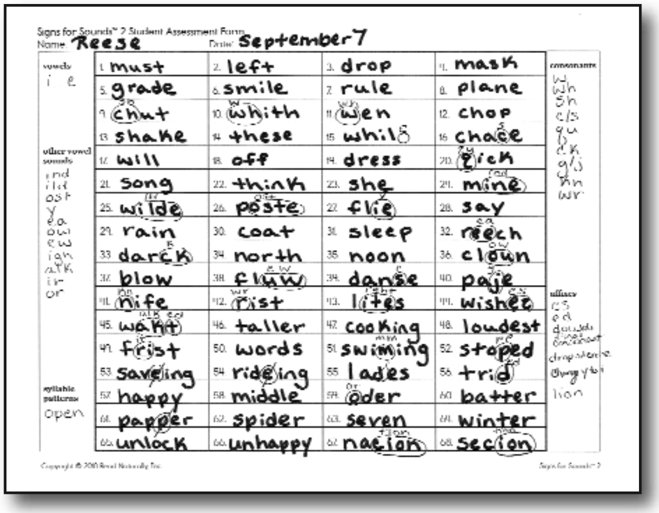
Signs for Sounds 2

1 Mark each error on the student's assessment form, and write the correct letter(s) above each error.

2 List any vowel or syllable pattern errors in the column to the left of the words. List any consonant errors or errors that involve adding affixes to the words in the column to the right of the words.

3 Line up the assessment directions with the student's assessment form to find the lessons that correspond to the errors. When analyzing the errors, notice how the featured element(s) are highlighted on the assessment directions. Consonant and syllable patterns tested are underlined. Vowels tested are bold. Endings tested are in italics.

4 Analyze the student's errors.



Signs for Sounds™ 2 Student Assessment Form
Name: Reese Date: September 7

1. must	2. left	3. drop	4. mask
5. grade	6. smile	7. rule	8. plane
9. chut	10. whith	11. wen	12. chop
13. shake	14. these	15. whil	16. chace
17. will	18. off	19. dress	20. qick
21. song	22. think	23. she	24. mine
25. wilde	26. poste	27. flie	28. say
29. rain	30. coat	31. sleep	32. reech
33. darck	34. north	35. noon	36. cloun
37. blow	38. fluw	39. danse	40. paje
41. nife	42. rist	43. lites	44. wishez
45. wakt	46. taller	47. cooking	48. loudest
49. frist	50. words	51. swiming	52. stoped
53. saveing	54. rideing	55. lades	56. trid
57. happy	58. middle	59. oder	60. batter
61. papper	62. spider	63. seven	64. winter
65. unlock	66. unhappy	67. nacion	68. secion

vowels
i e

other vowel sounds
ind
ild
ost
y
ea
ow
ew
igh
alk
ir
or

syllable patterns
open

consonants
w
wh
sh
c/s
qu
ck
g/j
kn
wr

affixes
es
ed
double final consonant
drop silent e
change y to i
tion

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Using the Results

Use the Signs for Sounds assessment results to determine whether or not students can benefit from the program. Next, use the assessment results to place students in Signs for Sounds level 1 or 2. Then use the class planning sheet to organize the results. Determine a starting lesson within the selected level. Plan instruction for a whole class, or plan differentiated instruction for groups or individuals. Use the assessment to monitor student progress and as a pre- and posttest.

Placement

Follow these guidelines to determine whether student(s) should be placed in Signs for Sounds level 1 or 2:

Signs for Sounds 1

If students make many errors throughout the assessment, place them in level 1.

If students make no errors or very few errors, administer the level 2 assessment to determine if level 2 is more appropriate.

Signs for Sounds 2

If students make some errors on short and long vowels, consonant blends, digraphs, and many errors scattered throughout the rest of the assessment, place them in level 2.

If students make many errors on short and long vowels, consonant blends, and digraphs (numbers 1–16), administer the level 1 assessment to determine if level 1 is more appropriate.

Planning Instruction

The class planning sheet is designed to organize and plan instruction. Enter the names of the students, and mark the lessons that correspond to each student's errors. Form small groups by putting students who appear to have similar needs on one class planning sheet.

Use the class planning sheet(s) to place students at the beginning of a level or to identify a starting point. Begin instruction with the first lesson that reflects a student error. Teach all of the lessons from that point to the end of the level. If students do not need a specific lesson, skip it.

If a student will be receiving individualized instruction, teach only the specific lessons that correspond to the student's errors on the assessment.

Monitoring Student Progress

Use the results of the Signs for Sounds assessment to monitor student progress. At any time throughout the program, students can be tested on the items that correspond to the lessons they have completed. For example, if a student has finished all of the lessons in Signs for Sounds 1 that teach short vowels and long vowel-silent e, administer the portion of the Signs for Sounds 1 assessment that includes those words. The results can be used to confirm mastery of those elements before beginning the lessons that teach consonant blends. If students have difficulty on any skills, repeat the corresponding lessons.

Pre-/Posttest

Use the Signs for Sounds assessments as a pre- and posttest. Compare results to measure improvement. If students continue to have difficulty on any skills, reteach the corresponding lessons.

Signs for Sounds™ 1 Assessment Directions

This assessment is designed to be administered in three sessions.

1. Have students write their names and the date on their student assessment forms.
2. Dictate each word in the list in order: say the number, say the word, use the word in a sentence, and repeat the word. Students write the words going down each column.
3. Collect the assessment form at the end of each session.
4. Before beginning each new list, have students fold their assessment forms along the dotted line.

After all lists have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: The words across each row test the same phonics element(s). The elements tested are listed in the Elements column, and the corresponding lessons are listed in the Lessons column.

The consonant tables below list each consonant and the lesson in which the consonant first appears.

consonant	b	c	d	f	g	h	j	k	l	m
lesson	14	8	3	2	4	3	10	20	4	2

consonant	n	p	r	s	t	v	w	x	y	z
lesson	1	1	3	2	1	25	4	4	15	34

Word List 1	Word List 2	Word List 3	Elements		Lessons
1. gum	1. nut	1. cub	short vowels	ŭ	13, 14
2. box	2. job	2. got		ŏ	7, 8
3. win	3. fix	3. hid		ĭ	5, 6, 12
4. yet	4. yes	4. men		ĕ	10, 11, 12
5. sad	5. wag	5. wax		ă	1–4
6. rule	6. cute	6. mule	long vowels/ silent **e**	ū	30, 31
7. joke	7. home	7. rope		ō	28, 29, 31
8. fine	8. dive	8. size		ī	26, 27, 29
9. cave	9. lake	9. fake		ā	25, 27, 29
10. step	10. swim	10. spot	consonant blends	**s** blends	23, 24
11. skate	11. paste	11. snake			35, 36
12. club	12. glad	12. plus		**l** blends	21, 24, 33
13. flame	13. slide	13. blame			33, 36
14. prize	14. froze	14. grape		**r** blends	34, 36
15. drop	15. trip	15. brag			22, 24
16. he	16. so	16. cry	more vowels	e, o, y	32, 37
17. play	17. stay	17. way		ay	37
18. toy	18. boy	18. joy		oy	37
19. ship	19. rush	19. shave	consonant digraphs	sh	38, 40
20. this	20. math	20. that		th	39

Signs for Sounds™ 1 Student Assessment Form

Name: Date:

			vowels	cons.
1.	1.	1.		
2.	2.	2.		
3.	3.	3.		
4.	4.	4.		
5.	5.	5.		
6.	6.	6.		
7.	7.	7.		
8.	8.	8.		
9.	9.	9.		
10.	10.	10.		
11.	11.	11.		
12.	12.	12.		
13.	13.	13.		
14.	14.	14.		
15.	15.	15.		
16.	16.	16.		
17.	17.	17.		
18.	18.	18.		
19.	19.	19.		
20.	20.	20.		

Signs for Sounds™ 1 Class Planning Sheet

										Students Level 1
										1. short **a**, cons. **t**, **n**, **p**
										2. cons. **m**, **f**, **s**
										3. cons. **d**, **h**, **r**
										4. cons. **g**, **w**, **l**, **x**
										5. short **i**
										6. reivew short **a**, **i**
										7. short **o**
										8. cons. hard **c**
										9. review short **a**, **i**, **o**
										10. short **e**, cons. **j**
										11. review short **a**, **e**, **o**
										12. review short **e**, **i**
										13. short **u**
										14. cons. **b**
										15. initial cons. **y**
										16. final **s** /z/
										17. review short vowels
										18. cons. **b**, **d**, **p**
										19. review cons. **b**, **d**, **p**; short vowels
										20. cons. blends with **s**: **st**, **sk**
										21. cons. blends with **l**: **sl**, **fl**, **cl**
										22. cons. blends with **r**: **fr**, **tr**, **dr**, **cr**, **gr**, **br**
										23. cons. blends with **s**: **sc**, **sk**, **sm**, **sn**, **sp**, **st**, **sw**
										24. cons. blends with **r**, **l**, **s**
										25. long **a**—silent **e**
										26. long **i**—silent **e**
										27. review long/short **a**, **i**
										28. long **o**—silent **e**
										29. review long/short **a**, **i**, **o**
										30. long **u**—silent **e**
										31. review long/short **a**, **i**, **o**, **u**
										32. long vowels **y** (*my*), **e** (*he*), **o** (*so*)
										33. cons. blends with **l**: **pl**, **gl**, **bl**
										34. cons. **z**
										35. cons. clusters **str**, **scr**
										36. review cons. blends with **r**, **l**, **s**; long/short vowels
										37. vowel digraph **ay**, vowel diphthong **oy**
										38. cons. digraph **sh**
										39. cons. digraph **th**
										40. review cons. digraph **sh**, blends, long/short vowels

Signs for Sounds™ 2 Assessment Directions

This assessment is designed to be administered in three sessions; the bold lines indicate the three sections.

1. Have students write their names and the date on their student assessment forms.

2. Dictate each word in order: say the number, say the word, use the word in a sentence, and repeat the word. Students write the words going across the rows.

After all words have been administered, collect the assessment forms. See the *Signs for Sounds Teacher's Manual* for instructions on scoring the assessment forms and using the results.

Note: In the left- and right-hand columns, the various categories of elements tested are located near the words that test each element. The corresponding lessons are listed below each category.

The featured elements in the words are marked to help you categorize students' errors:

- Consonant and syllable patterns tested are underlined.
- Vowels tested are **bold**.
- Endings tested are in *italics*.

short vowels lessons 1–3 **long vowels/silent e** lessons 4–7	1. m**u**st	2. l**e**ft	3. dr**o**p	4. m**a**sk	**consonant blends:** st, ft, dr, sk, gr, sm, pl lesson 8 **consonant digraphs:** sh, th, wh, ch lessons 9–10
	5. gr**a**de	6. sm**i**le	7. r**u**le	8. pl**a**ne	
	9. sh**u**t	10. w**i**th	11. wh**e**n	12. ch**o**p	
	13. sh**a**ke	14. th**e**se	15. wh**i**le	16. ch**a**se	
other vowel sounds: e, ind, ild, ost, y, ay, ai, oa, ee, ea, ar, or, oo /ü/, ow /ō/, ow /ou/, ew, igh, alk, all, oo /u̇/, ou, ir, [w]or lessons 14–30	17. will	18. off	19. dress	20. quick	**final consonants:** ll, ff, ss, ck, ng, nk lessons 11–13 **other consonants:** q followed by u, soft c, soft g lessons 20–21 **silent consonants:** kn, wr lesson 43
	21. song	22. think	23. sh**e**	24. m**ind**	
	25. w**ild**	26. p**ost**	27. fl**y**	28. s**ay**	
	29. r**ai**n	30. c**oa**t	31. sl**ee**p	32. r**ea**ch	
	33. d**ar**k	34. n**or**th	35. n**oo**n	36. cl**ow**n	
	37. bl**ow**	38. fl**ew**	39. dance	40. page	
	41. knife	42. wrist	43. l**igh**t*s*	44. wish*es*	**suffixes:** s, es, ed, er, ing, est lessons 24–28 **doubling final consonant; dropping silent e; changing y to i** lessons 34–38, 41, 42 **prefix un; suffix tion** lessons 44–45
syllable patterns: 2nd syllable: cons.+y, cons.+le, cons.+er 1st syllable: open and closed lessons 31–42	45. w**alk***ed*	46. t**all***er*	47. c**oo**k*ing*	48. l**ou**d*est*	
	49. f**ir**st	50. w**or**d*s*	51. swimm*ing*	52. stopp*ed*	
	53. sav^{e}*ing*	54. rid^{e}*ing*	55. ladi*es*	56. tri*ed*	
	57. happy	58. middle	59. order	60. batter	
	61. paper	62. spider	63. seven	64. winter	
	65. unlock	66. unhappy	67. na*tion*	68. sec*tion*	

Signs for Sounds™ 2 Student Assessment Form

Name: Date:

vowels	1.	2.	3.	4.	**consonants**
	5.	6.	7.	8.	
	9.	10.	11.	12.	
	13.	14.	15.	16.	
other vowel sounds	17.	18.	19.	20.	
	21.	22.	23.	24.	
	25.	26.	27.	28.	
	29.	30.	31.	32.	
	33.	34.	35.	36.	
	37.	38.	39.	40.	
	41.	42.	43.	44.	**affixes**
	45.	46.	47.	48.	
	49.	50.	51.	52.	
	53.	54.	55.	56.	
syllable patterns	57.	58.	59.	60.	
	61.	62.	63.	64.	
	65.	66.	67.	68.	

Signs for Sounds™ 2 Class Planning Sheet

Signs for Sounds™

Level 2

										Students
										1. short **a**, **i**
										2. short **o**, **e**
										3. short **u**
										4. long **a**—silent **e**
										5. long **i**—silent **e**
										6. long **o**—silent **e**
										7. long **u**—silent **e**
										8. cons. blends with **r**, **l**, **s**
										9. cons. digraphs **sh**, **th**
										10. cons. digraphs **ch**, **wh**
										11. double final cons. **ll**, **ss**, **ff**
										12. final cons. **ck**
										13. final cons. **ng**, **nk**
										14. long vowels **e** (*he*), **i** (*wild, mind*), **o** (*so, cold, colt, most*)
										15. vowel **y** (*my*)
										16. vowel digraphs **ay**, **ai**
										17. vowel digraph **ee**
										18. vowel digraphs **oa**, **ea**
										19. vowels followed by **r**: **ar**, **or**
										20. cons. **q** followed by **u**
										21. cons. soft **c** (*nice*), soft **g** (*age*)
										22. vowel diphthongs **ow** (*now*), **oo** (*zoo*)
										23. vowel diphthong **ew** (*new*), vowel digraph **ow** (*low*)
										24. suffixes **s**, **es**
										25. suffix **ing**
										26. suffix **ed**
										27. long **i** (*high*), suffixes **er**, **est**
										28. vowel **a** followed by **l** (*tall, talk*)
										29. vowel diphthongs **oo** (*look*), **ou** (*out*)
										30. vowels followed by **r**: **ir**, [w]**or**
										31. two-syl. words ending with cons.+**y** (*hap py*)
										32. two-syl. words ending with cons.+**le** (*lit tle*)
										33. two-syl. words ending with cons.+**er** (*sum mer*)
										34. doubling final cons. when suffix begins with a vowel (*hopping*)
										35. doubling final cons. when necessary (*thinking/thinner*)
										36. doubling final cons. when necessary (*waiter/winner*)
										37. dropping silent **e** when suffix begins with a vowel (*hikes/hiking*)
										38. doubling final cons. or dropping silent **e** (*hopping/hoping*)
										39. two-syl. words: open and closed syl. (*pa per/win ter*)
										40. two-syl. words: open and closed syl. (*e ven/sev en*)
										41. plurals: changing **y** to **i**, adding **es** (*pony/ponies*)
										42. changing **y** to **i** when suffix begins with **e** (*cry/cried*)
										43. silent cons. **kn**, **wr**
										44. prefix **un**
										45. suffix **tion**