



ALL ABOUT<sup>®</sup> *Reading*

The program that takes the struggle out of reading

# Placement Test

For *All About*<sup>®</sup> *Reading* Level 4

by *Marie Rippel*

## Placement Test for Level 4

This Placement Test will help you determine if your student has mastered the concepts taught in Levels 1, 2, and 3 of *All About Reading*.



First, have your student read the short story “Trash Can Band” aloud (see pages 4-11 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, 2, and 3.

- Your student should understand how to sound out words using the blending procedure for single and multisyllable words as demonstrated on pages 12-13 of this Placement Test.
- Your student should be able to read words with the fourth sound of *y*. To test, have your student read the following words.

army      shiny      jelly      fifty      every

- Your student should be able to read words with the Pickle (consonant + l + e) syllable type. To test, have your student read the following words.

maple      idle      pickle      needle      bottle

- Your student should be able to read words with consonant suffixes. To test, have your student read the following words.

silently      gladly      spotless      forgetful      darkness

- Your student should be able to read words with vowel suffixes. To test, have your student read the following words.

biggest    sharing    colder    waving    nicest

- Your student should be able to read words with prefixes. To test, have your student read the following words.

repay    presoak    misplace    nonsense    semicircle

- 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.

lobster    paddle    hippo    giant    watchdog

Answer key: *lob-ster, pad-dle, hip-po, gi-ant, watch-dog*

- Your student should have mastered the sounds of Phonograms 1-60. A list of these phonograms can be found on pages 14-16 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 ea, your student should say “/ē/-/ĕ/-/ā/” without hesitation.

### How did your student do?

- If your student could easily complete each of these activities, begin with Level 4.
- 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 2 or 3 to build a strong foundation for reading.



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## Trash Can Band

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My friends and I gathered on Danny's front steps. Danny's mom had ice pops in the freezer at all times, so it was a good place to hang out on hot summer days. We licked our ice pops and enjoyed the peace and relaxation.

"I love summer vacation," said Ming.

"I love going to the beach," I said. "And I love watching fireworks on the Fourth of July."

"Now that you mention it, the Fourth of July parade is next week. Do you want to go?" Jasper asked us.

"Yes! We have to go! It's a tradition!" I said.

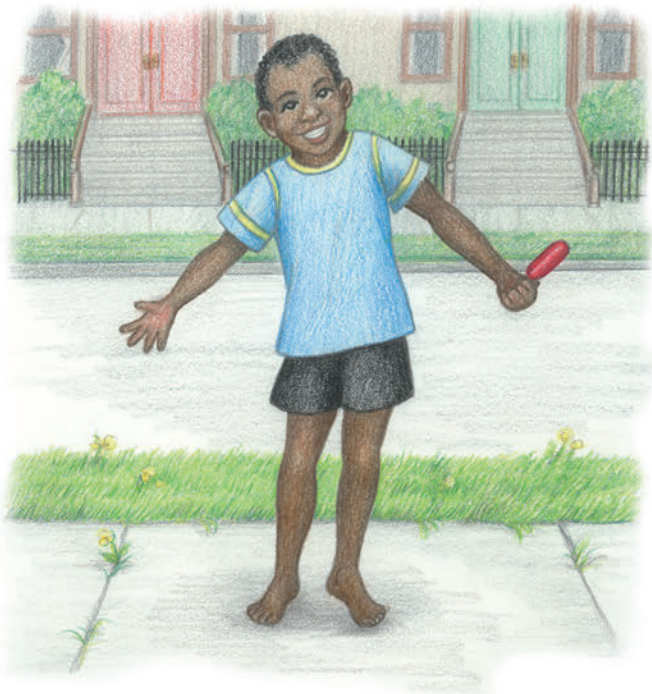
"I don't want to watch the parade this year," Danny said boldly. We all looked at him in shock. Danny loved the parade!

"I don't want to watch," he repeated. "I want to be *in* the parade!"



Sometimes Danny had wild plans. “But how can we be in the parade?” I asked. “We don’t have a car to pull a float or horses to ride. And none of us can sing or dance.” To prove it, I danced a silly jig and nearly fell off the steps.

“Let’s start a marching band!” said Danny.



“It’s the perfect solution!” I said. Danny was a really good drummer.

Lee was the first to ask the question. “How can we have a band?” she asked Danny. “We don’t have instruments, except for your drums. And you can’t bring your great, big, huge drum set to the parade.”

“We can make instruments!” Danny insisted. “We’ll have a trash can band. We’ll gather up old junk and turn it into instruments.”

We knew better than to raise any objections. Once Danny had a plan, there was no use trying to stop him.

Danny described what we needed to find and we swung into action. “Meet you back here!” I called out as we all ran off in different directions.

Later that afternoon, we met back at Danny’s house. We had gathered everything from pop bottles to trash cans to a shoe box. Ming made a donation of an old garden hose. Jasper tossed a funnel onto the growing pile. We had quite a selection to work with!



“This is a wonderful collection of objects,” Danny said. “We have lots of options. Let’s get to work!”

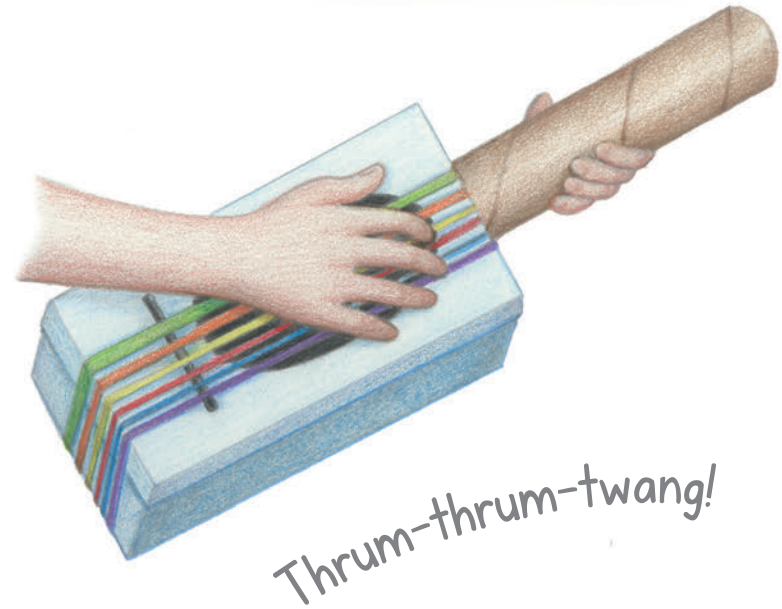
Ming made a flute from six glass bottles. She lashed them together with tape and filled them with different levels of water. Each bottle made a different tone as she blew over the top of it.



Lee made maracas out of plastic pop bottles. She painted them with bright stripes and stars and filled them part way with dried beans. Lee loved playing the maracas! If she shook them gently, they made a shushing sound as soft as a whisper. If she shook them hard, they made a loud chick-chick sound.



Jasper made a string instrument out of a sturdy shoe box and some rubber bands.



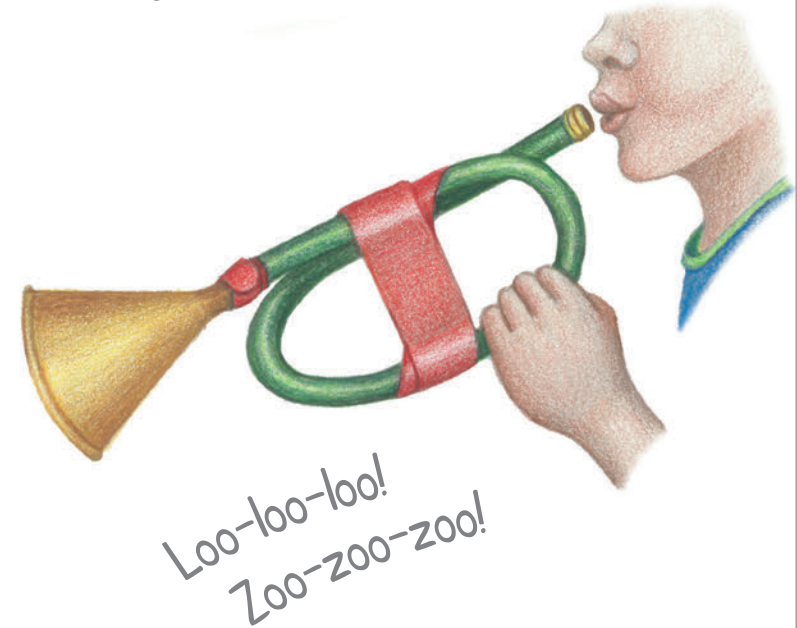
He placed the rubber bands in order from thinnest to thickest. He showed us how the thinner rubber bands made a higher-pitched sound and the thicker rubber bands made a deeper sound.



Danny made drums. He taped two small trash cans together with duct tape. For drum sticks, he used wooden spoons. He could make different sounds depending on the portion of the trash can that he hit. He tapped out a rhythm.



And I made a trumpet from a section of hose and a large funnel.



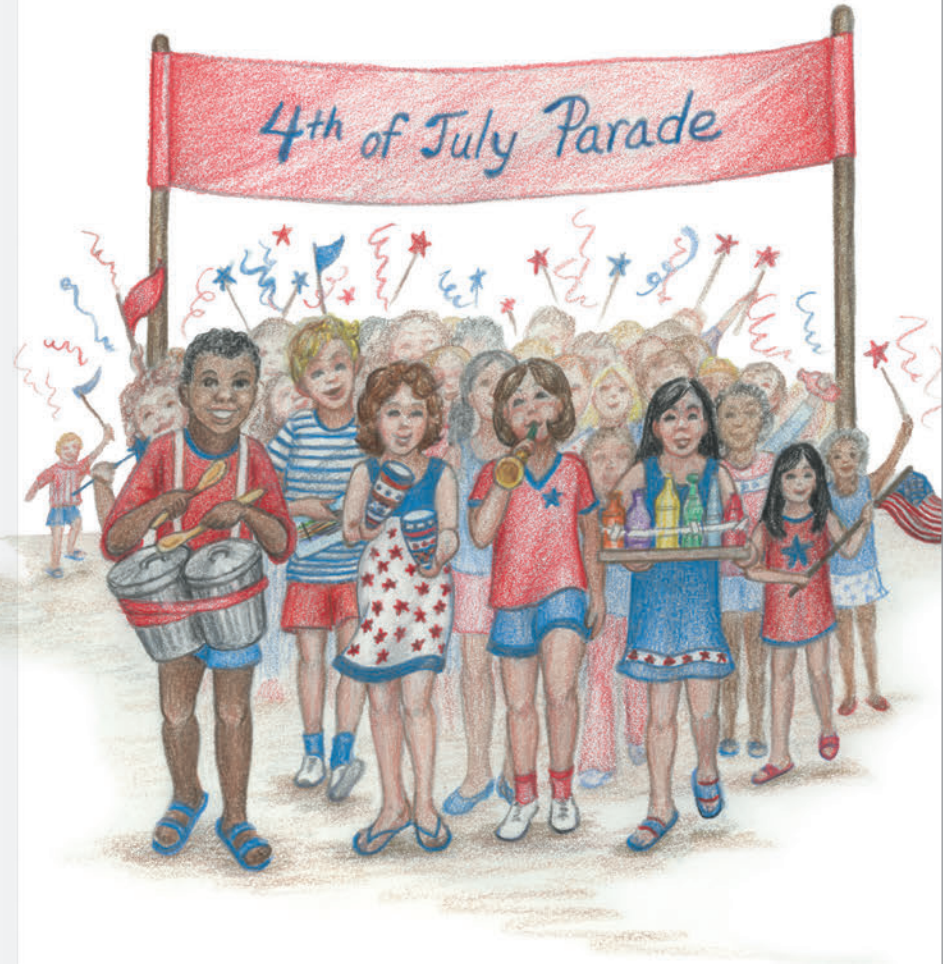
To play the horn, I blew into the hose while making a buzzing sound with my lips. I could make different tones by making different buzzing sounds. I couldn't wait to play it in the parade!

We practiced our instruments every afternoon.  
Our band sounded pretty good!

On the day of the big parade, we hauled our inventions to the starting point in front of the fire station on Main Street. We found our location in the parade lineup between the candy float and the clowns.

We knew our moms and dads would be at the parade cheering for us, but we didn't expect what happened next.

Just a few minutes into the parade, a boy began marching next to us, tapping two sticks together. Then some girls joined in, shaking their water bottles in rhythm with us. Kids started riding their bikes behind our growing band.



Before we knew it, all the town kids were marching in the parade with us, tapping cans, blowing cardboard tubes, and shaking crumpled plastic bags. On the sidelines, grown-ups stomped their feet and clapped their hands, keeping beat with our trash can band.

I tapped Danny on the back to catch his eye and mouthed the words *way to go!* Danny grinned and kept up the rhythm with his drums. “Our next production will be at the county fair!” he yelled over the music.




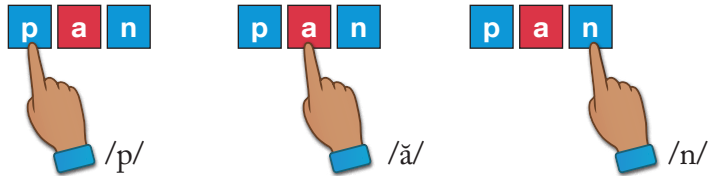
**The End**



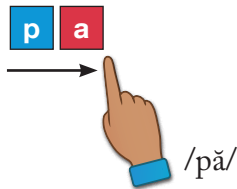
# Blending Procedure

## Blending one-syllable words

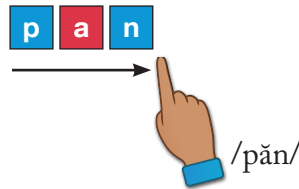
1. Build the word with letter tiles. 
2. Touch under one letter at a time and say the sound of each letter.



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.



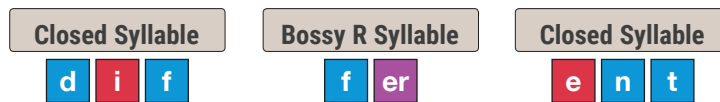
## Blending multisyllable words

1. Build the word with letter tiles. 

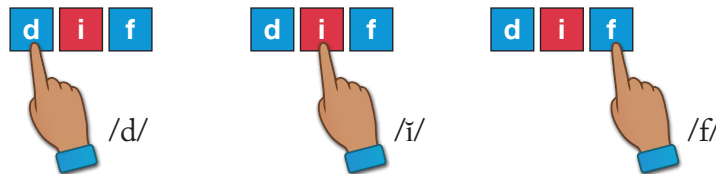
2. Divide the word into syllables using the appropriate syllable division rules.



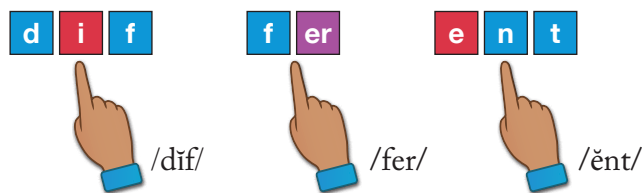
3. Label the syllable types.



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 1-60

These are the phonograms your student should know before starting Level 4.

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	/ï/-/ī/-/ē/	itchy      ivy      radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ö/-/ō/-/ōō/-/ū/	otter      open      to      oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ü/-/ū/-/ö/	udder      unit      put
24	e	/ë/-/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 e	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 <b>may</b> use at the end of English words	toy
40	oi	/oy/ that we may <b>not</b> use at the end of English words	oil
41	aw	/aw/ that we <b>may</b> use at the end of English words	saw
42	au	/aw/ that we may <b>not</b> use at the end of English words	haul
43	ow	/ow/-/ō/	cow    low
44	ou	/ow/-/ō/-/ōō/-/ŭ/	mouse    soul    soup    touch
45	ai	/ā/, two-letter /ā/ that we may <b>not</b> use at the end of English words	rain
46	ay	/ā/, two-letter /ā/ that we <b>may</b> use at the end of English words	day

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
47	oa	/ō/, two-letter /ō/ that we may <b>not</b> use at the end of English words	boat
48	ir	/er/ as in <i>first</i>	first
49	ur	/er/ as in <i>nurse</i>	nurse
50	oo	/ōō/-/ōō/-/ō/	food    book    floor
51	ea	/ē/-/ě/-/ā/	leaf    bread    great
52	igh	/ī/, three-letter /ī/	light
53	tch	/ch/, three-letter /ch/	watch
54	dge	/j/, three-letter /j/	badge
55	ew	/ōō/-/ū/	grew    few
56	wr	/r/, two-letter /r/ used <b>only</b> at the beginning of a word	write
57	kn	/n/, two-letter /n/ used <b>only</b> at the beginning of a word	know
58	eigh	/ā/, four-letter /ā/	eight
59	oe	/ō/, two-letter /ō/ that we <b>may</b> use at the end of English words	toe
60	ti	/sh/, tall-letter /sh/	nation





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