



ALL ABOUT[®] *Reading*

The program that takes the struggle out of reading

Reading Placement Test

For *All About*[®] *Reading* Level 3

by Marie Rippel

Important Note:

Successful completion of this Placement Test indicates that your student has mastered *All About Reading* Level 2 concepts and is ready to begin *All About Reading* Level 3. In order to ensure correct placement, please complete the entire test and see the green box on page 4 for placement guidance.

Placement Test for Level 3

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



1

First, have your student read the short story “Rawhide” aloud (see pages 5-13 of this Placement Test). This story includes all of the concepts taught in Level 2. Ensure that he is able to read the story fluently and with good comprehension.

2

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 and 2.

Before beginning Level 3:

- Your student should understand how to sound out **one-syllable** words using the blending procedure demonstrated on page 13 of this Placement Test.
- Your student should understand how to sound out **two-syllable** words using the blending procedure demonstrated on page 14 of this Placement Test.
- Your student should be able to read words with blends at the beginning and end. To test, have your student read the following words.

branch swept print frost trust

- Your student should be able to read words with the Name Game (Vowel-Consonant-E) syllable type. To test, have your student read the following words.

hope dime cane flute grape

- Your student should be able to read words with Bossy R (R-controlled) vowels. To test, have your student read the following words.

over forest garden north perhaps

- Your student should have a basic understanding of contractions. To test, have your student read the following words.

can't what's you're I'll we've

Now have your student identify the two smaller words in each contraction.

- Your student should be able to read words with the past tense ending ed. To test, have your student read the following words.

wanted planned danced printed mixed

- 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.

robin napkin hero admit refund

Answer key: *rob-in, nap-kin, he-ro, ad-mit, re-fund*

- Your student should have mastered the sounds of Phonograms 1-44. A list of these phonograms can be found on pages 15-16 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 ow, your student should say “/ow/-/ō/” without hesitation.

How did your student do?

Were you able to mark 8 or more checkboxes?

Yes: Your student is ready for *All About Reading* Level 3! If just one area was difficult, you can remediate in that specific area as you proceed.

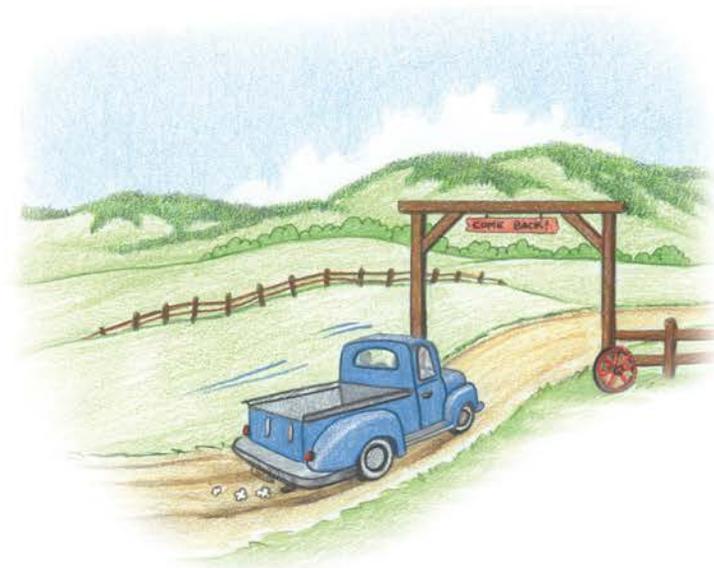
No: If your student needs help in two or more areas, start with Level 1 or 2 to build a strong foundation for reading.

Have your child read this Level 2 story from *All About Reading*. Ensure that he is able to read the story fluently and with good comprehension. After your child has read the story, return to page 3 to complete the placement test.

Rawhide



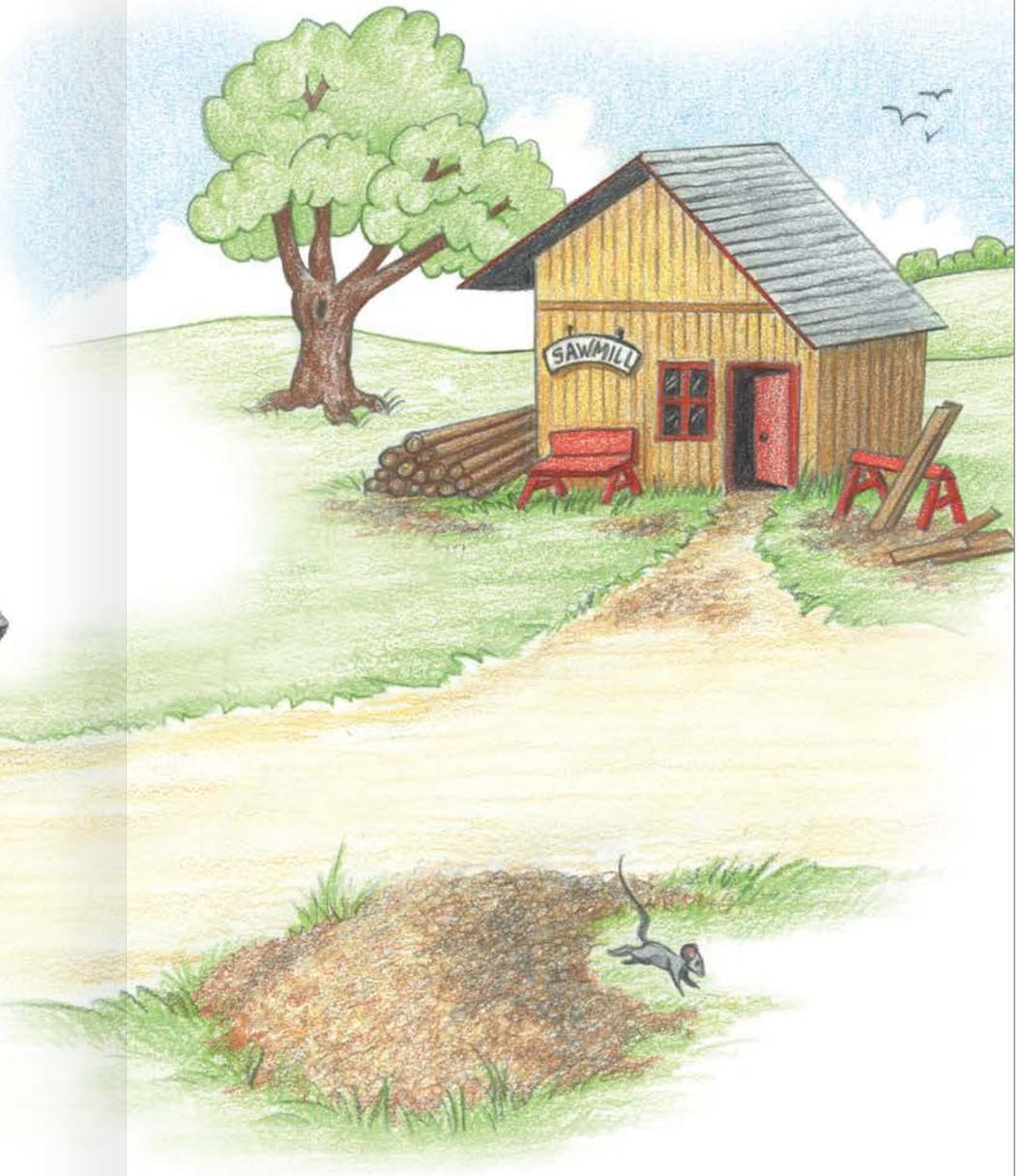
My name is Rawhide. I'm a ranch dog. I'm the boss of this place. I protect the kids and keep things in order.

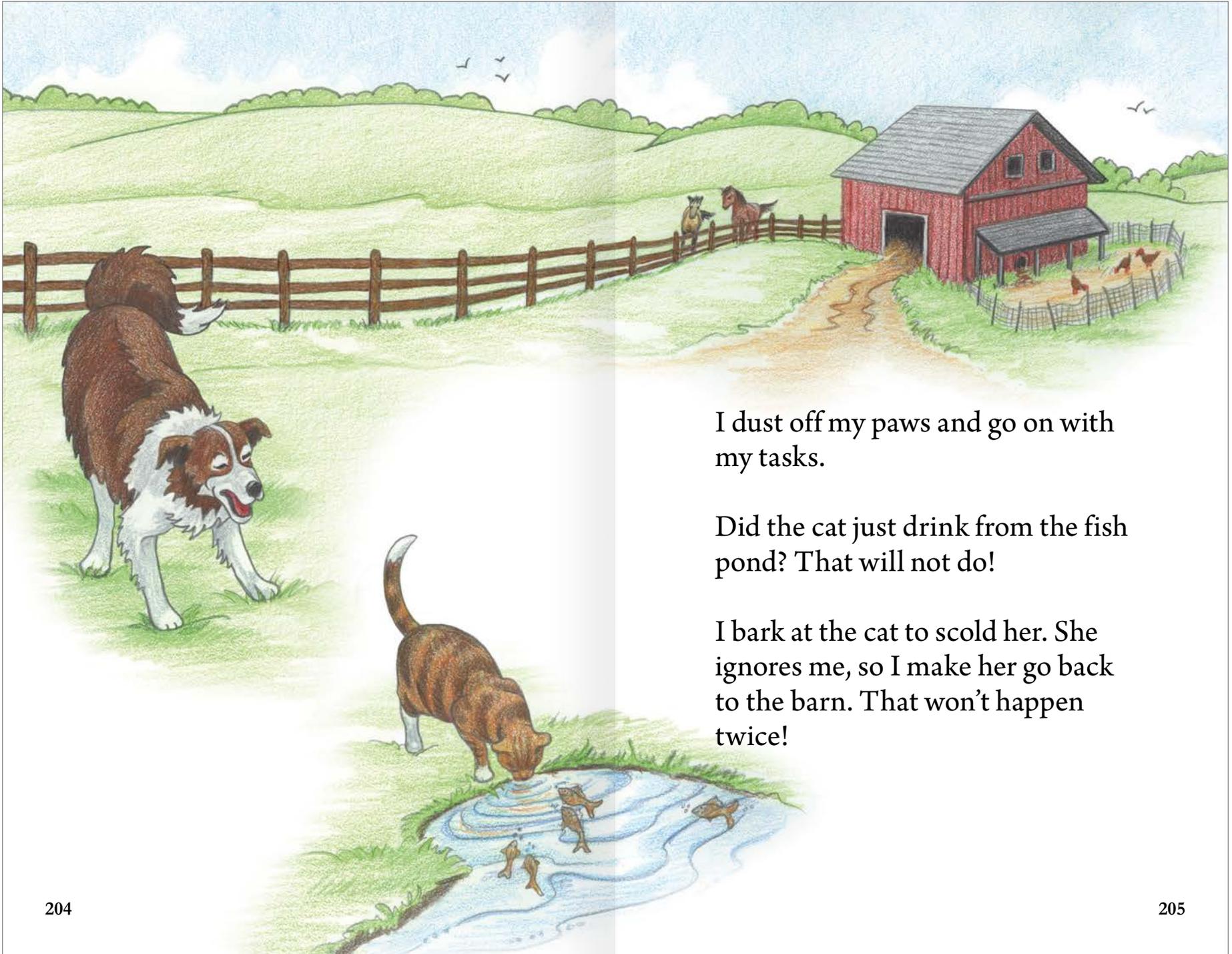


Mr. and Mrs. August drove off in the truck. They left me in charge of the kids. There is a ranch hand, but he's not much help.

While the kids have pancakes, I go
for a short stroll.

I spot a large rat by the sawmill. I
chase it over a pile of sawdust. He
won't be back while I'm on the job.

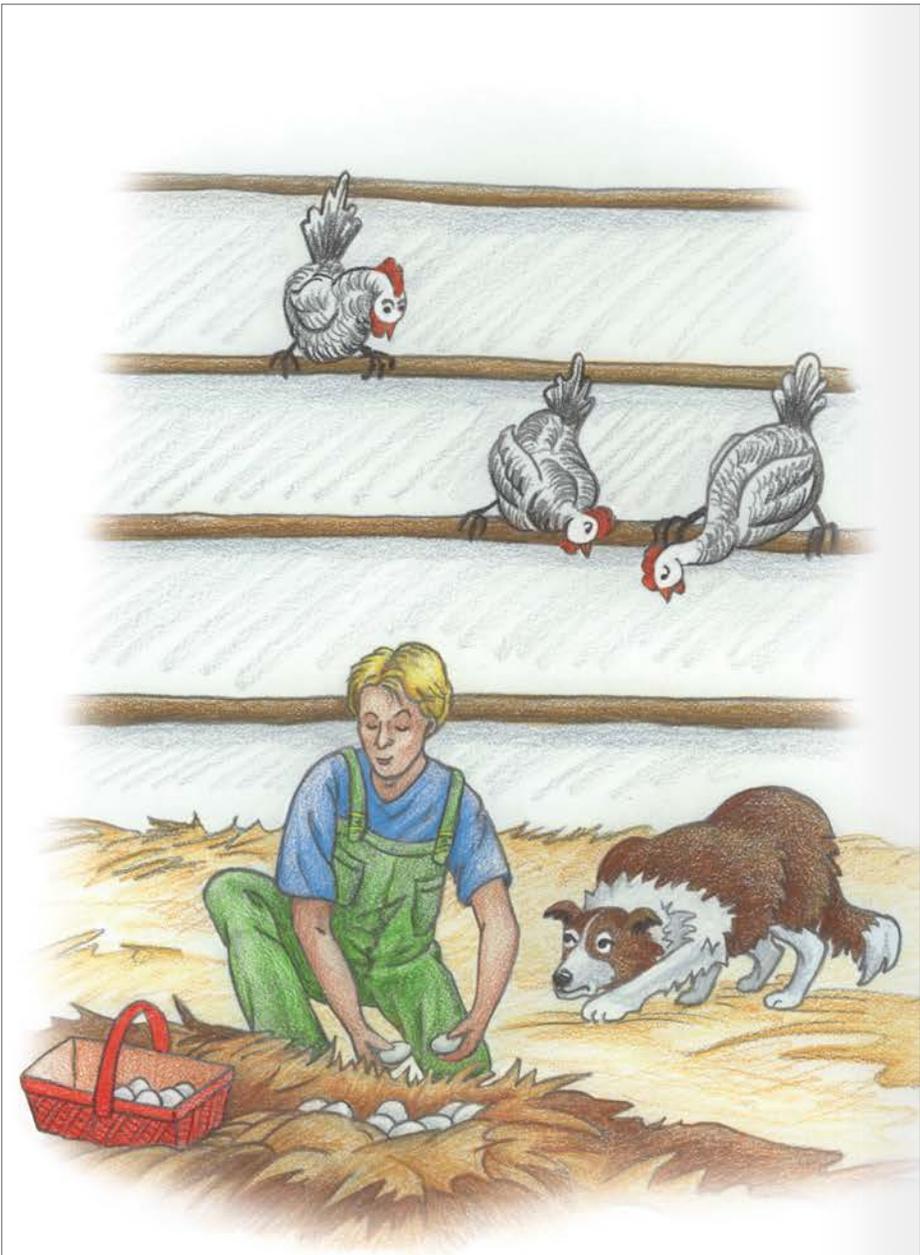




I dust off my paws and go on with my tasks.

Did the cat just drink from the fish pond? That will not do!

I bark at the cat to scold her. She ignores me, so I make her go back to the barn. That won't happen twice!



The ranch hand enters the chicken pen. I crawl over to spy on him. Did he just nab an egg? I'll put a stop to that!

I creep over the straw and jump at him. He drops his basket and flees.

The kids are on the lawn in bare feet. I see a huge green snake coiled up by the seesaw.

I pause ... then I jump onto the wild snake and haul it off. I have saved the kids!



Just then, the truck chugs up the lane. Mr. and Mrs. August step out—but who is with them?

They call her Aunt Sue, and she has a blue shawl. Her arms are filled with boxes and bags. This upsets me!



I have never seen her before, but the kids seem to like her. I don't understand why!

The kids take the boxes from her. Stop! I have not checked the boxes yet to see if they are safe!



Aunt Sue sets a box in front of me and opens it. It smells like bacon. I love bacon!

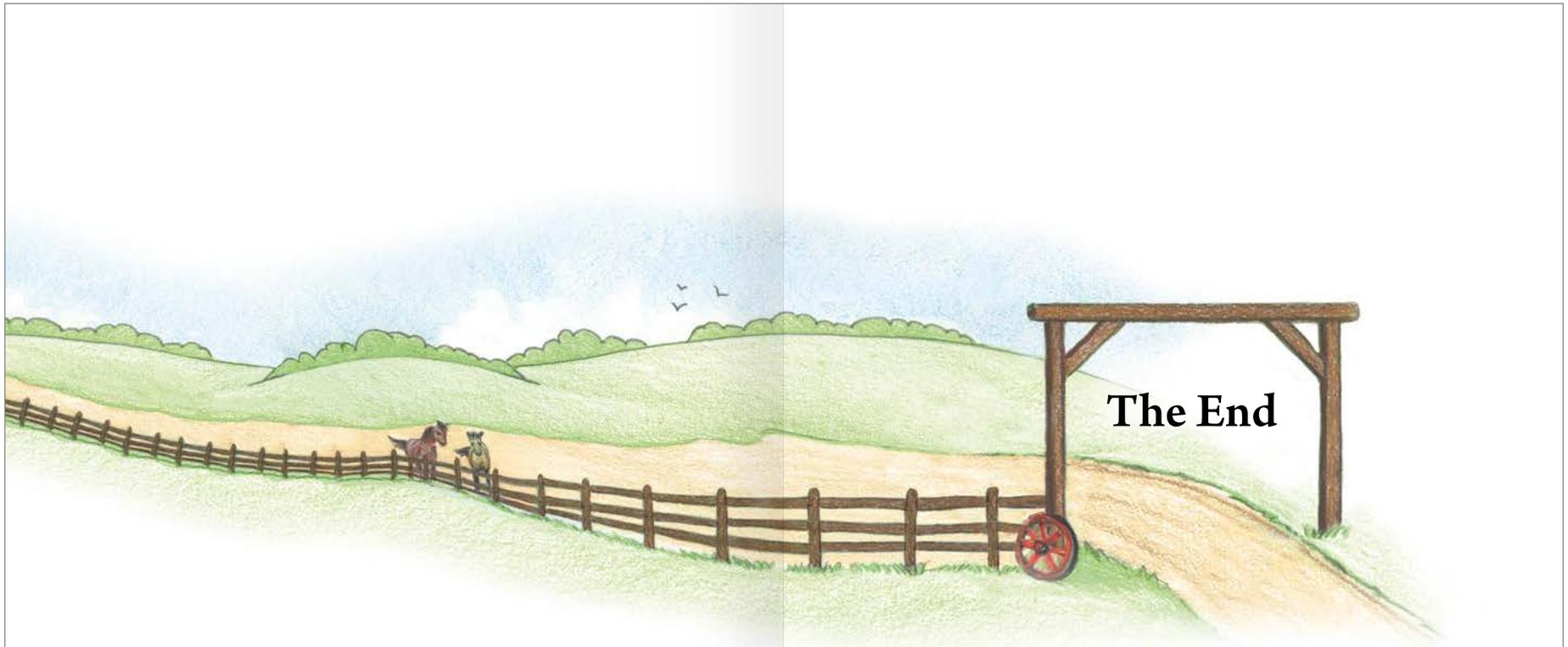
Perhaps she isn't as bad as she seems. In fact, I love Aunt Sue!



We all go inside to wash up for supper. I sprawl on my bed while Mrs. August makes the sauce.

I am tired. Yawn!

I must rest up so I can start over in the morning.

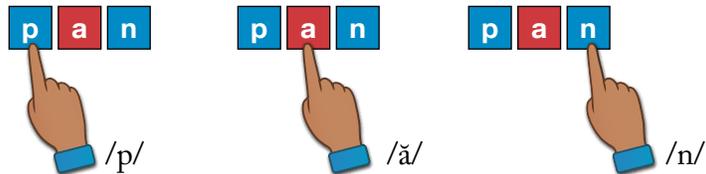


Blending Procedure

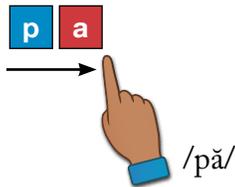
Blending one-syllable words

1 Build the word with letter tiles. 

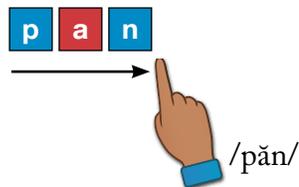
2 Touch under one letter at a time and say the sound of each letter.



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. 

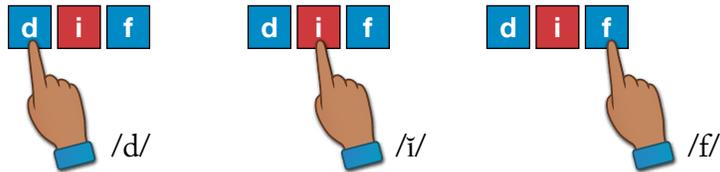
2 Divide the word into syllables using the appropriate syllable division rules.



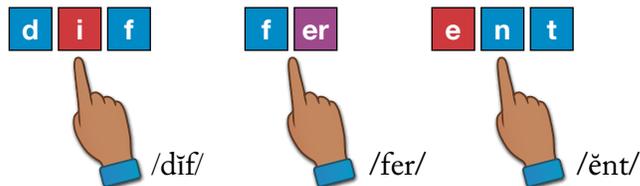
3 Label the syllable types.



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 1-44

These are the phonograms your student should know before starting Level 3.

| 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 | /î/-/ï/-/ē/ | itchy ivy radio |
| 17 | v | /v/ | vase |
| 18 | f | /f/ | fish |
| 19 | z | /z/ | zipper |
| 20 | o | /ö/-/ō/-/oo/-/û/ | otter open to oven |
| 21 | l | /l/ | leaf |
| 22 | w | /w/ | wave |
| 23 | u | /û/-/ū/-/oo/ | 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/-/tθ/ | three then |
| 28 | sh | /sh/ | ship |
| 29 | ch | /ch/-/k/-/ʃh/ | 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 may use at the end of English words | toy |
| 40 | oi | /oy/ that we may not use at the end of English words | oil |
| 41 | aw | /aw/ that we may use at the end of English words | saw |
| 42 | au | /aw/ that we may not use at the end of English words | haul |
| 43 | ow | /ow/-/ō/ | cow low |
| 44 | ou | /ow/-/ō/-/ōō/-/ŭ/ | mouse soul soup touch |



The program that takes the struggle out of reading

Ready to Purchase?

Now that you've finished this placement test, you can feel confident that you're choosing the level of *All About Reading* that is best for your child.



Dive into this four-level program that teaches encoding skills, reliable rules, and multisensory strategies to help your student become a proficient reader for life. Based on the latest research, this award-winning program provides complete and comprehensive instruction using the [Orton-Gillingham approach](#). We take the struggle out of reading!

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