



The program that takes the struggle out of reading

Readiness Checklist

For All About[®] Reading Pre-reading

by
Marie Rippel


ALL ABOUT[®] *Reading*
Pre-reading

Pre-reading Readiness Checklist

Are you wondering if your child is ready to start the *All About Reading* Pre-reading program?

This program is designed mainly for use with preschool and kindergarten students, yet is very adaptable to fit a wide range of learning needs. Older students who are not yet reading and need to work on phonological awareness skills or other pre-reading skills may also benefit from using the program. Children who have fine motor delays or speech issues can use the program as well.

With *AAR* Pre-reading, your student will develop these five fundamental pre-reading skills:

1. Print Awareness
2. Phonological Awareness
3. Letter Knowledge
4. Listening Comprehension
5. Motivation to Read

Use the checklist below to determine whether your child is ready to start the Pre-reading program.

Your child:

- ☐ Can play a preschool board game, such as *Candyland* or *Hi Ho! Cherry-O!*
- ☐ Has an attention span of at least 10 minutes. Can focus to play a game, build with blocks, work on a puzzle, color, or engage in a similar activity for at least 10 minutes.
- ☐ Enjoys and understands picture books when read aloud, such as *Chicka, Chicka, Boom, Boom*, *The Very Hungry Caterpillar*, and *Are You My Mother?*
- ☐ Is familiar with rhyming language through rhyming picture books, rhyming games, poetry, and songs. Note: It's okay if your child does not yet know how to rhyme, because the Pre-reading program covers this skill. However, familiarity with rhyming language will help students as they learn to rhyme.
- ☐ Can speak or communicate clearly enough to be understood by the person teaching the program.
- ☐ Engages in imaginative and pretend play.

- ☐ Is able to correct someone who misnames something. For example, if someone says “This is my foot,” while pointing to their arm, the child will correct them.
- ☐ Can follow simple directions, such as “Please put on your shoes.”
- ☐ Can tell a simple story, repeating an event that took place or retelling a book. “Yesterday, Mom took us to the park. We played on the curly slide. Kyle was scared at the top and Mom had to help him down.”
- ☐ Can identify an object based on a line drawing, such as a goat, map, or zipper.
- ☐ Is comfortable using crayons, markers, paintbrushes, etc.

How did your student do?

If you checked nine or more of the boxes, your child is ready to try the Pre-reading program. If you checked eight or fewer boxes, you may want to provide additional practice with some of those concepts before starting the program.

Note: If you are considering the Pre-reading program for a very young child, an interest in learning letters is also important.

If you have any questions about the program or would like to learn how to adapt certain aspects of the program to accommodate your child’s needs, feel free to call us at 715-477-1976 or email us at support@allaboutlearningpress.com. And if you need ideas on how to help your child build pre-reading skills, just let us know—we are always happy to help!



The program that takes the struggle out of reading

Placement Test

For *All About*® Reading Level 1

by
Marie Rippel


ALL ABOUT *Reading*

Level 1

Placement Test for Level 1

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 1.

Your student should display **letter knowledge**.

- ☐ Your child can recite the alphabet song.
- ☐ Your child recognizes the capital letters. If you ask your child to point to an M, he can do it.
- ☐ Your child recognizes the lowercase letters.

Your student should display **print awareness**.

- ☐ Your child knows the proper way to hold a book.
- ☐ Your child understands that books are read from cover to back.
- ☐ Your child understands that sentences are read from left to right.
- ☐ Your child knows that words on the page can be read.

Your student should display **listening comprehension**.

- ☐ Your child is able to retell a familiar story in his own words.
- ☐ Your child can answer simple questions about a story.
- ☐ Your child asks questions (*Why did the elephant laugh?*) during read-alouds.

Your student should display **phonological awareness**.

- ☐ Your child can rhyme. If you say *bat*, your child can come up with a rhyming word like *hat*.
- ☐ Your child understands word boundaries. If you say the sentence *Don't let the cat out*, your child is able to separate the sentence into five individual words.
- ☐ Your child can clap syllables. If you say *dog*, your child knows to clap once. If you say *umbrella*, your child knows to clap three times.
- ☐ Your child can blend sounds to make a word. If you say the sounds *sh...eep*, your child responds with the word *sheep*.
- ☐ Your child can identify the beginning sound in a word. If you ask your child to say the first sound in *pig*, your child is able to respond with the sound /p/.
- ☐ Your child can identify the ending sound in a word. If you ask your child to say the last sound in the word *jam*, your child is able to respond with the sound /m/.

Your student should display **motivation to read**.

Use your intuition to understand if your child is motivated to begin reading. The following are all signs that your child is motivated to read and has achieved the understanding that reading is fun.

- ☐ Does your child enjoy being read to, at least for short periods of time?
- ☐ Does your child pretend to read or write?
- ☐ Does your child frequently request read-aloud time and show a general enthusiasm for books?

How did your student do?

- If all or most of the boxes are checked, then your child is ready for *All About Reading* Level 1!
- If there are some missing checkmarks, then you've identified the areas that you should work on with your child.
- It is surprisingly easy to fill in these gaps in an engaging way with the *All About Reading* Pre-reading program.



The program that takes the struggle out of reading

Placement Test

For *All About*® Reading Level 2

by
Marie Rippel

 ALL ABOUT *Reading*

Level 2

Placement Test for Level 2

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 2.

- ☐ Your student should understand how to sound out words using the decoding procedure, as demonstrated on page 4 of this Placement Test.
- ☐ Your student should be able to read words with final blends. To test, have your student read each of the following words.

tent	bunch	dent	lost	sent
next	film	help	champ	milk

- ☐ Your student should be able to read words with initial blends. To test, have your student read each of the following words.

stem	flat	brush	twin	stop
flap	drip	crab	grip	fresh

- ☐ Your student should be able to differentiate between vowels and consonants and understand that every syllable contains at least one vowel. To test, have your student tell you whether each letter below is a vowel or a consonant.

b a e t h r o

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

sandbox windmill sunset cobweb chopstick

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

- ☐ Your student should be able to count syllables. To test, say the following words and have your student tell you the number of syllables in each word. (Note: Your student does not read these words. You will say the words aloud.)

hilltop duck yesterday crash elephant bathtub

- ☐ Your student should understand the concept of Open and Closed syllable types. To test, have your student read each of the following words and tell you whether it is an Open syllable or a Closed syllable

me met she shed we wet

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

stems	wings	wishes	acts
boxes	chills	checks	messes

- ☐ Your student should have mastered the sounds of Phonograms 1-32. A list of these phonograms can be found on pages 5-6 of this Placement Test. These Phonogram Cards are also included in the Level 2 Student Packet.
- ☐ Be sure your student knows all the sounds on each card. 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 hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for the letter a, your student should say “/ă/-/ā/-/ah/.”
- ☐ Your student should be able to read sentences containing one-syllable words with closed syllables (such as *land*) and open syllables (such as *she*). To test, have your student read the following sentences.

Jump from step to step.

Lend me a hand.

We can go back up the hill.

He sang a song with Pam.

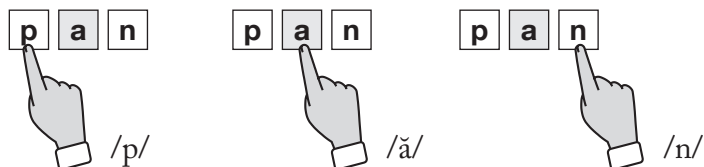
How did your student do?

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

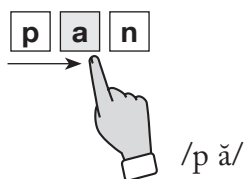
Decoding Procedure

1. Build the word with letter tiles. **p a n**

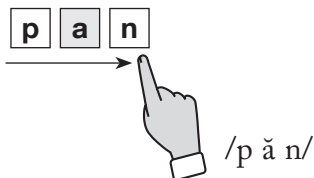
2. Touch one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start at the beginning of the word again. Slide your fingers under the letters and say the word slowly.



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 three 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.



Phonograms 1-32

These are the phonograms your student should know before starting Level 2.

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	/ĭ/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/ōō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ŭ/-/ū/-/ōō/	udder unit put
24	e	/ĕ/-/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/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank



The program that takes the struggle out of reading

Placement Test

For *All About*® Reading Level 3

by
Marie Rippel



ALL ABOUT *Reading*
Level 3

Placement Test for Level 3

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 3.

- ☐ Your student should understand how to sound out words using the decoding procedure, as demonstrated on page 4 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 each of the following words.

bland	swept	print	craft	trust
branch	clamp	stunt	frost	spend

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

made	dime	note	cane	ride
hope	five	like	snake	grape

- ☐ Your student should be able to read words with the R-controlled (Bossy R) syllable type. To test, have your student read each of the following words.

winter	over	summer	garden	start
dark	forest	corn	north	perhaps

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

can't	what's	you're	I'll	we've
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Now have your student identify the two words that make up each contraction.

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

wanted	tested	chipped	printed	stopped
planned	danced	hiked	locked	mixed

- ☐ Your student should understand syllable division rules for reading multisyllable words. To test, have your student read each of the following words.

kitten	napkin	open	broken	refund
robin	cabin	blanket	hero	admit

- ☐ Your student should have mastered the sounds of Phonograms 1-44. A list of these phonograms can be found on pages 5-6 of this Placement Test. These Phonogram Cards are also included in the Level 3 Student Packet.
- ☐ Be sure your student knows all the sounds on each card. 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 hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for the letter a, your student should say “/ă/-/ā/-/ah/.”
- ☐ Your student should be able to read sentences containing the previously-covered concepts. To test, have your student read the following sentences.

The farmer planted radish seeds in June.

My dog is brown and likes to bark at large cats.

Dennis likes to fly a blue kite on a string.

I can't sleep when it's cold outside.

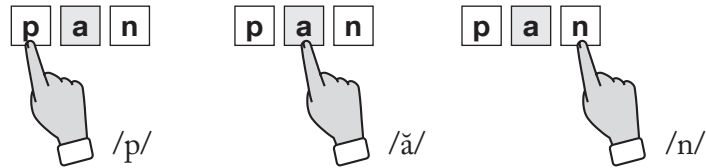
How did your student do?

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

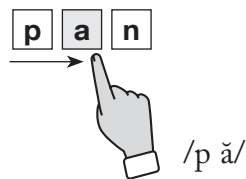
Decoding Procedure

1. Build the word with letter tiles. **p a n**

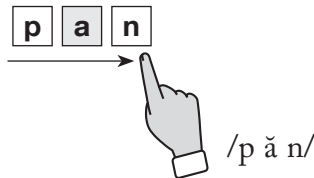
2. Touch one letter at a time and say the sound of each letter.



3. Go back to the beginning of the word and blend the first two sounds together.



4. Start at the beginning of the word again. Slide your fingers under the letters and say the word slowly.



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 three 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.



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	/ĭ/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/ōō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ŭ/-/ū/-/ōō/	udder unit put
24	e	/ĕ/-/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/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank
33	wh	/hw/	while
34	ee	/ē/	feed
35	er	/er/	her
36	ar	/ar/	car
37	or	/or/	corn
38	ed	/ed/-/d/-/t/	wanted snowed dropped
39	oy	/oy/	toy
40	oi	/oy/	oil
41	aw	/aw/	saw
42	au	/aw/	haul
43	ow	/ow/-/ō/	cow low
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch



The program that takes the struggle out of reading

Placement Test

For *All About*® Reading Level 4

by
Marie Rippel

 ALL ABOUT® *Reading*

Level 4

Placement Test for Level 4

Be sure your student is comfortable with these concepts before beginning *All About Reading* Level 4.

- ☐ Your student should understand how to sound out words using the decoding procedure for single and multisyllable words, as demonstrated on pages 4-5 of this Placement Test.

- ☐ Your student should be able to read words with the fourth sound of *y*. To test, have your student read each of the following words.

army
bunny

shiny
party

jelly
hobby

baby
puppy

every
fifty

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

apple
maple

idle
candle

pickle
title

needle
middle

bottle
puzzle

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

darkness
sadly

silently
playful

gladly
quickly

spotless
thankful

forgetful
helpful

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

biggest
ruler

sharing
sandy

colder
baking

waving
longer

jumping
nicest

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

presoak
overfill

misplace
nonstop

repay
mistake

unhappy
semicircle

nonsense
redo

- ☐ Your student should understand syllable division rules for reading multisyllable words. To test, have your student read each of the following words.

lobster
whatever

watchdog
paddle

ankle
address

hippo
yahoo

giant
whisper

- ☐ Your student should have mastered the sounds of Phonograms 1-60. A list of these phonograms can be found on pages 6-7 of this Placement Test. These Phonogram Cards are also included in the Level 4 Student Packet.
- ☐ Be sure your student knows all the sounds on each card. 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 hold up the Phonogram Card for the letter s, your student should say “/s/-/z/.” If you hold up the Phonogram Card for the letter a, your student should say “/ă/-/ā/-/ah/.”
- ☐ Your student should be able to read sentences containing the previously covered concepts. To test, have your student read the following sentences.

The Willow Brook bridge is forty years old.

Henry tickled the fluffy puppy with a feather.

“I know!” cried Holly. “Let’s eat a dozen purple peaches!”

The raging wind blew all night.

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 3 to build a strong foundation for reading.

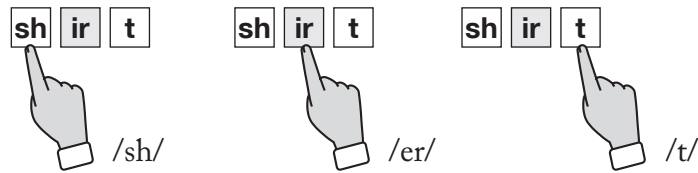
Decoding Procedure

Decoding one-syllable words

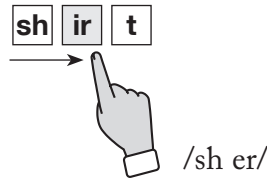
1. Build the word with letter tiles. **sh** **ir** **t**

2. Label the syllable type. **Bossy R Syllable**
- sh** **ir** **t**

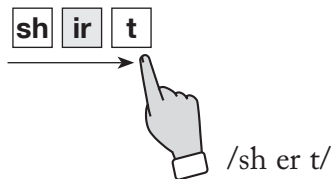
3. Touch one tile at a time and say the sound of each phonogram.



4. Go back to the beginning of the word and blend the first two sounds together.



5. Start at the beginning of the word again. Slide your finger under the letters and say the word slowly.



Starting over at the beginning of the word is optional. Some students need the extra support provided by this step, while others do not.

Tip!

Whenever you feel that your student is ready, blend all three letters without this additional step.

6. Finally, say the word at a normal pace, as we do when we speak.

Decoding multisyllable words

1. Build the word with letter tiles. **d i f f e r e n t**
2. Divide the word into syllables using the appropriate syllable division rules.

d i f **f e r** **e n t**




3. Label the syllable types.

Closed Syllable **Bossy R Syllable** **Closed Syllable**

d i f **f e r** **e n t**




4. Decode one syllable at a time, following the same procedure you would use for a one-syllable word.

d i f **d i f** **d i f**

 /d/  /i/  /f/

5. Start at the beginning of the word again. Slide your finger under each syllable, saying the sound of the syllables.

d i f **f e r** **e n t**

 /dif/  /fer/  /ent/

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	/ĭ/-/ī/-/ē/	itchy ivy radio
17	v	/v/	vase
18	f	/f/	fish
19	z	/z/	zipper
20	o	/ō/-/ō/-/ōō/-/ū/	otter open to oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ŭ/-/ū/-/ōō/	udder unit put
24	e	/ĕ/-/ē/	echo even
25	qu	/kw/	queen
26	x	/ks/	ax
27	th	/th/-/th/	three then
28	sh	/sh/	ship
29	ch	/ch/-/k/-/sh/	child school chef

Card #	Phonogram	Sound	For the Teacher's Use Only (example of word containing the phonogram)
30	ck	/k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank
33	wh	/hw/	while
34	ee	/ē/	feed
35	er	/er/	her
36	ar	/ar/	car
37	or	/or/	corn
38	ed	/ed/-/d/-/t/	wanted snowed dropped
39	oy	/oy/	toy
40	oi	/oy/	oil
41	aw	/aw/	saw
42	au	/aw/	haul
43	ow	/ow/-/ō/	cow low
44	ou	/ow/-/ō/-/ōō/-/ū/	mouse soul soup touch
45	ai	/ā/	rain
46	ay	/ā/	day
47	oa	/ō/	boat
48	ir	/er/	first
49	ur	/er/	nurse
50	oo	/ōō/-/ōō/-/ō/	food book floor
51	ea	/ē/-/ě/-/ā/	leaf bread great
52	igh	/ī/	light
53	tch	/ch/	watch
54	dge	/j/	badge
55	ew	/ōō/-/ū/	grew few
56	wr	/r/	write
57	kn	/n/	know
58	eigh	/ā/	eight
59	oe	/ō/	toe
60	ti	/sh/	nation