

THIRD EDITION

# KINDERGARTEN – 3RD GRADE



## Orthographic Mapping (OM)

Douglas B. Petersen  
Trina D. Spencer

### Progress Monitoring Record Forms

School: \_\_\_\_\_ Name: \_\_\_\_\_  
Teacher: \_\_\_\_\_ Date of Birth: \_\_\_\_\_ Grade: \_\_\_\_\_

TARGET: Irregular Words

**SCRIPT**  
Display Irregular Words from benchmark student stimulus book.  
SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”  
Point to the first word ‘the’.  
Start the 1 minute timer.

Next Target: Administer Letter Sounds even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn’t know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

TARGET: Letter Sounds

**SCRIPT**  
Display Letter Sounds from benchmark student stimulus book.  
SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.”  
“Tell me the sound this letter makes.” Point to the ‘M’.  
If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”  
If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.  
SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”  
Point to the first letter ‘h’. SAY: “Go.”  
Start the 1 minute timer.  
Corrective Prompt (2x max): “Tell me the sound the letter makes.”

SCORING: Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter ‘M’ used in the demo. If student doesn’t know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Letter Names Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**  
Display Letter Names from benchmark student stimulus book.  
SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”  
SAY: “All these letters have names. I want you to tell me the names of these letters.”  
Point to the first letter ‘t’. SAY: “Go.”  
Start the 2 minute timer.  
Corrective Prompt (2x max): “Tell me the name of the letter.”

SCORING: Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. Do not score the letter ‘O’ used in the demo. If student doesn’t know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ❑ Makes random errors
- ❑ Makes consistent errors on specific letter(s)
- ❑ Says letter sound instead of letter name
- ❑ Doesn’t track correctly
- ❑ Cultural/linguistic factors: \_\_\_\_\_
- ❑ Speech sound errors: \_\_\_\_\_
- ❑ Other/notes: \_\_\_\_\_

TARGET: Irregular Words

**SCRIPT**  
Display Irregular Words from benchmark student stimulus book.  
SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”  
Point to the first word ‘the’.  
Start the 1 minute timer.

Next Target: Administer Letter Sounds even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn’t know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

TARGET: Letter Sounds

**SCRIPT**  
Display Letter Sounds from benchmark student stimulus book.  
SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.”  
“Tell me the sound this letter makes.” Point to the ‘M’.  
If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”  
If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.  
SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”  
Point to the first letter ‘h’. SAY: “Go.”  
Start the 1 minute timer.  
Corrective Prompt (2x max): “Tell me the sound the letter makes.”

SCORING: Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter ‘M’ used in the demo. If student doesn’t know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Letter Names Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**  
Display Letter Names from benchmark student stimulus book.  
SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”  
SAY: “All these letters have names. I want you to tell me the names of these letters.”  
Point to the first letter ‘t’. SAY: “Go.”  
Start the 2 minute timer.  
Corrective Prompt (2x max): “Tell me the name of the letter.”

SCORING: Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. Do not score the letter ‘O’ used in the demo. If student doesn’t know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ❑ Makes random errors
- ❑ Makes consistent errors on specific letter(s)
- ❑ Says letter sound instead of letter name
- ❑ Doesn’t track correctly
- ❑ Cultural/linguistic factors: \_\_\_\_\_
- ❑ Speech sound errors: \_\_\_\_\_
- ❑ Other/notes: \_\_\_\_\_

TARGET: Irregular Words

**SCRIPT**  
Display Irregular Words from benchmark student stimulus book.  
SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”  
Point to the first word ‘the’.  
Start the 1 minute timer.

Next Target: Administer Letter Sounds even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn’t know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

TARGET: Letter Sounds

**SCRIPT**  
Display Letter Sounds from benchmark student stimulus book.  
SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.”  
“Tell me the sound this letter makes.” Point to the ‘M’.  
If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”  
If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.  
SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”  
Point to the first letter ‘h’. SAY: “Go.”  
Start the 1 minute timer.  
Corrective Prompt (2x max): “Tell me the sound the letter makes.”

SCORING: Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter ‘M’ used in the demo. If student doesn’t know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Letter Names Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**  
Display Letter Names from benchmark student stimulus book.  
SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”  
SAY: “All these letters have names. I want you to tell me the names of these letters.”  
Point to the first letter ‘t’. SAY: “Go.”  
Start the 2 minute timer.  
Corrective Prompt (2x max): “Tell me the name of the letter.”

SCORING: Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. Do not score the letter ‘O’ used in the demo. If student doesn’t know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ❑ Makes random errors
- ❑ Makes consistent errors on specific letter(s)
- ❑ Says letter sound instead of letter name
- ❑ Doesn’t track correctly
- ❑ Cultural/linguistic factors: \_\_\_\_\_
- ❑ Speech sound errors: \_\_\_\_\_
- ❑ Other/notes: \_\_\_\_\_

TARGET: Irregular Words

**SCRIPT**  
Display Irregular Words from benchmark student stimulus book.  
SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”  
Point to the first word ‘the’.  
Start the 1 minute timer.

Next Target: Administer Letter Sounds even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn't know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

TARGET: Letter Sounds

**SCRIPT**  
Display Letter Sounds from benchmark student stimulus book.  
SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.”  
“Tell me the sound this letter makes.” Point to the ‘M’.  
If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”  
If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.  
SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”  
Point to the first letter ‘h’. SAY: “Go.”  
Start the 1 minute timer.  
Corrective Prompt (2x max): “Tell me the sound the letter makes.”

SCORING: Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter ‘M’ used in the demo. If student doesn't know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Letter Names Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**  
Display Letter Names from benchmark student stimulus book.  
SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”  
SAY: “All these letters have names. I want you to tell me the names of these letters.”  
Point to the first letter ‘t’. SAY: “Go.”  
Start the 2 minute timer.  
Corrective Prompt (2x max): “Tell me the name of the letter.”

SCORING: Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. Do not score the letter ‘O’ used in the demo. If student doesn't know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ❑ Makes random errors
- ❑ Makes consistent errors on specific letter(s)
- ❑ Says letter sound instead of letter name
- ❑ Doesn't track correctly
- ❑ Cultural/linguistic factors: \_\_\_\_\_
- ❑ Speech sound errors: \_\_\_\_\_
- ❑ Other/notes: \_\_\_\_\_



▶ **TARGET: Irregular Words**

**SCRIPT**

Display Irregular Words from benchmark student stimulus book.

SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”

Point to the first word ‘the’.

 Start the 1 minute timer.

▶ **Next Target:** Administer **Letter Sounds** even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

**SCORING:** Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn’t know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE =  54

**TARGET: Letter Sounds**

**SCRIPT**

Display Letter Sounds from benchmark student stimulus book.

SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.  
“Tell me the sound this letter makes.” Point to the ‘M’.

If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”

If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”

Point to the first letter ‘h’. SAY: “Go.”

 Start the 1 minute timer.

Corrective Prompt (2x max): “Tell me the sound the letter makes.”

**SCORING:** Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. **Do not score the letter ‘M’ used in the demo.** If student doesn’t know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

<div>M</div>	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE =  61

**TARGET: Letter Names** Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**

Display Letter Names from benchmark student stimulus book.

SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”

SAY: “All these letters have names. I want you to tell me the names of these letters.”

Point to the first letter ‘t’. SAY: “Go.”

 Start the 2 minute timer.

Corrective Prompt (2x max): “Tell me the name of the letter.”

**SCORING:** Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. **Do not score the letter ‘O’ used in the demo.** If student doesn’t know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

<div>O</div>	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE =  52

**Benchmark Scores**

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
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Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

**Response Pattern**

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn’t track correctly
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_

▶ **TARGET: Irregular Words**

**SCRIPT**

Display Irregular Words from benchmark student stimulus book.

SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”

Point to the first word ‘the’.

 Start the 1 minute timer.

▶ **Next Target:** Administer **Letter Sounds** even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

**SCORING:** Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn’t know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE =  54

**TARGET: Letter Sounds**

**SCRIPT**

Display Letter Sounds from benchmark student stimulus book.

SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.  
“Tell me the sound this letter makes.” Point to the ‘M’.

If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”

If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”

Point to the first letter ‘h’. SAY: “Go.”

 Start the 1 minute timer.

Corrective Prompt (2x max): “Tell me the sound the letter makes.”

**SCORING:** Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. **Do not score the letter ‘M’ used in the demo.** If student doesn’t know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE =  61

**TARGET: Letter Names** Administer if benchmark was **NOT** met on Letter Sounds above

**SCRIPT**

Display Letter Names from benchmark student stimulus book.

SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”

SAY: “All these letters have names. I want you to tell me the names of these letters.”

Point to the first letter ‘t’. SAY: “Go.”

 Start the 2 minute timer.

Corrective Prompt (2x max): “Tell me the name of the letter.”

**SCORING:** Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. **Do not score the letter ‘O’ used in the demo.** If student doesn’t know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE =  52

**Benchmark Scores**

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

**Response Pattern**

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn’t track correctly
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_

TARGET: Irregular Words

**SCRIPT**  
Display Irregular Words from benchmark student stimulus book.  
SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”  
Point to the first word ‘the’.  
Start the 1 minute timer.

Next Target: Administer Letter Sounds even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn’t know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

TARGET: Letter Sounds

**SCRIPT**  
Display Letter Sounds from benchmark student stimulus book.  
SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.”  
“Tell me the sound this letter makes.” Point to the ‘M’.  
If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”  
If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.  
SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”  
Point to the first letter ‘h’. SAY: “Go.”  
Start the 1 minute timer.  
Corrective Prompt (2x max): “Tell me the sound the letter makes.”

SCORING: Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter ‘M’ used in the demo. If student doesn’t know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Letter Names Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**  
Display Letter Names from benchmark student stimulus book.  
SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”  
SAY: “All these letters have names. I want you to tell me the names of these letters.”  
Point to the first letter ‘t’. SAY: “Go.”  
Start the 2 minute timer.  
Corrective Prompt (2x max): “Tell me the name of the letter.”

SCORING: Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. Do not score the letter ‘O’ used in the demo. If student doesn’t know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ❑ Makes random errors
- ❑ Makes consistent errors on specific letter(s)
- ❑ Says letter sound instead of letter name
- ❑ Doesn’t track correctly
- ❑ Cultural/linguistic factors: \_\_\_\_\_
- ❑ Speech sound errors: \_\_\_\_\_
- ❑ Other/notes: \_\_\_\_\_



▶ **TARGET: Irregular Words**

**SCRIPT**

Display Irregular Words from benchmark student stimulus book.

SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”

Point to the first word ‘the’.

 Start the 1 minute timer.

▶ **Next Target:** Administer **Letter Sounds** even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

**SCORING:** Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn’t know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD  
SCORE =  54

**TARGET: Letter Sounds**

**SCRIPT**

Display Letter Sounds from benchmark student stimulus book.

SAY: “Letters make sounds.” Point to the ‘M’.

“The sound this letter makes is /mmm/. Say /mmm/.”

“Tell me the sound this letter makes.” Point to the ‘M’.

If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”

If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.

SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”

Point to the first letter ‘h’. SAY: “Go.”

 Start the 1 minute timer.

Corrective Prompt (2x max): “Tell me the sound the letter makes.”

**SCORING:** Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. **Do not score the letter ‘M’ used in the demo.** If student doesn’t know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

<div>M</div>	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS  
SCORE =  61

**TARGET: Letter Names** Administer if benchmark was **NOT** met on Letter Sounds above

**SCRIPT**

Display Letter Names from benchmark student stimulus book.

SAY: “Letters have names.” Point to the ‘O’

SAY: “The name of this letter is /ō/. Say /ō/.”

SAY: “All these letters have names. I want you to tell me the names of these letters.”

Point to the first letter ‘t’. SAY: “Go.”

 Start the 2 minute timer.

Corrective Prompt (2x max): “Tell me the name of the letter.”

**SCORING:** Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. **Do not score the letter ‘O’ used in the demo.** If student doesn’t know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

<div>O</div>	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES  
SCORE =  52

**Benchmark Scores**

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

**Response Pattern**

- ☐ Makes random errors
- ☐ Makes consistent errors on specific letter(s)
- ☐ Says letter sound instead of letter name
- ☐ Doesn’t track correctly
- ☐ Cultural/linguistic factors: \_\_\_\_\_
- ☐ Speech sound errors: \_\_\_\_\_
- ☐ Other/notes: \_\_\_\_\_

TARGET: Irregular Words

**SCRIPT**  
Display Irregular Words from benchmark student stimulus book.  
SAY: "Please read these words. If you don't know a word, that is OK. Just keep going."  
Point to the first word 'the'.  
Start the 1 minute timer.

Next Target: Administer Letter Sounds even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash (/) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ) after last word read. If student doesn't know any words in the first row, SAY: "Look at the rest of these words. Read the words you know."

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

TARGET: Letter Sounds

**SCRIPT**  
Display Letter Sounds from benchmark student stimulus book.  
SAY: "Letters make sounds." Point to the 'M'.  
"The sound this letter makes is /mmm/. Say /mmm/."  
"Tell me the sound this letter makes." Point to the 'M'.  
If student says /mmm/, SAY: "That's right. This letter says /mmm/."  
If student gives a different response, SAY: "The sound this letter makes is /mmm/. Now you say the sound this letter makes." If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.  
SAY: "I want you to tell me the sounds these letters make. If you don't know a sound, that's OK. Just keep going."  
Point to the first letter 'h'. SAY: "Go."  
Start the 1 minute timer.  
Corrective Prompt (2x max): "Tell me the sound the letter makes."

SCORING: Put a slash (/) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for 'g'). After 1 minute, place bracket ( ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter 'M' used in the demo. If student doesn't know any letter sounds in the first row, SAY: "Look at the rest of these letters. Tell me the sounds of the letters that you know."

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Letter Names Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**  
Display Letter Names from benchmark student stimulus book.  
SAY: "Letters have names." Point to the 'O'  
SAY: "The name of this letter is /ō/. Say /ō/."  
SAY: "All these letters have names. I want you to tell me the names of these letters."  
Point to the first letter 't'. SAY: "Go."  
Start the 2 minute timer.  
Corrective Prompt (2x max): "Tell me the name of the letter."

SCORING: Put a slash (/) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ) after last letter name student says. Do not score the letter 'O' used in the demo. If student doesn't know any letter names in the first row, SAY: "Look at the rest of these letters and tell me the ones that you know."

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

Benchmark Scores

Grade	Pre-K	Kindergarten				First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY	
Irregular Words	—	3	7	12	12	30	35	35	40	40	
Letter Sounds	5	5	15	30	30	35	43				

Response Pattern

- ❑ Makes random errors
- ❑ Makes consistent errors on specific letter(s)
- ❑ Says letter sound instead of letter name
- ❑ Doesn't track correctly
- ❑ Cultural/linguistic factors: \_\_\_\_\_
- ❑ Speech sound errors: \_\_\_\_\_
- ❑ Other/notes: \_\_\_\_\_

TARGET: Irregular Words

**SCRIPT**  
Display Irregular Words from benchmark student stimulus book.  
SAY: “Please read these words. If you don’t know a word, that is OK. Just keep going.”  
Point to the first word ‘the’.  
Start the 1 minute timer.

Next Target: Administer Letter Sounds even if Target 1 benchmark is met. Exception: do not administer Target 2 if mastery of letter sounds has been previously documented and student has likely retained letter sound knowledge.

SCORING: Put a slash ( / ) through incorrect or circle correct words. If student pauses for 3 seconds, say the word, mark it incorrect, and point to the next word. After 1 minute, place bracket ( ] ) after last word read. If student doesn't know any words in the first row, SAY: “Look at the rest of these words. Read the words you know.”

the	a	to	his	I	they	you	was	8
said	she	do	he	some	have	little	my	16
like	what	were	is	love	come	are	me	24
how	of	this	find	where	your	over	could	32
from	into	who	go	here	soon	saw	new	40
good	all	no	there	away	down	does	one	48
out	their	off	day	would	see			

IRREGULAR WORD SCORE = 54

TARGET: Letter Sounds

**SCRIPT**  
Display Letter Sounds from benchmark student stimulus book.  
SAY: “Letters make sounds.” Point to the ‘M’.  
“The sound this letter makes is /mmm/. Say /mmm/.”  
“Tell me the sound this letter makes.” Point to the ‘M’.  
If student says /mmm/, SAY: “That’s right. This letter says /mmm/.”  
If student gives a different response, SAY: “The sound this letter makes is /mmm/. Now you say the sound this letter makes.” If student response is incorrect, STOP and do not administer Target 2 Letter Sounds.  
SAY: “I want you to tell me the sounds these letters make. If you don’t know a sound, that’s OK. Just keep going.”  
Point to the first letter ‘h’. SAY: “Go.”  
Start the 1 minute timer.  
Corrective Prompt (2x max): “Tell me the sound the letter makes.”

SCORING: Put a slash ( / ) through incorrect or circle correct letter sounds. Any appropriate letter sounds are correct (e.g., long / short vowels, guh / juh for ‘g’). After 1 minute, place bracket ( ] ) after last sound student says. If student pauses for 3 seconds, say the sound, mark it incorrect, and point to the next letter. Do not score the letter ‘M’ used in the demo. If student doesn't know any letter sounds in the first row, SAY: “Look at the rest of these letters. Tell me the sounds of the letters that you know.”

M	h	S	w	e	d	v	X	7
H	D	F	M	J	m	th	N	15
W	V	G	P	I	z	L	k	23
f	c	y	g	j	n	B	Y	31
Q	b	O	T	r	u	E	Z	39
i	p	s	C	x	a	q	R	47
o	l	K	t	U	A	Sh	ph	55
ch	wh	Ch	Th	Qu	Wh			

LETTER SOUNDS SCORE = 61

TARGET: Letter Names Administer if benchmark was NOT met on Letter Sounds above

**SCRIPT**  
Display Letter Names from benchmark student stimulus book.  
SAY: “Letters have names.” Point to the ‘O’  
SAY: “The name of this letter is /ō/. Say /ō/.”  
SAY: “All these letters have names. I want you to tell me the names of these letters.”  
Point to the first letter ‘t’. SAY: “Go.”  
Start the 2 minute timer.  
Corrective Prompt (2x max): “Tell me the name of the letter.”

SCORING: Put a slash ( / ) through incorrect letters. If student pauses for 3 seconds, say the letter, mark it incorrect, and point to the next letter. After 2 minutes, place bracket ( ] ) after last letter name student says. Do not score the letter ‘O’ used in the demo. If student doesn't know any letter names in the first row, SAY: “Look at the rest of these letters and tell me the ones that you know.”

O	t	B	Z	I	z	j	w	7
l	o	r	f	A	x	g	p	15
e	F	R	M	q	N	H	h	23
n	G	u	V	D	C	U	Q	31
W	i	J	O	c	P	S	a	39
L	v	Y	M	y	X	b	s	47
E	K	d	k	T				

LETTER NAMES SCORE = 52

Benchmark Scores

Grade	Pre-K	Kindergarten			First Grade			Second Grade		
Benchmark Period	EOY	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Irregular Words	—	3	7	12	12	30	35	35	40	40
Letter Sounds	5	5	15	30	30	35	43			

Response Pattern

- ❑ Makes random errors
- ❑ Makes consistent errors on specific letter(s)
- ❑ Says letter sound instead of letter name
- ❑ Doesn't track correctly
- ❑ Cultural/linguistic factors: \_\_\_\_\_
- ❑ Speech sound errors: \_\_\_\_\_
- ❑ Other/notes: \_\_\_\_\_

