

Student's Name _____ Date _____ Age _____

Directions: The Strong Learning Centers® Phonics Checklist (SL-PC) is administered individually to assess which phonemes students need to practice using the Strong Learning Centers [Phonics Card Games 101-120](#).

Student Form: Place the Student Form in front of the student. Sit in such a way that you can easily point to items on the Student Form as directed. Neither the student nor the examiner writes on this form.

Examiner Form: Follow the instructions in the Directions/Marking Area saying aloud the portion that appears in quotation marks. Proceeding in sequential order, circle or underline the items the student misses. When evaluating the student's response, assess only the portion underlined in the pronunciation aid (in parentheses). When evaluating mastery of the phonics rules, allow any response that demonstrates understanding. When the student reaches a task that he/she is unable to do, either continue administering the Phonics Checklist, or stop and begin remediation. At any time you may return to one or more tasks to assess specific items.

Phonics Rule	Directions/Marking Area
<p>1 Consonant Sounds: All letters except A, E, I, O, U are consonants.</p>	<p>Point to item 1 and say, "SAY THE SOUND OF EACH LETTER ALOUD AS I POINT TO IT."</p> <p style="text-align: center;">B C D F G H J K L M N P Q R S T V W X Y Z</p> <p>r Missed consonants. If checked, review missed consonants.</p>
<p>2 Vowels: A, E, I, O, U and sometimes Y and W are vowels.</p>	<p>Turn the Student Form face down and say, "SAY THE VOWELS IN ORDER FROM MEMORY."</p> <p style="text-align: center;">A E I O U</p> <p>r Missed vowels. If checked, review missed vowels.</p>
<p>3 Short Vowels: Vowels followed by consonants in words or syllables are usually short. Examples: hat, egg, gob/lin, up.</p>	<p>Turn the Student Form face up. Point to item 3 and say, "SAY THE SHORT VOWEL SOUND AS I POINT TO EACH LETTER."</p> <p style="text-align: center;">A (AT) E (EGG) I (IN) O (ON) U (UP)</p> <p>r Missed sound(s). If checked, use card game No. 101.</p>
<p>4 Silent "E" (VCE): When a vowel is followed by a consonant, and the consonant is followed by a final E, the vowel is usually long and the E is usually silent. Long Vowels say their own name, just as they are said in the alphabet. Examples: cake, Pete, bike, hope, tube.</p>	<p>Point to item 4 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT." When finished, say, "TELL ME THE SILENT 'E' (VCE) RULE AND SHOW ME HOW TO USE THE RULE WHEN READING THESE NONSENSE WORDS."</p> <p style="text-align: center;">HAP (CAP) HAPE (CAPE) KET (PET) KETE (PETE) FIP (RIP) FIPE (RIPE) LOP (COP) LOPE (COPE) DUB (TUB) DUBE (TUBE)</p> <p>r Missed word(s). r Missed rule. If either is checked, use card game No. 102.</p>

Phonics Rule	Directions/Marking Area
<p>5 Double Sound Consonant Blends with "L" or "R": A double consonant blend consists of two consonants sounded together in such a way that each is heard. Examples: frog, crop, glad, flag, blue, press.</p>	<p>Point to item 5 and say, "SAY EACH OF THE BLENDS AS I POINT TO IT."</p> <p style="text-align: center;">BL (<u>B</u>L<u>U</u>E) CL (<u>C</u>L<u>A</u>P) FL (<u>F</u>L<u>A</u>G) GL (<u>G</u>L<u>A</u>D)</p> <p style="text-align: center;">PL (<u>P</u>L<u>A</u>Y) SL (<u>S</u>L<u>O</u>W) BR (<u>B</u>R<u>A</u>G) CR (<u>C</u>R<u>O</u>P) DR (<u>D</u>R<u>E</u>SS)</p> <p style="text-align: center;">FR (<u>F</u>R<u>O</u>G) GR (<u>G</u>R<u>O</u>W) PR (<u>P</u>R<u>E</u>SS) TR (<u>T</u>R<u>U</u>CK)</p> <p>r Missed blend(s). If checked, use card game No. 111.</p>
<p>6 Single-Sound Consonant Blends — SH, TH, WH, CH, PH: A single-sound consonant blend consists of two consonants that together make one sound. Examples: ship, chick, thin, white, phone.</p>	<p>Point to item 6 and say, "SAY EACH OF THE BLENDS AS I POINT TO IT."</p> <p style="text-align: center;">SH (<u>S</u>H<u>O</u>P) TH (<u>T</u>H<u>U</u>M<u>B</u>) WH (<u>W</u>H<u>A</u>T) CH (<u>C</u>H<u>I</u>N) PH (<u>P</u>H<u>O</u>N<u>E</u>)</p> <p>r Missed blend(s). If checked, use card game No. 112.</p>
<p>7 Vowel Digraphs — AI, AY, EA, EE: For certain double vowels, like AI, AY, EA, EE, the first vowel is long and the second is silent. Remember, "When two vowels go walking, the first one does the talking." Examples: rain, tea.</p>	<p>Point to item 7 and say, "SAY THE SOUND OF EACH PAIR OF LETTERS AS I POINT TO IT." When finished, say, "TELL ME THE VOWEL BUDDIES RULE AND SHOW ME HOW TO USE THE RULE WHEN SAYING THE PAIRS OF LETTERS."</p> <p style="text-align: center;">AI (<u>R</u>A<u>I</u>N) EA (<u>E</u>A<u>T</u>) AY (<u>P</u>L<u>A</u>Y) EE (<u>F</u>E<u>E</u>T)</p> <p>r Missed sound(s). r Missed rule. If either is checked, use card game No. 103.</p>
<p>8 Vowel Digraphs — IE, OA, OE, OW, UE: For certain double vowels, like IE, OA, OE, OW, UE, the first vowel is long and the second is silent. Remember, "When two vowels go walking, the first one does the talking." Note: sometimes W acts like a vowel. Examples: pie, boa<u>t</u>.</p>	<p>Point to item 8 and say, "SAY THE SOUND OF EACH PAIR OF LETTERS AS I POINT TO IT." Since "OW" has two sounds, if the student says "OW" as in cow, say "THAT'S RIGHT, CAN YOU ALSO TELL ME THE OTHER SOUND 'OW' MAKES?" (Feel free to coach the student that in this case the W is acting like a vowel.) When finished, say, "TELL ME THE VOWEL DIGRAPH RULE WHICH STARTS: 'WHEN TWO VOWLES GO WALKING, THE FIRST ONE...'" SHOW ME HOW TO USE THE RULE WHEN SAYING THE PAIRS OF LETTERS."</p> <p style="text-align: center;">OA (<u>G</u>O<u>A</u>T) IE (<u>P</u>I<u>E</u>) OE (<u>T</u>O<u>E</u>) UE (<u>B</u>L<u>U</u>E) OW (<u>S</u>L<u>O</u>W)</p> <p>r Missed sound(s). r Missed rule. If either is checked, use card game No. 104.</p>
<p>9 "R" Controlled Vowels — AR, ER, IR, OR, UR: Single vowels followed by R usually result in a new sound. Examples: car, fern, bird, corn, fur.</p>	<p>Point to item 9 and say, "SAY THE SOUND OF EACH PAIR OF LETTERS AS I POINT TO IT."</p> <p style="text-align: center;">AR (<u>C</u>A<u>R</u>) ER (<u>F</u>E<u>R</u>N) IR (<u>B</u>I<u>R</u>D) OR (<u>C</u>O<u>R</u>N) UR (<u>F</u>U<u>R</u>)</p> <p>r Missed sound(s). If checked, use card game No. 105.</p>
<p>10 Open and Closed Vowels: <u>Open Vowels</u>—when a vowel comes at the end of a word or syllable, it is usually long. <u>Closed Vowels</u>—when a vowel is followed by a consonant in a word or syllable, it is usually short. Examples: Open: me, go; Closed: met, cup; Open and Closed in the same word: mu/sic, ho/tel.</p>	<p>Point to item 10 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT." When finished, say, "TELL ME THE OPEN AND CLOSED VOWELS RULE AND SHOW ME HOW TO USE THE RULE WHEN READING THESE NONSENSE WORDS."</p> <p style="text-align: center;">MO (<u>G</u>O) MOT (<u>G</u>O<u>T</u>) FA (<u>F</u>A<u>T</u>E) FAM (<u>J</u>A<u>M</u>)</p> <p style="text-align: center;">ZI (<u>T</u>I<u>E</u>) ZIF (<u>Z</u>I<u>P</u>) SU/NAC (<u>S</u>U<u>E</u> <u>N</u>A<u>C</u>K) TE/PUG (<u>T</u>E<u>A</u> <u>J</u>U<u>G</u>)</p> <p>r Missed word(s). r Missed rule. If either is checked, use card game No. 106.</p>

Phonics Rule	Directions/Marking Area
<p>11 Vowel Blends — OU, OW, OI, OY: Many times two vowels blend together to form a new sound. Examples: house, down, oil, boy.</p>	<p>Point to item 11 and say, "SAY THE SOUND OF EACH PAIR OF LETTERS AS I POINT TO IT." Since "OW" has two sounds, if the student says "OW" as in <u>slow</u>, say, "THAT'S RIGHT, CAN YOU ALSO TELL ME THE OTHER SOUND 'OW' MAKES?"</p> <p style="text-align: center;">OU (<u>OU</u>T) OI (<u>SOI</u>L) OY (<u>TOY</u>) OW (<u>CO</u>W)</p> <p>r Missed sound(s). If checked, use card game No. 107.</p>
<p>12 Vowel Blends — AU, AW, OO, OO: Many times two vowels blend together to form a new sound. Note: oo has two different sounds. Examples: auto, saw, food, look.</p>	<p>Point to item 12 and say, "SAY THE SOUND OF EACH PAIR OF LETTERS AS I POINT TO IT." When you point to the first OO say, "OO HAS TWO DIFFERENT SOUNDS. SAY THE SOUND BOTH WAYS."</p> <p style="text-align: center;">AU (<u>AU</u>TUMN) AW (<u>AW</u>FUL) OO (<u>POO</u>L) OO (<u>BOO</u>K)</p> <p>r Missed sound(s). If checked, use card game No. 108.</p>
<p>13 Words Ending in "LE": When LE is at the end of a word, it joins the consonant before it to make the last syllable. Examples: bub/ble, driz/zle.</p>	<p>Point to item 13 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT." When finished, say, "TELL ME THE 'WORDS ENDING IN LE' RULE AND SHOW ME HOW TO USE THE RULE WHEN READING THESE NONSENSE WORDS."</p> <p style="text-align: center;">BIT/TLE (<u>LIT</u>LE) SUR/PLE (<u>PUR</u>PLE) GRA/DLE (<u>CRAD</u>LE)</p> <p>r Missed word(s). r Missed rule. If either is checked, use card game No. 115.</p>
<p>14 Soft and Hard "C" and "G": When C or G is followed by E, I, or Y, it usually is soft. Examples: city, ice, gym. When C or G is followed by any other letter, it is usually hard. Examples: country, gate, crown.</p>	<p>Point to item 14 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT." When finished, say, "TELL ME THE SOFT AND HARD 'C' AND 'G' RULE AND SHOW ME HOW TO USE THE RULE WHEN READING THESE NONSENSE WORDS."</p> <p style="text-align: center;">CEL (<u>C</u>ELERY) CAG (<u>C</u>AT) CIDE (<u>C</u>IDER) CYM (<u>C</u>YMBAL) GANE (<u>G</u>AIN) GED (<u>G</u>EM) GIFF (<u>G</u>IFFY) GUB (<u>G</u>UM) GYF (<u>G</u>YM)</p> <p>r Missed word(s). r Missed rule. If either is checked, use card game No. 110.</p>
<p>15 Silent Consonants — KN, CK, GN, MB, WR, DG: In some cases, one consonant in a consonant-pair is silent. Examples: knee, clock, gnaw, climb, write, fudge.</p>	<p>Point to item 15 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT." When finished, say, "TELL ME WHICH IS THE SILENT CONSONANT IN EACH NONSENSE WORD."</p> <p style="text-align: center;">KNIP (<u>K</u>NEE) DACK (<u>PAC</u>K or <u>PACK</u>) GNAD (<u>G</u>NAW) LUMB (<u>LAMB</u>) WRIN (<u>WR</u>ING) FIDGE (<u>FUD</u>GE)</p> <p>r Missed word(s). r Missed silent consonant(s). If either is checked, use card game No. 120.</p>
<p>16 Double-Sound Consonant Blend Endings — MP, SK, ST, ND, LF: A double consonant blend consists of two or more consonants sounded together in such a way that each is heard. Examples: lamp, desk, fast, end, elf.</p>	<p>Point to item 16 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT."</p> <p style="text-align: center;">BAMP (<u>LAMP</u>) LESK (<u>DESK</u>) DEST (<u>TEST</u>) MAND (<u>HAND</u>) PELF (<u>ELF</u>)</p> <p>r Missed word(s). If checked, use card game No. 119.</p>

Phonics Rule	Directions/Marking Area
<p>17 "Y" as a Vowel: "Y" at the end of a one-syllable word that contains no other vowels has the long "I" sound. "Y" at the end of a multi-syllable word that contains no other vowels has the long "E" sound. Examples: my, hap/py.</p>	<p>Point to item 17 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT." When finished, say, "TELL ME THE 'Y' AS A VOWEL RULE AND SHOW ME HOW TO USE THE RULE WHEN READING THESE NONSENSE WORDS."</p> <p style="text-align: center;">SY (BY) NY (BY) TANDY (CANDY) PUNNY (FUNNY)</p> <p>r Missed word(s). r Missed rule. If either is checked, use card game No. 109.</p>
<p>18 VC Blends — ANG, ING, ONG, UNG, ANK, INK, ONK, UNK: In some cases vowels and consonants form a single sound. Examples: sang, sing, song, sung, sank, sink, honk, hunk.</p>	<p>Point to item 18 and say, "SAY THE SOUND OF EACH BLEND AS I POINT TO IT."</p> <p style="text-align: center;">ANG (RANG) ING (THING) ONG (BONG) UNG (HUNG)</p> <p style="text-align: center;">ANK (THANK) INK (PINK) ONK (HONK) UNK (SUNK)</p> <p>r Missed sound(s). If checked, use card game No. 116.</p>
<p>19 VC Blends — ALL, ALK, OLD, OLT, OLL: In some cases vowels and consonants form a single sound. Examples: fall, talk, cold, colt, toll.</p>	<p>Point to item 19 and say, "SAY THE SOUND OF EACH BLEND AS I POINT TO IT."</p> <p style="text-align: center;">ALL (BALL) ALK (WALK) OLD (GOLD) OLT (COLT) OLL (TOLL)</p> <p>r Missed sound(s). If checked, use card game No. 117.</p>
<p>20 VC Long "I" Blends — ILD, IND, IGH: In some cases vowels and consonants form a single sound. Examples: child, find, high.</p>	<p>Point to item 20 and say, "SAY THE SOUND OF EACH BLEND AS I POINT TO IT."</p> <p style="text-align: center;">ILD (MILD) IND (KIND) IGH (NIGHT)</p> <p>r Missed sound(s). If checked, use card game No. 118.</p>
<p>21 Words Ending in TION & SION: In some cases vowels and consonants form a new sound. Examples: lo/tion, di/vi/sion.</p>	<p>Point to item 21 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT."</p> <p style="text-align: center;">LAY/TION (NATION) DAR/SION (TELEVISION)</p> <p>r Missed sound(s). If checked, use card game No. 113.</p>
<p>22 Words Ending in TURE & OUS: In some cases vowels and consonants form a new sound. Examples: na/ture, ner/vous.</p>	<p>Point to item 22 and say, "SAY EACH NONSENSE WORD AS I POINT TO IT."</p> <p style="text-align: center;">DEC/TURE (LECTURE) BOY/OUS (JOYOUS)</p> <p>r Missed sound(s). If checked, use card game No. 114.</p>

1	B C D F G H J K L M N P Q R S T V W X Y Z
2/3	A E I O U
4	HAP HAPE KET KETE FIP FIPE LOP LOPE DUB DUBE
5	BL CL FL GL PL SL BR CR DR FR GR PR TR
6	SH TH WH CH PH
7	AI EA AY EE
8	OA IE OE UE OW
9	AR ER IR OR UR
10	MO MOT FA FAM ZI ZIF SU/NAC TE/PUG
11	OU OI OY OW
12	AU AW OO OO
13	BIT/TLE SUR/PLE GRA/DLE
14	CEL CAG CIDE CYM GANE GED GIFF GUB GYF
15	KNIP DACK GNAD LUMB WRIN FIDGE
16	BAMP LESK DEST MAND PELF
17	SY NY TANDY PUNNY
18	ANG ING ONG UNG ANK INK ONK UNK
19	ALL ALK OLD OLT OLL
20	ILD IND IGH
21	LAY/TION DAR/SION
22	DEC/TURE BOY/OUS