



# Placement Test

For *All About*® *Reading* Level 2

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## Placement Test for Level 2

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



First, have your student read the short story “The Best Lunch” 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 Level 1.

- ☐ Your student should understand how to sound out words using the blending procedure demonstrated on page 12 of this Placement Test.
- ☐ Your student should be able to read words with final blends. To test, have your student read the following words.

film                  bunch                  dent                  lost                  next

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

stem                  flat                  brush                  twin                  drip

- ☐ 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 the following words.

sunset    sandbox    windmill    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**

**wet**

**we**

Answer key: *me (Open), met (Closed), she (Open), shed (Closed), wet (Closed), we (Open)*

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

**boxes**

**wings**

**wishes**

**checks**

**acts**

- ☐ Your student should have mastered the sounds of Phonograms 1-32. A list of these phonograms can be found on pages 13-14 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 (ck 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 the letter a, your student should say “/ă/-/ā/-/ah/.”

## 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.



196

## The Best Lunch



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197

Liz has ham for lunch.

It is not the best lunch, but it will do.



Then Liz gets a plan.

She will fix up the ham.

Liz runs to get Swiss.





Ned has a bit of Swiss in his lunch box.  
A bit of Swiss is not much of a lunch,  
but Ned spots the ham.



200

Ned adds the Swiss to the ham.  
Then Ned thinks—no chips!



Ned runs to get chips.

201

Brad has chips. A bag of chips is not much of a lunch, but he grabs the ham and Swiss.



202

Then Brad thinks—no drink!



Brad runs to get a drink.

203



Nan has a glass of milk.  
She spots the ham, Swiss, and chips.  
This is not a bad lunch!



Still, a dab of jam will help.

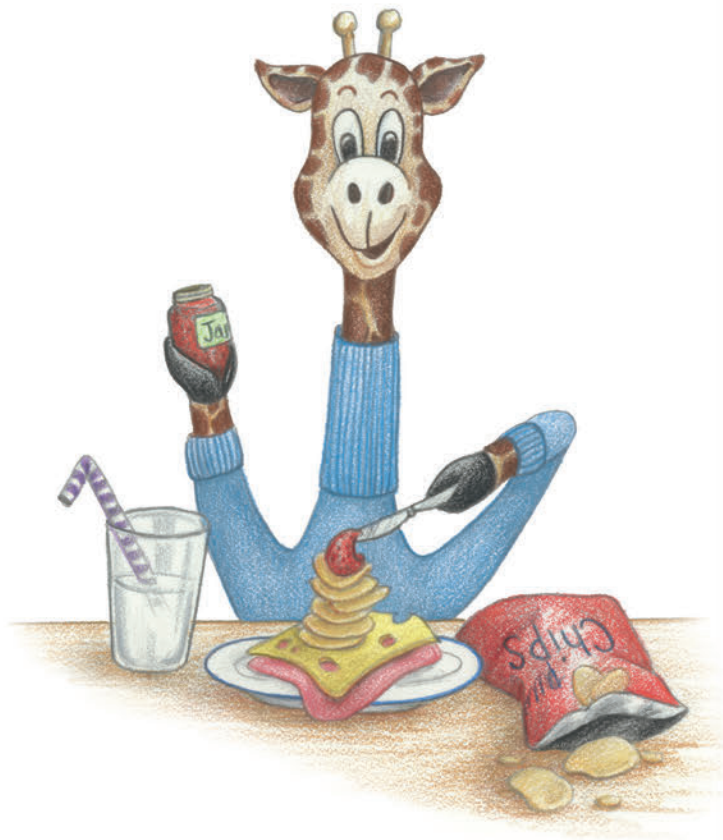


Nan runs to get the jam.



Cliff has jam. That is not much  
of a lunch.

Then he spots the milk, the chips,  
the Swiss, and the ham.



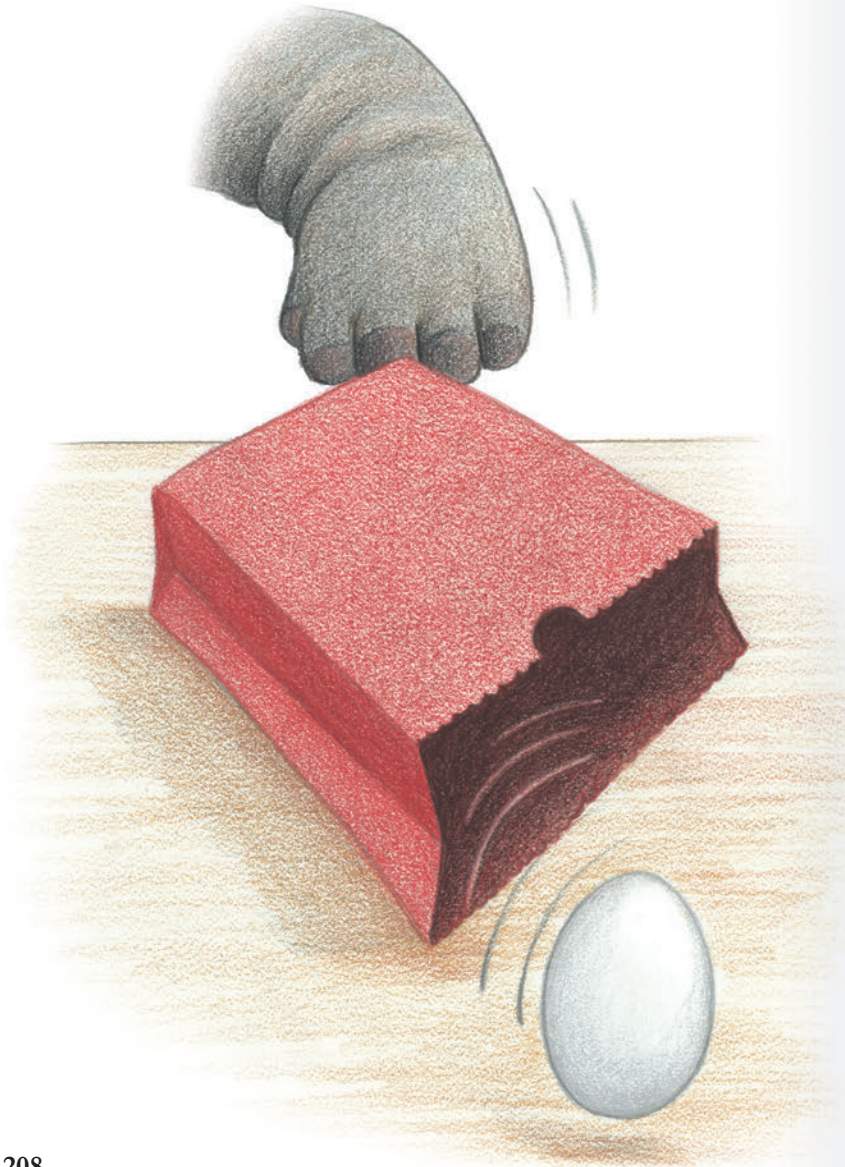
Cliff adds the jam on top.

But Cliff wishes he had an egg  
to go with his lunch.



He runs to get an egg.

Bill has an egg in his sack.



208

Bill checks the lunch.

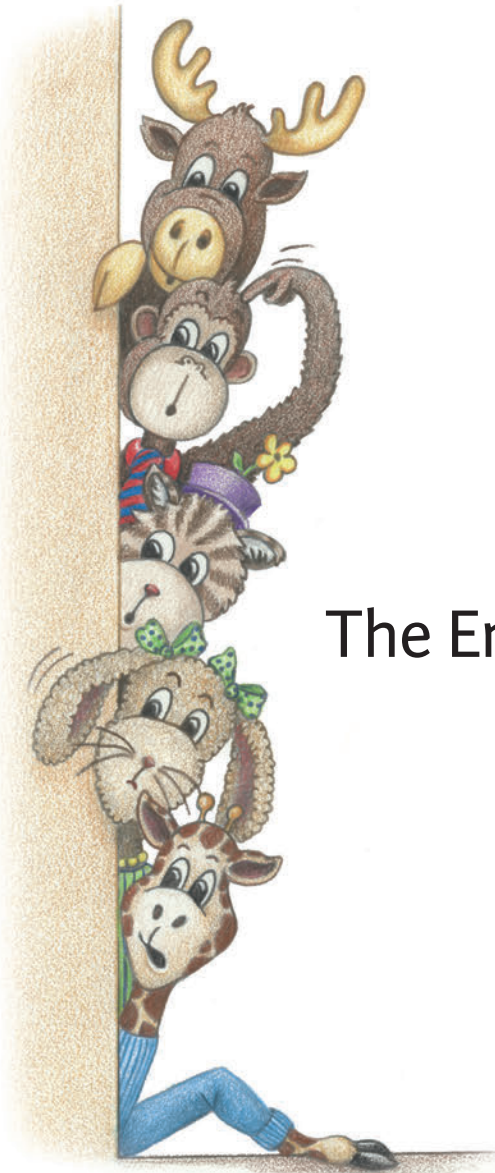
The egg will go with the ham.  
It will go with the Swiss.  
It will go with the chips.  
It will go with the milk.  
It will go with the jam.



209




Bill sits at the desk. This is the best lunch!

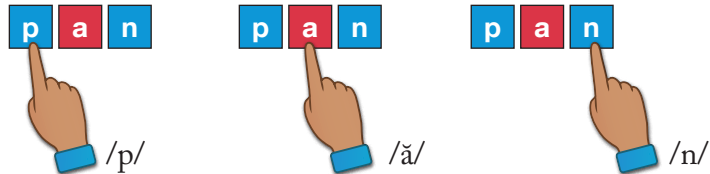


The End

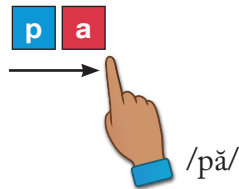
# Blending Procedure

## Blending one-syllable words

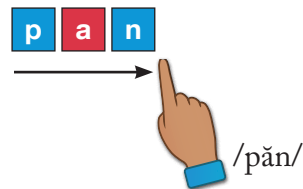
1. Build the word with letter tiles. 
2. Touch under one letter at a time and say the sound of each letter.



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.





## 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/-/ō/-/ū/	otter      open      to      oven
21	l	/l/	leaf
22	w	/w/	wave
23	u	/ŭ/-/ū/-/ö/	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/, two-letter /k/	duck
31	ng	/ng/	king
32	nk	/ngk/	thank



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