

**Directions:** As you record your scores for Parts A-N on pp. 54-58, your scores will automatically tally on this page. Be sure to press Enter/Return after each entry.

## CORE Spanish Phonics Survey—Record Form

Name \_\_\_\_\_ Grade \_\_\_\_\_ Date \_\_\_\_\_

### SKILLS SUMMARY

#### Alphabet Skills and Letter Sounds

- \_\_\_\_\_/21 A. Consonant names—uppercase  
\_\_\_\_\_/21 B. Consonant names—lowercase  
\_\_\_\_\_/10 C. Vowel names and sounds—uppercase and lowercase  
\_\_\_\_\_/21 D. Consonant sounds

#### Reading and Decoding Skills

- \_\_\_\_\_/10 E. Open syllables, CV  
\_\_\_\_\_/10 F. Open syllables, V and CV  
\_\_\_\_\_/10 G. Closed syllables, CVC and VC  
\_\_\_\_\_/10 H. Open syllables with blends, CCV  
\_\_\_\_\_/10 I. Vowel combinations in open syllables  
\_\_\_\_\_/10 J. Diphthongs in closed syllables  
\_\_\_\_\_/24 K. Multisyllabic words

#### Spelling Skills

- \_\_\_\_\_/5 L. Initial sounds  
\_\_\_\_\_/5 M. Final sounds  
\_\_\_\_\_/10 N. Whole words

#### Spelling Skills Error Analysis

- \_\_\_\_\_/2 Consonant digraphs *leche, carro*  
\_\_\_\_\_/3 Phoneme /k/ *carro, cocina, parque*  
\_\_\_\_\_/2 Phoneme /rr/, spelled r and rr *carro, rompen*  
\_\_\_\_\_/1 Phoneme /x/, spelled j in *ja, jo, ju* *hijo*  
\_\_\_\_\_/2 Phoneme /s/, spelled s *triste, abuelos*  
\_\_\_\_\_/3 Phoneme /b/, spelled b and v *baño, voy, abuelos*  
\_\_\_\_\_/1 Phoneme /s/, spelled c in *ce, ci* *cocina*  
\_\_\_\_\_/4 Closed syllables *parque, rompen, triste, abuelos*  
\_\_\_\_\_/1 Blends *triste*  
\_\_\_\_\_/1 Silent h *hijo*  
\_\_\_\_\_/1 Words with m before p and b *rompen*  
\_\_\_\_\_/2 Diphthongs *voy, abuelos*

Skills to review: \_\_\_\_\_

Skills to teach: \_\_\_\_\_

# Alphabet Skills and Letter Sounds

## PART A Consonant names—uppercase

Say to the student: *¿Puedes decirme los nombres de estas letras?* If the student cannot name three or more consecutive letters, say: *Mira todas las letras y dime si conoces alguna.*

D	L	N	S	V	Z	J
T	Y	P	C	M	CH	Ñ
LL	G	F	B	Q	R	X

\_\_\_\_/21

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## PART B Consonant names—lowercase

Say to the student: *¿Puedes decirme los nombres de estas letras?* If the student cannot name three or more consecutive letters, say: *Mira todas las letras y dime si conoces alguna.*

d	l	n	s	v	z	j
t	y	p	c	m	ch	ñ
ll	g	f	b	q	r	x

\_\_\_\_/21

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## PART C Vowel names and sounds

Ask the student: *¿Puedes decirme cuáles son los sonidos de estas letras?* If the student names the letter, that is its sound. If the student makes an error, record the error over the letter.

____/5	O	A	I	U	E	____/5	o	a	i	u	e
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\_\_\_\_/10

## PART D Consonant sounds

Say to the student: *Mira estas letras. ¿Puedes decirme qué sonido tiene cada letra?* (The digraphs *ch* and *ll* are included here because they are usually taught as part of the Spanish alphabet.) Be sure to ask if he or she knows of another sound for the letters *c* and *g*. Do not expect the student to know more than one sound for *r* (either /r/ or /rr/ is acceptable). If the student gives the correct sound, do not mark the Record Form. If the sound given is incorrect, write the sound the student gives above each letter. If no sound is given, circle the letter. If the student cannot say the sound for three or more consecutive letters say: *Mira todas las letras y dime qué sonidos conoces.*

d	l	n	s	v	z	j
t	y	p	c	m	ch	ñ
ll	g	f	b	q	r	x

\_\_\_\_/21

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## Reading and Decoding

For parts E through J, students must read both real and pseudowords (made-up words). For the first line of real words, tell the student: *Quiero que leas estas palabras.* If the student cannot read two or more of the real words, do not administer the line of pseudowords. Go to the next set of items. Before asking the student to read the line of pseudowords, say: *Ahora voy a pedirte que leas algunas palabras inventadas. No intentes leerlas como palabras reales que ya conoces.*

## PART E Open syllables, CV

____/5	su	yo	luna	techo	jefe
____/5	ne	cu	mepa	silá	rago

\_\_\_\_/10

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## PART F Open syllables, V and CV

____/5	año	iba	oro	ella	ocho
____/5	oba	udo	eca	alle	imo

\_\_\_\_/10

**PART G Closed syllables, CVC and VC**

____/5	sol	pan	tambor	juntos	artes
____/5	jez	dor	cambal	portir	entad

\_\_\_\_/10

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**PART H Open syllables with blends, CCV**

____/5	brazo	grillo	clase	pluma	globo
____/5	flece	crima	bruco	clopo	pleso

\_\_\_\_/10

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**PART I Vowel combinations in open syllables**

____/5	cae	lee	hoy	ruido	quiere
____/5	cheo	moa	ray	yugia	vaida

\_\_\_\_/10

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**PART J Diphthongs in closed syllables**

____/5	puerta	siempre	treinta	cuando	viento
____/5	pueste	guanto	tiemba	reinda	fianco

\_\_\_\_/10

## PART K Multisyllabic words

Administer this item if the student is able to read most of the single-syllable real and pseudowords in the previous items. Say to the student: *Ahora quiero que leas algunas palabras que tienen tres o cuatro sílabas. Empieza con la primera palabra de cada columna y lee todas las palabras de esa columna.* Point to the first column. If the student can read at least three out of eight of the words in this column, say: *Ahora las palabras serán inventadas. No intentes leerlas como palabras reales que ya conoces.* Point to the second column. Repeat the same procedure for the third column.

____/3	Open CV (4 SYLLABLES)	carretera	calabaje	taregudo
____/3	Closed CVC (3 SYLLABLES)	compartes	rescardan	zarcambol
____/3	Variable Letter/Sound (3 SYLLABLES)	gigante	caroce	giloga
____/3	Blends (3 SYLLABLES)	problema	frascura	tropazo
____/3	Hiatos (4 SYLLABLES)	soleado	paonante	nealtura
____/3	Diphthongs (3 SYLLABLES)	ciudades	jeralio	laicando
____/3	Diphthongs (4 SYLLABLES)	bailaremos	gilacioso	pauladista
____/3	Prefixes (4 SYLLABLES)	descompuesto	remolante	excavario

\_\_\_\_/24

# Spelling

## PART L Initial sounds

Give the student a pencil and a sheet of lined paper. Tell the student: *Escucha las palabras que te voy a leer y escribe el primer sonido que oigas.* Write the student's responses over the words.

\_\_\_\_/5      mal      pon      tus      leo      iba

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## PART M Final sounds

Tell the student: *Escucha las palabras que te voy a leer y escribe el último sonido que oigas.*

\_\_\_\_/5      sin      mes      por      uva      hace

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## PART N Whole words

Tell the student: *Escucha las palabras que te voy a leer y escribe la palabra entera.*

\_\_\_\_/5      leche      baño      carro      hijo      cocina  
\_\_\_\_/5      parque      rompen      triste      voy      abuelos

\_\_\_\_/10