

FORM E.1. Letters and Sounds

Child _____

Date _____

1. Letter Identification (26 possible)

Directions: Ask the students to touch and name each of the lowercase letters on page 55. Circle any incorrect response. Reversals, such as *b* for *d*, are incorrect. Self-corrections are counted correct if they are immediate.

d	i	n	s	x	
e	j	o	t	y	
c	h	m	r	w	
b	g	l	q	v	
a	f	k	p	u	z

Total Correct _____

2. Letter Production (26 possible)

Directions: Call out the sequence of letters presented above. Ask the student to write the letters. Accept either upper- or lowercase letters. Reversals are scored correct but should be noted.

Total Correct _____

Reversals _____

3. Letter-Sound Production (26 possible)

Directions: Ask students to touch each of the uppercase letters on the bottom of page 55 and tell you the sound it makes. Begin with the example *m*. For the vowels, you are looking for the short vowel sound (see pronunciation guide below for short vowel sounds). If students give the long vowel sound for a vowel, say "That is one sound the vowel (name the letter) makes, but what is the other sound?" Do the same if students give the soft *c* (as in *cent*) or *g* (as in *gym*) sounds. You are looking for the hard sound (*c* as in *cat* and *g* as in *gum*). Circle any incorrect responses, but check self-corrections (counted correct if they are immediate).

B	S	R	F	W	
T	O	J	A	H	
K	Sh	V	I	P	
Z	L	C	Th	U	
E	D	Y	G	N	Ch

Total Correct _____

Pronunciation Guide

A as in *apple*

E as in *Ed*

I as in *igloo*

O as in *octopus*

U as in *umbrella*

C as in *cat*

G as in *gum*

FORM D. Letter Identification and Letter Sounds (Child's Copy)

Letter Identification (Record responses on Form E.1. Fold this form in half.)

d i n s x
e j o t y
c h m r w
b g l q v
a f k p u z

Letter Sounds

Practice

M

B S R F W
T O J A H
K Sh V I P
Z L C Th U
E D Y G N Ch

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370 Seventh Avenue
New York, NY 10001
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APPENDIX 5. FastRead Sheets (p. 1 of 11)

FastRead

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