Sound It Out

Students read printed words aloud, then use their sounds to make each mark.

1.RF "Students develop word recognition by building on print concepts, phonemic awareness, and phonics to decode."

NAME _____ DATE _____

Teacher: this page is run aloud. The script and answers are on the guide page.

1 MIDDLE SOUND

a	cot	cat	cut
b	pin	pan	pen
c	bag	big	bug

2 FIRST SOUND

map	•	•	z
fan	•	•	m
zip	•	•	f

ANSWER KEY

Sound It Out

HOW TO RUN THIS PAGE

Work with students one at a time or in a small group so you can hear each child read from print before you say any of the words. Allow think time, and record independent reading accuracy and fluent recall separately from any help you give.

Students never read directions on this sheet. Read each part's script aloud, then each prompt, giving think time before students mark.

PART 1 · MIDDLE SOUND

SAY "Please read every word in a row aloud to me before you circle. Take your time. I will listen without saying the words first."

ROW	SAY	STUDENTS CIRCLE
a	Which word has /a/ in the middle? Circle it.	**cat**
b	Which word has /i/ in the middle? Circle it.	**pin**
c	Which word has /u/ in the middle? Circle it.	**bug**

PART 2 · FIRST SOUND

SAY "Please read each word on the left aloud to me before you draw any lines. Then draw a line from each word to the letter that makes its first sound."

- **map** matches **m**
- **fan** matches **f**
- **zip** matches **z**

WHAT TO ACCEPT

Circle cat, pin, and bug. Match map to m, fan to f, and zip to z. Check the student's reading aloud as well as the marks, and record any support separately.