



If your student scores less than the 40th percentile; administer the Quick Phonics Screener (QPS). Next, review the results of the QPS using the following scenarios and guidelines to look for error patterns and instructional help!

The error patterns will guide your next instructional steps with your student!

Task One - Letter Names and Sounds

- **Task 1a and 1b: Letter Names** - if student has difficulty with the consonant sounds [then](#)
- **Task 1a and 1b** - if student has difficulty with the short vowel sounds [then](#)
- **Task 1a and 1b** - if the student is demonstrating difficulty with reversals, letters that have tails, and/or letters that look similar (a, o, Q) [then](#)

Tasks Two and Three – Vowel and Consonant Patterns in Single Syllable Words

- **Task 2a and 3a** - if student has difficulty reading the words, give one word on a card and ask to segment if unable [then](#)
- **Task 2a and 3a** - if student has difficulty reading the words but is able to segment, ask to blend. If unable to do this then pay attention to if it is the initial, medial, or final sounds that is presenting difficulty. Keep track of the error pattern [then](#)
- **Task 2b and 3b** - if student has difficulty reading the sentence, code the error pattern

-can the student read the [sight words](#) accurately and with automaticity; read the decodable words accurately, if not are they able to:

- segment each sound, if not then complete activities above for segmenting
- accurately produce the initial and final sounds, if not [then](#)
- Accurately produce the sound for the medial vowel? If not then can the student tap out each word (can they read words in isolation but not in text?) If not [then](#)

Task Four – Silent e

- **Task 4a and 4b** - If student has difficulty reading the words and are not following the silent e rule, [then](#)

Task Five –R–Control Vowels

- **Task 5a and 5b** - If student has difficulty reading the words, code the errors. Are they able to correctly and consistently read all the words with the “er” (ir, er, ur) sound? Can they correctly and consistently read the “ar” words? Can they correctly and consistently read the “ur” words? If not [then](#)

Task Six – Consonant Diagraphs

- **Task 6** - code errors, look for patterns [then](#)

Task Seven – Vowel Diagraphs and Diphthongs

- **Task 7** - code errors, look for patterns [then](#) or [this](#)

Task Eight through Twelve–Multi–Syllable Words

- **Task 8, 9a,9b, and 9c** - code errors, look for patterns [then](#)

Resources to check out: <https://www.nysmigrant.org/resources/library/ELA> , <https://fcrr.org/student-center-activities/kindergarten-and-first-grade> and <https://fcrr.org/student-center-activities>

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