

Sylvia Greene's Informal Word Analysis Inventory

Directions:

Reading (Decoding):

1. Give the learner the "Learner Copy" of the inventory and explain that he/she should read the words aloud, going down each column.
2. As the learner reads the words, mark correct and incorrect responses next to each word on the "Teacher's Copy" of the inventory in the "Reading Column."
3. The responses recorded on the "Teacher's Copy" show the letter combinations that the learner knows (the correct responses) as well as those he/she does not know (the incorrect responses).
4. As a teacher, you can then plan instruction that targets the letter combinations that each learner does not know.

Spelling (Encoding):

1. To determine a learner's spelling ability, reading aloud each word on the inventory and ask the learner to write down the correct spelling.
2. Use the "Teacher's Copy" of the inventory to record the responses in the "Spelling" column.

As a teacher, you can then plan instruction that targets the letter combinations and spelling patterns that each learner does not know.

Informal Word Analysis Inventory - Level I - Learner Copy

fan	thin	hung
hag	wham	brag
Sal	rum	slot
ban	cup	snap
tad	log	strut
rig	mod	sprig
Sid	fen	runt
shin	met	Fisk
chat	quit	Luke
pitch	quack	file
latch	rank	rote
sack	link	nape
bath	Kong	Pete

Informal Word Analysis Inventory - Level II - Learner Copy

vain	gauze	mild
jay	jaw	cent
peek	knack	pace
beam	writ	cinch
roam	tight	cyst
mow	limb	gem
foe	sly	binge
hue	tie	gin
few	hark	gym
void	port	phase
soy	verb	tough
foul	firm	deaf
pow	curl	hunted
loop	pall	wished
hood	balm	slammed

Informal Word Analysis Inventory - Level I - Teacher's Copy

	Reading	Spelling		Reading	Spelling
fan			met		
hag			quit		
Sal			quack		
ban			rank		
tad			link		
rig			Kong		
Sid			hung		
shin			brag		
chat			slot		
pitch			snap		
latch			strut		
sack			sprig		
bath			runt		
thin			Fisk		
wham			Luke		
rum			file		
cup			rote		
log			nape		
mod			Pete		
fen					

Key to Individual Phonics Skills Assessed on Level I Inventory

	Skills		Skills
fan	short a and consonants: f, n	met	short e
hag	short a and consonants: h, g	quit	qu
Sal	short a and consonants: s, l	quack	
ban	short a and consonants: b, n	rank	nk
tad	short a and consonants: t, d	link	
rig	short i and consonants: r, g	Kong	ng
Sid	distinguish between short a and short i	hung	
shin	distinguish between short a and short i	brag	two letter initial consonant blends, br, sl, sn
chat	ch	slot	
pitch	tch	snap	
latch		strut	three letter initial consonant blends, str, spr
sack	ck	sprig	
bath	-th	runt	two letter final consonant blends, -nt, -sk
thin	th-	Fisk	
wham	wh	Luke	final e: long u, i, o, a, e
rum	short u	file	
cup		rote	
log	short o	nape	
mod		Pete	
fen	short e		

Informal Word Analysis Inventory - Level II - Teacher's Copy

	Reading	Spelling		Reading	Spelling
vain			hark		
jay			port		
peek			verb		
beam			firm		
roam			curl		
mow			pall		
foe			balm		
hue			mild		
few			cent		
void			pace		
soy			cinch		
foul			cyst		
pow			gem		
loop			binge		
hood			gin		
gauze			gym		
jaw			phase		
knack			tough		
writ			deaf		
tight			hunted		
limb			wished		
sly			slammed		
tie					

Key to Individual Phonics Skills Assessed on Level II

	Skills		Skills
vain	vowel digraphs <u>ai</u>	hark	r - controlled vowels, <u>ar</u>
jay	ay	port	or
peek	ee	verb	er
beam	ea	firm	ir
roam	oa	curl	ur
mow	ow = long o	pall	l - controlled vowels, <u>al</u>
foe	oe = long o	balm	silent consonants, lk, lm
hue	ue, ui = long u	mild	ild, old words
few	ew = lon u	cent	soft c, <u>ce</u>
void	oi	pace	
soy	oy	cinch	ci
foul	ou	cyst	cy
pow	ow = ou	gem	soft g
loop	oo	binge	ge
hood	oo	gin	gi
gauze	au	gym	gy
jaw	aw	phase	ph = f
knack	silent consonants <u>kn</u>	tough	gh = f
writ	<u>wr</u>	deaf	ea = short e
tight	<u>igh</u>	hunted	-ed = ed
limb	<u>mb</u> , doubt <u>bt</u>	wished	-ed = t
sly	sounds of y	slammed	-ed = d
tie			