

The Graduated Syllable Survey

Name _____ Date _____ Score /50

<p>1. admit _____</p> <p>2. minus _____</p> <p>3. dentist _____</p> <p>4. vacant _____</p> <p>5. discuss _____</p> <p>6. human _____</p> <p>7. problem _____</p> <p>8. frozen _____</p> <p>9. plastic _____</p> <p>10. music _____</p> <p>11. remain _____</p> <p>12. barber _____</p> <p>13. indeed _____</p> <p>14. former _____</p> <p>15. increase _____</p> <p>16. further _____</p> <p>17. frighten _____</p> <p>18. charter _____</p> <p>19. approach _____</p> <p>20. lumber _____</p> <p>21. voyage _____</p> <p>22. awkward _____</p> <p>23. loosen _____</p> <p>24. avoid _____</p> <p>25. powder _____</p>	<p>26. wooden _____</p> <p>27. pronounce _____</p> <p>28. destroy _____</p> <p>29. continue _____</p> <p>30. applause _____</p> <p>31. complicated _____</p> <p>32. disadvantage _____</p> <p>33. responsibility _____</p> <p>34. advisable _____</p> <p>35. subdivided _____</p> <p>36. vulture _____</p> <p>37. invention _____</p> <p>38. discussion _____</p> <p>39. special _____</p> <p>40. treasure _____</p> <p>41. famous _____</p> <p>42. enclosure _____</p> <p>43. observation _____</p> <p>44. partial _____</p> <p>45. courageously _____</p> <p>46. conclusion _____</p> <p>47. disadvantage _____</p> <p>48. astonishment _____</p> <p>49. communicate _____</p> <p>50. circumstances _____</p>
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Directions: Give one copy of the Graduated Syllable Survey to the student and keep one copy for marking. Mark each response with a check (✓) for correct or with a check with a tail for incorrect. If possible, write down each incorrect response for later analysis. Start with the first item and continue testing until the student gets five in a row wrong. A score of 5 or below indicates that the students probably needs instruction in basic decoding skills. Administer the Phonics Inventory. A score of 6 to 44 indicates a need for instruction in syllabic analysis. A score of 45 or higher indicates mastery of basic syllabic analysis. The test words assess key syllabic patterns. Words 1–10: odd numbers, short vowels; even numbers, long vowels and short vowels. 11–20: Odd numbers, long-vowel digraphs and short vowels; even numbers, *r* vowels and short vowels. Words 21–30: other vowels: /aw/, /oy/, /ow/, short and long oo; 31–35: prefixes and suffixes. Words 36–45: *ture, tion, ion, cial, ous*. Words 46–50: words that have four or more syllables. Note areas where students had difficulty and plan instruction accordingly.

Adapted from: Gunning, T. (2011). *Teacher's Guide for Word Building Book D* (2nd ed.). Unionville, CT: Galvin Publishing; Honesdale, PA: Phoenix Learning Resources.

