

# Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Edition

## DIBELS™

### *Progress Monitoring Phoneme Segmentation Fluency Kindergarten Scoring Booklet*

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Available:  
<http://dibels.uoregon.edu/>

#### Instructions:

This packet includes the student response form. No student stimulus materials are needed. The student response forms are photocopied back to back and saddle stapled. The same form is used by each student for each progress monitoring assessment throughout the second half of kindergarten.

Good, R. H., Kaminski, R. A., & Smith, S. (2002). Phoneme Segmentation Fluency. In R. H. Good & R. A. Kaminski (Eds.), Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

**Dynamic Indicators of Basic Early Literacy Skills™ 6<sup>th</sup> Ed.**  
**University of Oregon**  
**Kindergarten – Phoneme Segmentation Fluency**  
**Progress Monitoring**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_

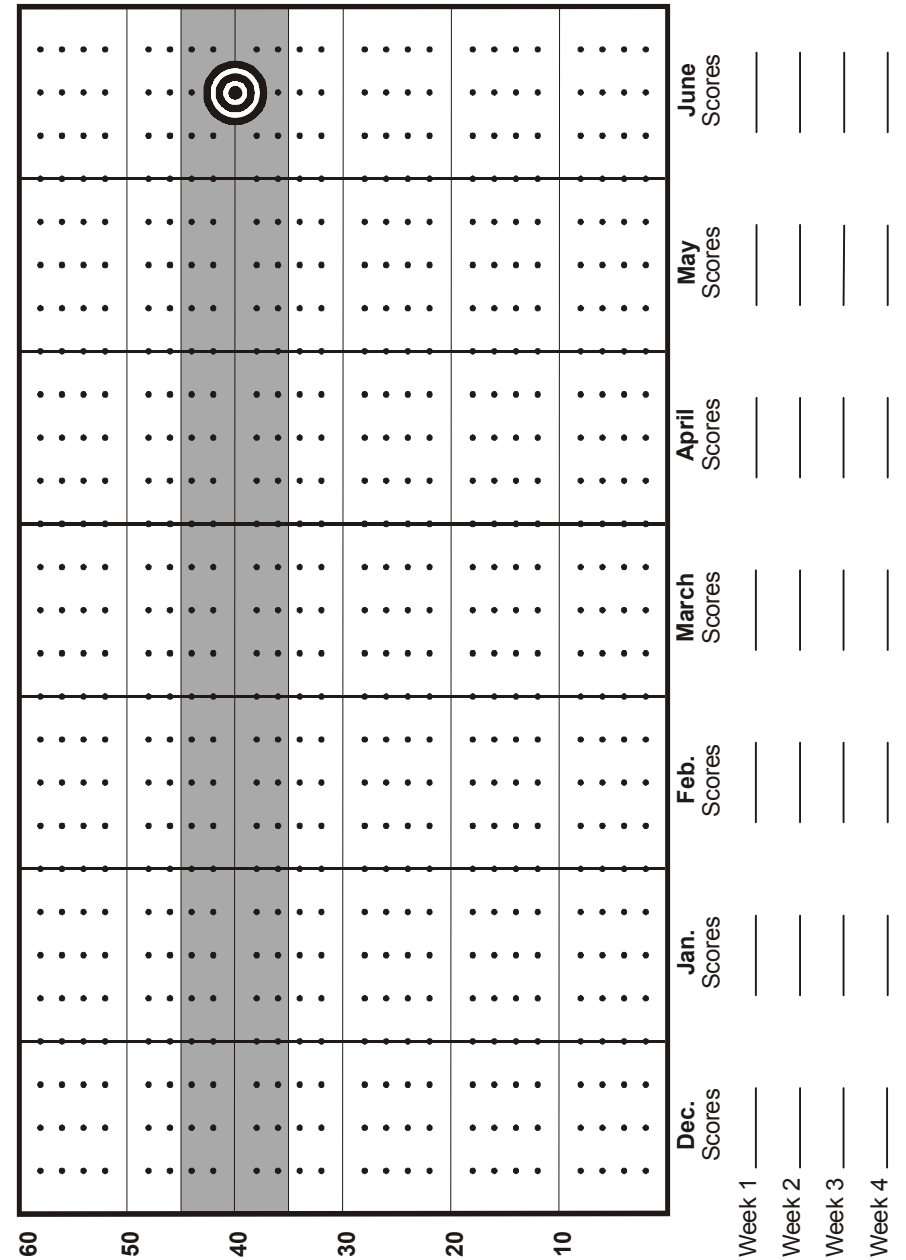
School: \_\_\_\_\_ District: \_\_\_\_\_

Academic Year: \_\_\_\_\_ Grade: \_\_\_\_\_

Good, R. H., Kaminski, R. A., & Smith, S. (2002). Phoneme Segmentation Fluency. In R. H. Good & R. A. Kaminski (Eds.), Dynamic Indicators of Basic Early Literacy Skills (6th ed.). Eugene, OR: Institute for Development of Educational Achievement. Available: <http://dibels.uoregon.edu/>.

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**Kindergarten – Phoneme Segmentation Fluency Prog. Mon.**

Name: \_\_\_\_\_ Teacher: \_\_\_\_\_



Phoneme Segmentation Fluency  
Short Form Directions

Make sure you have reviewed the long form of the directions in the Administration and Scoring Guide and have them available. Say these specific directions to the student:

Phoneme Segmentation Fluency  
*I am going to say a word. After I say it, you tell me all the sounds in the word. So, if I say, "sam," you would say /s/ /a/ /m/. Let's try one. (one second pause) Tell me the sounds in "mop":*

<b>CORRECT RESPONSE:</b> If student says, /m/ /o/ /p/, you say	<i>Very good. The sounds in "mop" are /m/ /o/ /p/.</i>
<b>INCORRECT RESPONSE:</b> If student gives any other response, you say,	<i>The sounds in "mop" are /m/ /o/ /p/. Your turn. Tell me the sounds in "mop":</i>

***OK. Here is your first word.***

Notes:

Progress Monitoring 20  
Phoneme Segmentation Fluency

view	/v/ /y/ /oo/	let	/l/ /e/ /t/	___/6
watch	/w/ /o/ /ch/	buy	/b/ /ie/	___/5
wood	/w/ /uu/ /d/	four	/f/ /or/	___/5
wrote	/r/ /oa/ /t/	cart	/k/ /ar/ /t/	___/6
start	/s/ /t/ /ar/ /t/	bus	/b/ /u/ /s/	___/7
ham	/h/ /a/ /m/	hunt	/h/ /u/ /n/ /t/	___/7
wish	/w/ /i/ /sh/	get	/g/ /e/ /t/	___/6
hit	/h/ /i/ /t/	fuss	/f/ /u/ /s/	___/6
seed	/s/ /ea/ /d/	hang	/h/ /a/ /ng/	___/6
gift	/g/ /i/ /f/ /t/	wise	/w/ /ie/ /z/	___/7
pin	/p/ /i/ /n/	oil	/oi/ /l/	___/5
bus	/b/ /u/ /s/	main	/m/ /ai/ /n/	___/6

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 1  
Phoneme Segmentation Fluency

leaned	/l/ /ea/ /n/ /d/	shine	/sh/ /ie/ /n/	___/7
worm	/w/ /ir/ /m/	smiled	/s/ /m/ /ie/ /l/ /d/	___/8
porch	/p/ /or/ /ch/	creek	/k/ /r/ /ea/ /k/	___/7
grabbed	/g/ /r/ /a/ /b/ /d/	bags	/b/ /a/ /g/ /z/	___/9
lit	/l/ /i/ /t/	kissed	/k/ /i/ /s/ /t/	___/7
get	/g/ /e/ /t/	pouch	/p/ /ow/ /ch/	___/6
roared	/r/ /or/ /d/	whale	/w/ /ai/ /l/	___/6
broke	/b/ /r/ /oa/ /k/	meet	/m/ /ea/ /t/	___/7
raise	/r/ /ai/ /z/	note	/n/ /oa/ /t/	___/6
worth	/w/ /ir/ /th/	points	/p/ /oi/ /n/ /t/ /s/	___/8
that	/TH/ /a/ /t/	cold	/k/ /oa/ /l/ /d/	___/7
worked	/w/ /ir/ /k/ /t/	fight	/f/ /ie/ /t/	___/7

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 2  
Phoneme Segmentation Fluency

dreams	/d/	r/	eal/	m/	z/	year	/y/	eal/	r/	_____8		
match	m/	a/	ch/			sir	/s/	ir/		_____5		
meet	m/	eal/	t/			yours	/y/	or/	z/	_____6		
kiss	/k/	i/	/s/			stones	/s/	t/	eal/	n/	z/	_____8
lived	l/	i/	v/	d/		fell	/f/	e/	l/		_____7	
guess	g/	e/	/s/			storm	/s/	t/	or/	m/	_____7	
mind	m/	i/	e/	n/	d/	nor	/n/	or/			_____6	
known	n/	oa/	n/			showed	sh/	oa/	d/		_____6	
oz	o/	z/				say	/s/	ai/			_____4	
at	a/	t/				bag	/b/	a/	g/		_____5	
fish	f/	i/	sh/			low	l/	oa/			_____5	
least	l/	eal/	s/	t/		seem	/s/	eal/	m/		_____7	

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 19  
Phoneme Segmentation Fluency

lap	l/	a/	p/			steel	/s/	t/	eal/	l/	_____7
dead	d/	e/	d/			low	l/	oa/			_____5
yours	/y/	or/	z/			wolf	/w/	uu/	l/	f/	_____7
rise	/r/	i/	e/	z/		wing	/w/	i/	ng/		_____6
what	w/	o/	t/			chairs	/ch/	ai/	r/	z/	_____7
signs	/s/	i/	e/	n/	z/	tell	/t/	e/	l/		_____7
rides	/r/	i/	e/	d/	z/	bug	/b/	u/	g/		_____7
drip	/d/	r/	i/	p/		three	/th/	r/	eal/		_____7
duck	/d/	u/	k/			nuts	/n/	u/	t/	s/	_____7
poor	/p/	oo/	r/			sand	/s/	a/	n/	d/	_____7
mouse	/m/	ow/	s/			lamp	l/	a/	m/	p/	_____7
path	/p/	a/	th/			mad	/m/	a/	d/		_____6

Error Pattern:

Total: \_\_\_\_\_

Progress Monitoring 18  
Phoneme Segmentation Fluency

fur	/f/ /ir/	large	/l/ /ar/ /j/	___/5
keep	/k/ /ea/ /p/	flies	/f/ /l/ /ie/ /z/	___/7
meat	/m/ /ea/ /t/	shine	/sh/ /ie/ /n/	___/6
mail	/m/ /ai/ /l/	been	/b/ /ea/ /n/	___/6
ways	/w/ /ai/ /z/	fit	/f/ /i/ /t/	___/6
true	/t/ /r/ /oo/	low	/l/ /oa/	___/5
put	/p/ /uu/ /t/	hold	/h/ /oa/ /l/ /d/	___/7
caps	/k/ /a/ /p/ /s/	piece	/p/ /ea/ /s/	___/7
jet	/j/ /e/ /t/	smoke	/s/ /m/ /oa/ /k/	___/7
shows	/sh/ /oa/ /z/	coat	/k/ /oa/ /t/	___/6
gate	/g/ /ai/ /t/	fur	/f/ /ir/	___/5
talk	/t/ /o/ /k/	went	/w/ /e/ /n/ /t/	___/7

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 3  
Phoneme Segmentation Fluency

least	/l/ /ea/ /s/ /t/	guess	/g/ /e/ /s/	___/7
white	/w/ /ie/ /t/	wish	/w/ /i/ /sh/	___/6
feet	/f/ /ea/ /t/	grown	/g/ /r/ /oa/ /n/	___/7
broke	/b/ /r/ /oa/ /k/	we	/w/ /ea/	___/6
bats	/b/ /a/ /t/ /s/	pot	/p/ /o/ /t/	___/7
mask	/m/ /a/ /s/ /k/	horse	/h/ /or/ /s/	___/7
jail	/j/ /ai/ /l/	shut	/sh/ /u/ /t/	___/6
these	/TH/ /ea/ /z/	tough	/t/ /u/ /f/	___/6
mat	/m/ /a/ /t/	tell	/t/ /e/ /l/	___/6
gun	/g/ /u/ /n/	cage	/k/ /ai/ /j/	___/6
block	/b/ /l/ /o/ /k/	feel	/f/ /ea/ /l/	___/7
palm	/p/ /o/ /l/ /m/	knocked	/n/ /o/ /k/ /t/	___/7

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 17  
Phoneme Segmentation Fluency

mind	/m/	/ie/	/n/	/d/	be	/b/	/ea/	_____/6
like	/l/	/ie/	/k/		sell	/s/	/e/ /l/	_____/6
same	/s/	/ai/	/m/		rides	/r/	/ie/ /d/ /z/	_____/7
gone	/g/	/o/	/n/		peek	/p/	/ea/ /k/	_____/6
balls	/b/	/o/	/l/	/z/	new	/n/	/y/ /oo/	_____/7
doc	/d/	/o/	/k/		form	/f/	/or/ /m/	_____/6
place	/p/	/l/	/ai/	/s/	mind	/m/	/ie/ /n/ /d/	_____/8
colt	/k/	/oa/	/l/	/t/	odd	/o/	/d/	_____/6
means	/m/	/ea/	/n/	/z/	use	/y/	/oo/ /s/	_____/7
truth	/t/	/r/	/oo/	/th/	pull	/p/	/uu/ /l/	_____/7
leaped	/l/	/ea/	/p/	/t/	fought	/f/	/o/ /t/	_____/7
waves	/w/	/ai/	/v/	/z/	mule	/m/	/y/ /oo/ /l/	_____/8

Error Pattern:

Total: \_\_\_\_\_

Progress Monitoring 4  
Phoneme Segmentation Fluency

ship	/sh/	/i/	/p/		porch	/p/	/or/ /ch/	_____/6
owl	/ow/	/l/			birds	/b/	/ir/ /d/ /z/	_____/6
butch	/b/	/uu/	/ch/		car	/k/	/ar/	_____/5
zoo	/z/	/oo/			nut	/n/	/u/ /t/	_____/5
legs	/l/	/e/	/g/	/z/	dumb	/d/	/u/ /m/	_____/7
rooms	/r/	/oo/	/m/	/z/	truth	/t/	/r/ /oo/ /th/	_____/8
add	/a/	/d/			with	/w/	/i/ /TH/	_____/5
read	/r/	/e/	/d/		try	/t/	/r/ /ie/	_____/6
jet	/j/	/e/	/t/		raced	/r/	/ai/ /s/ /t/	_____/7
ing	/l/	/i/	/ng/		splash	/s/	/p/ /l/ /a/ /sh/	_____/8
their	/TH/	/ai/	/r/		rid	/r/	/i/ /d/	_____/6
sit	/s/	/i/	/t/		kids	/k/	/i/ /d/ /z/	_____/7

Error Pattern:

Total: \_\_\_\_\_

Progress Monitoring 16  
Phoneme Segmentation Fluency

pair	/p/ /ai/ /r/	sit	/s/ /i/ /t/	___/6
looks	/l/ /uu/ /k/ /s/	cooked	/k/ /uu/ /k/ /t/	___/8
wife	/w/ /ie/ /f/	doc	/d/ /o/ /k/	___/6
palm	/p/ /o/ /l/ /m/	help	/h/ /e/ /l/ /p/	___/7
board	/b/ /or/ /d/	hopped	/h/ /o/ /p/ /t/	___/7
walk	/w/ /o/ /k/	month	/m/ /u/ /n/ /th/	___/7
my	/m/ /ie/	field	/f/ /ea/ /l/ /d/	___/6
ham	/h/ /a/ /m/	board	/b/ /or/ /d/	___/6
horse	/h/ /or/ /s/	wheat	/w/ /ea/ /t/	___/6
mouth	/m/ /ow/ /TH/	and	/a/ /n/ /d/	___/6
has	/h/ /a/ /z/	meal	/m/ /ea/ /l/	___/6
die	/d/ /ie/	looked	/l/ /uu/ /k/ /t/	___/6

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 5  
Phoneme Segmentation Fluency

air	/ai/ /r/	sheet	/sh/ /ea/ /t/	___/5
crept	/k/ /r/ /e/ /p/ /t/	wait	/w/ /ai/ /t/	___/8
boy	/b/ /oi/	loose	/l/ /oo/ /s/	___/5
so	/s/ /oa/	walk	/w/ /o/ /k/	___/5
rain	/r/ /ai/ /n/	pie	/p/ /ie/	___/5
move	/m/ /oo/ /v/	showed	/sh/ /oa/ /d/	___/6
fill	/f/ /i/ /l/	he	/h/ /ea/	___/5
web	/w/ /e/ /b/	zoo	/z/ /oo/	___/5
most	/m/ /oa/ /s/ /t/	eight	/ai/ /t/	___/6
bud	/b/ /u/ /d/	belt	/b/ /e/ /l/ /t/	___/7
art	/ar/ /t/	fair	/f/ /ai/ /r/	___/5
chip	/ch/ /i/ /p/	knocked	/n/ /o/ /k/ /t/	___/7

Total: \_\_\_\_\_

Error Pattern:



Progress Monitoring 6  
Phoneme Segmentation Fluency

paw	/p/	o/	lad	/l/	a/	d/	_____/5			
rug	r/	u/	g/	hair	h/	a/	r/	_____/6		
shows	sh/	oa/	z/	mean	m/	ea/	n/	_____/6		
zoo	z/	oo/	eight	a/	t/	_____/4				
taste	t/	ai/	s/	t/	deck	d/	e/	k/	_____/7	
tie	t/	ie/	rat	r/	a/	t/	_____/5			
says	s/	e/	z/	coal	k/	oa/	l/	_____/6		
tube	t/	oo/	b/	eight	a/	t/	_____/6			
fool	f/	oo/	l/	shape	sh/	ai/	p/	_____/6		
sleep	s/	l/	ea/	p/	fur	f/	ir/	_____/6		
one	w/	u/	n/	sounds	s/	ow/	n/	d/	z/	_____/8
slow	s/	l/	oa/	taught	t/	o/	t/	_____/6		

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 15  
Phoneme Segmentation Fluency

hunt	h/	u/	n/	t/	school	s/	k/	oo/	l/	_____/8
said	s/	e/	d/	them	TH/	e/	m/	_____/6		
mean	m/	ea/	n/	late	l/	ai/	t/	_____/6		
chuck	ch/	u/	k/	pat	p/	a/	t/	_____/6		
pouch	p/	ow/	ch/	job	j/	oa/	b/	_____/6		
chase	ch/	ai/	s/	check	ch/	e/	k/	_____/6		
here	h/	ea/	r/	rides	r/	ie/	d/	z/	_____/7	
skate	s/	k/	ai/	t/	list	l/	i/	s/	t/	_____/8
game	g/	ai/	m/	tank	t/	a/	ng/	k/	_____/7	
help	h/	e/	l/	p/	coal	k/	oa/	l/	_____/7	
lock	l/	o/	k/	eight	a/	t/	_____/5			
hyde	h/	ie/	d/	points	p/	oi/	n/	t/	s/	_____/8

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 14  
Phoneme Segmentation Fluency

dressed	/d/ /r/ /e/ /s/ /t/	knees	/n/ /ea/ /z/	___/8
kite	/k/ /ie/ /t/	is	/i/ /z/	___/5
break	/b/ /r/ /ai/ /k/	begged	/b/ /e/ /g/ /d/	___/8
cars	/k/ /ar/ /z/	is	/i/ /z/	___/5
is	/i/ /z/	rubbed	/r/ /u/ /b/ /d/	___/6
tape	/t/ /ai/ /p/	ought	/o/ /t/	___/5
keeps	/k/ /ea/ /p/ /s/	mills	/m/ /i/ /l/ /z/	___/8
dear	/d/ /ea/ /r/	dead	/d/ /e/ /d/	___/6
much	/m/ /u/ /ch/	but	/b/ /u/ /t/	___/6
came	/k/ /ai/ /m/	calm	/k/ /o/ /l/ /m/	___/6
rid	/r/ /i/ /d/	feed	/f/ /ea/ /d/	___/6
sight	/s/ /ie/ /t/	log	/l/ /o/ /g/	___/6

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 7  
Phoneme Segmentation Fluency

thank	/th/ /a/ /ng/ /k/	chance	/ch/ /a/ /n/ /s/	___/8
lay	/l/ /ai/	odd	/o/ /d/	___/4
stayed	/s/ /t/ /ai/ /d/	boards	/b/ /or/ /d/ /z/	___/8
pair	/p/ /ai/ /r/	think	/th/ /i/ /ng/ /k/	___/7
rough	/r/ /u/ /f/	tent	/t/ /e/ /n/ /t/	___/7
hay	/h/ /ai/	child	/ch/ /ie/ /l/ /d/	___/6
lad	/l/ /a/ /d/	meal	/m/ /ea/ /l/	___/6
net	/n/ /e/ /t/	thank	/th/ /a/ /ng/ /k/	___/7
thoughts	/th/ /o/ /t/ /s/	laugh	/l/ /a/ /f/	___/7
his	/h/ /i/ /z/	nut	/n/ /u/ /t/	___/6
fuss	/f/ /u/ /s/	red	/r/ /e/ /d/	___/6
seed	/s/ /ea/ /d/	third	/th/ /ir/ /d/	___/6

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 8  
Phoneme Segmentation Fluency

noise	/n/oi/z/	how	/h/ow/	_____/5
time	/t/ie/m/	deal	/d/ea/l/	_____/6
dreams	/d/r/ea/m/z/	skate	/s/k'ai/t/	_____/9
wheat	/w/ea/t/	cried	/k/r/ie/d/	_____/7
we	/w/ea/	school	/s/k/oo/l/	_____/6
bowl	/b/oa/l/	rooms	/r/oo/m/z/	_____/7
whale	/w'ai/l/	gun	/g/u/n/	_____/6
clue	/k/l/oo/	shoes	/sh/oo/z/	_____/6
hair	/h'ai/r/	marked	/m/ar/k/t/	_____/7
mud	/m/u/d/	up	/u/p/	_____/5
if	/i/f/	age	/ai/j/	_____/4
meant	/m/e/n/t/	sighed	/s/ie/d/	_____/7

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 13  
Phoneme Segmentation Fluency

clown	/k/l/ow/n/toys	/t/oi/z/	_____/7	
sport	/s/p/or/t/	keep	/k/ea/p/	_____/7
laugh	/l/a/f/	calm	/k/o/l/m/	_____/6
join	/j/oi/n/	wash	/w/o/sh/	_____/6
phone	/f/oa/n/	pots	/p/o/t/s/	_____/7
touched	/t/u/ch/t/	park	/p/ar/k/	_____/7
thought	/th/o/t/	drip	/d/r/i/p/	_____/7
made	/m'ai/d/	clothes	/k/l/oa/TH/z/	_____/8
pull	/p/uu/l/	came	/k'ai/m/	_____/6
does	/d/u/z/	palm	/p/o/l/m/	_____/6
shed	/sh/e/d/	seen	/s/ea/n/	_____/6
let	/l/e/t/	share	/sh'ai/r/	_____/6

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 12  
Phoneme Segmentation Fluency

now	/n/ /ow/	love	/l/ /u/ /v/	___/5
chief	/ch/ /ea/ /f/	get	/g/ /e/ /t/	___/6
joy	/j/ /oi/	did	/d/ /i/ /d/	___/5
shoe	/sh/ /oo/	such	/s/ /u/ /ch/	___/5
fang	/f/ /a/ /ng/	eyes	/ie/ /z/	___/5
pink	/p/ /i/ /ng/ /k/	sons	/s/ /u/ /n/ /z/	___/8
could	/k/ /uu/ /d/	plain	/p/ /l/ /ai/ /n/	___/7
drop	/d/ /r/ /o/ /p/	boots	/b/ /oo/ /t/ /s/	___/8
oz	/o/ /z/	pay	/p/ /ai/	___/4
walked	/w/ /o/ /k/ /t/	thin	/th/ /i/ /n/	___/7
forth	/f/ /or/ /th/	shall	/sh/ /a/ /l/	___/6
own	/oa/ /n/	boy	/b/ /oi/	___/4

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 9  
Phoneme Segmentation Fluency

at	/a/ /t/	bag	/b/ /a/ /g/	___/5
door	/d/ /or/	jump	/j/ /u/ /m/ /p/	___/6
air	/ai/ /r/	weeds	/w/ /ea/ /d/ /z/	___/6
rooms	/r/ /oo/ /m/ /z/	bow	/b/ /oa/	___/6
two	/t/ /oo/	main	/m/ /ai/ /n/	___/5
breathe	/b/ /r/ /ea/ /TH/	high	/h/ /ie/	___/6
spot	/s/ /p/ /o/ /t/	park	/p/ /ar/ /k/	___/7
wish	/w/ /i/ /sh/	mine	/m/ /ie/ /n/	___/6
dish	/d/ /i/ /sh/	sad	/s/ /a/ /d/	___/6
noon	/n/ /oo/ /n/	pulled	/p/ /uu/ /l/ /d/	___/7
dawn	/d/ /o/ /n/	was	/w/ /u/ /z/	___/6
own	/oa/ /n/	ox	/o/ /k/ /s/	___/5

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 10  
Phoneme Segmentation Fluency

pole	/p/	/oʊ/	/l/	seed	/s/	/eɪ/	/d/	_____/6
ha	/h/	/ɑ/		bone	/b/	/oʊ/	/n/	_____/5
month	/m/	/u/	/n/	th/	/w/	/i/	/l/	_____/8
big	/b/	/ɪ/	/g/	out	/oʊ/	/t/		_____/5
is	/ɪ/	/z/		rest	/r/	/e/	/s/	_____/6
words	/w/	/ɪr/	/d/	/z/	/d/	/o/	/g/	_____/8
paws	/p/	/o/	/z/	hey	/h/	/aɪ/		_____/5
brush	/b/	/r/	/u/	/sh/	/l/	/eɪ/	/f/	_____/7
hawk	/h/	/o/	/k/	night	/n/	/i/	/t/	_____/6
pipe	/p/	/i/	/p/	fought	/f/	/o/	/t/	_____/6
forth	/f/	/ɔr/	/th/	mice	/m/	/i/	/s/	_____/6
base	/b/	/aɪ/	/s/	check	/ch/	/e/	/k/	_____/6

Total: \_\_\_\_\_

Error Pattern:

Progress Monitoring 11  
Phoneme Segmentation Fluency

mean	/m/	/eɪ/	/n/	jet	/j/	/e/	/t/	_____/6
chief	/ch/	/eɪ/	/f/	dance	/d/	/ɑ/	/n/	_____/7
slide	/s/	/l/	/i/	/d/	/r/	/eɪ/	/ch/	_____/7
saw	/s/	/o/		shows	/sh/	/oʊ/	/z/	_____/5
told	/t/	/oʊ/	/l/	/d/	/ch/	/e/	/k/	_____/7
pad	/p/	/ɑ/	/d/	each	/eɪ/	/ch/		_____/5
coach	/k/	/oʊ/	/ch/	shout	/sh/	/oʊ/	/t/	_____/6
lap	/l/	/ɑ/	/p/	pool	/p/	/oo/	/l/	_____/6
whole	/h/	/oʊ/	/l/	ring	/r/	/ɪ/	/ng/	_____/6
where	/w/	/aɪ/	/r/	clean	/k/	/l/	/eɪ/	_____/7
back	/b/	/ɑ/	/k/	worked	/w/	/ɪr/	/k/	_____/7
mop	/m/	/o/	/p/	ray	/r/	/aɪ/		_____/5

Error Pattern:

Total: \_\_\_\_\_