

Phonemic Awareness Assessment

(Calarese & Suhr, 1997)

1. Rhyming

Say: We are going to do some rhyming. I will say a word and then you say a word that rhymes with my word. Listen. If I say *ball*, you could say *tall*. If I say *sand*, you could say_____. (Pause for child's response; offer assistance if necessary.) Let's try some more. (Rhyming nonsense words are acceptable.)

1. man _____

2. hat _____

3. sit _____

4. take _____

5. sing _____

II. Initial Phonemes

Say: We are going to listen for words that start the same. Listen for a word that starts like *lake*. (Teacher says *boy*, *little*, *go*. S/he then has student say *lake* and *little* and then has them listen for the same first sound.) Listen for a word that starts like *miss*: *ant*, *me*, *dog*. Listen for a word that starts like *cup*: *cake*, *log*, *pan*.. Let's try some more.

1. mom: moon, sat, ice

2. she: ride, name, shut

3. bug: chair, boy, race

4. eat: fast, red, even

5. name: lost, no, sing

III. Blending

Say: I can say a word the slow way (very stretched pronunciation): /f/ /a/ /n/. I can say it fast: *fan*. Now, I'll say a word the slow way and you say it fast: Listen: /p/ /e/ /t/. Now, you say it fast: _____.

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|--------------------|-------------------|
| 1. go (2) _____ | 2. gray (3) _____ |
| 3. boo (2) _____ | 4. stew (3) _____ |
| 5. boat (3) _____ | 6. may (2) _____ |
| 7. live (3) _____ | 8. on (2) _____ |
| 9. sheep (3) _____ | 10. at (2) _____ |

IV. Segmenting

Say: I'm going to say a word the fast way and you say it the slow way. Use your hand to tap all the sounds you hear. Listen: *wave* (3), /w/ /a/ /v/ (teacher says a word and taps for three sounds). Now I'll say a word fast and you say it slow and tap: *blue* (3). _____.

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|-------------------|-------------------|
| 1. big (3) _____ | 2. up (2) _____ |
| 3. look (3) _____ | 4. dot (3) _____ |
| 5. paw (2) _____ | 6. nice (3) _____ |
| 7. see (2) _____ | 8. have (3) _____ |
| 9. off (2) _____ | 10. day (2) _____ |

V. Phoneme Manipulation

Say: I can say *late* without the /l/: ate. Say *can*. Now say *can* without the /c/: (an). Say *bite*. Now say *bite* without the /t/ (by). Let's do some more.

1. cat without the /c/ _____ (at)
2. bit without the /b/ _____ (it)
3. board without the /d/ _____ (bore)
4. feet without the /f/ _____ (eat)
5. list without the /s/ _____ (lit)
6. split without the /l/ _____ (spit)
7. mice without the /s/ _____ (my)
8. mate without the /t/ _____ (may)
9. stop without the /s/ _____ (top)
10. monkey without the /k/ _____ (money)