PART 1

EMERGENT LITERACY SKILLS

CHAPTER 1  Developing Phonemic Awareness
CHAPTER 2  Developing Alphabet Knowledge
Developing Phonemic Awareness

**DEFINED**

Phonemic awareness is defined as the understanding that a spoken word is made up of a series of separate sounds.

**INTERVENTION MAY BE NEEDED IF**

The student is unable to recognize, identify, and manipulate individual speech sounds.

**DISCUSSION**

**Phonemic awareness**, sometimes called *phoneme awareness* or *oral phonemic segmentation*, is the understanding of, and the ability to manipulate, the smallest units of sound (**phonemes**) that make up spoken words. There are approximately 40 different phonemes in English, which are represented by one or more of the 26 letters in our alphabet. For example, in the word *dog*, there are three phonemes, the sounds of which are represented as follows: /d/, /o/, and /g/. While phonemic awareness is not necessary for understanding and speaking the language, research has shown that it may be important to reading success (Kameenui, et al., 1998). In fact, phonemic awareness is more highly related to learning to read than are other well-known measures such as alphabet knowledge, intelligence, other emergent literacy skills, and listening comprehension. Phonemic awareness has been shown to be an important factor that distinguishes successful from disabled readers.

Youngsters who lack phonemic awareness tend to have difficulty in understanding the alphabetical system of English required for changing print into meaningful sound. Phonemic awareness skills are prerequisites for benefiting from phonics instruction. They are also an important factor in learning how to spell.

Experts do not agree on all of the components of phonemic awareness. Some authorities believe that some of the higher-level phonemic awareness skills are more a consequence of reading acquisition than a cause.

Students with strong phonemic awareness skills understand about *sounds* in spoken words. They know that spoken words are made up of different sounds, and they know how to manipulate these sounds to make new words. Once students add another key emergent literacy skill, alphabet knowledge, they have two key
prerequisites for successful decoding. Next they learn how the letters and sounds correspond (which is called **phonics**), and active reading begins.

It is important to keep in mind that older readers who are having difficulty developing their ability to read may appear to lack phonemic awareness. But having those readers spend large amounts of instructional time doing the types of phonemic awareness activities usually available for beginning readers will probably not be very effective. For older readers, it is recommended that the instruction begin with explaining the concept of phonemic awareness—that spoken words can be broken into separate sounds. Provide a few simple examples of oral phoneme segmentation and phoneme blending and then have the child segment a given word and blend some given sounds into a word.

**Assessing Phonemic Awareness**

The three levels of phonemic awareness assessments described below are the Observation Assessment, Quick Assessment, and In-Depth Assessment. The three levels have some common traits. The activities that are used to evaluate phonemic awareness at the Observation Assessment level are very similar to the activities included on the two phonemic awareness tests found in the Quick Assessment and In-Depth Assessment.

It is important to understand that phonemic awareness is assessed from oral language use only. It does not involve any form of print.

To assist in monitoring the development of a student’s phonemic awareness, a checklist of phonemic awareness skills is useful (p.19). The checklist provides a place to document student progress that is indicated on the phonemic awareness assessments.

- **Observation of Phonemic Awareness Ability** As the student performs oral tasks that require the manipulation of speech sounds, difficulties with phonemic awareness may be seen.

- **Quick Assessment of Phonemic Awareness Ability** A determination of the need for further phonemic awareness assessment can be done by asking the child to say the sounds she hears in a word. The teacher might say the word “cat” and ask the child to say each sound she hears in the word “cat.” If the child can do that successfully then there is probably not any need for further phonemic awareness assessment.

  In cases where it is necessary to do more phonemic awareness testing The Quick Phonemic Awareness Test on page 11 is useful. This instrument looks at six phonemic awareness skills: rhyming, initial sound recognition, phoneme blending, phoneme segmentation, identification of the number of sounds in a word, and ending sound recognition.

- **In-Depth Assessment of Phonemic Awareness Ability** You can do a more intensive test of the phonemic awareness tasks by following the specific instructions on the Phonemic Awareness Assessment presented on page 12. Such testing will enable you to determine each child’s abilities prior to providing instruction in the areas where weaknesses are exhibited. The test has scoring sheets you can use to keep track of each child’s performance.

  Students’ phonemic awareness ability should be assessed by the fourth month of kindergarten. Students who are not progressing adequately should be provided with intensive phonemic awareness training.
Teaching Phonemic Awareness

Phonemic awareness is usually taught to beginning readers as a prerequisite to formal reading instruction. The teaching activities vary but are usually designed for use with students in the early primary grades. It is important to remember that the goal of phonemic awareness instruction is to have students understand that the words used in our spoken communications are created of separate discrete sounds. That concept is the foundation for further instruction in phonics.

Phonemic awareness instruction for older students will probably be more effective if it is taught as a concept rather than using activities that are designed for younger students. Discuss with the student the idea that the words we say have separate sounds in them. Include in the discussion the notion that we can separate those sounds and identify them. Demonstrate the concept by asking the student to identify the sounds in a simple word. Once you can establish that the older student has the concept of phonemic awareness, further instruction may not be necessary.

In the “Recommendations” and “Games and Exercises” sections of this chapter, you will find lesson ideas that can be used for direct instruction of phonemic awareness or indirect instruction of phonemic awareness. The direct instruction lesson ideas can be easily written into a lesson plan with a clear learning objective and an evaluation of the effectiveness of the lesson. The indirect lesson ideas are labeled as Informal Language Activities. These activities can be used to provide the students with an experience base that they can bring to a direct instruction lesson. The activities can be centered on playing with oral language.

ELL Students and Phonemic Awareness

In any spoken language, the concept of phonemic awareness is the same. The words in the student’s first language can be broken into separate sounds. This concept can be transferred from the ELL student’s first language to spoken English (Geva & Wang, 2001).

An issue that may have an impact on ELL students receiving instruction in English phonemic awareness is the differences in sounds used in two languages. There may be sounds in English that are not present in the student’s first language, and there may be sounds in the student’s first language that are not present in English. This could potentially cause confusion for an ELL student if the teacher is not sensitive to the differences.

RECOMMENDATIONS

Informal Language Activities

Phonemic awareness can be fostered both through informal language activities that encourage students to explore and manipulate the sounds in words and through formal, systematic instruction. Phonemic awareness activities should begin prior to kindergarten and may include the activities listed here.
To provide informal language activities that encourage students to explore and manipulate the sounds in words, the teacher might do the following:

A. Read to students throughout the day, and engage them in discussions and explanations to enhance oral language development. Use pictures and objects to demonstrate word meanings and associations.

B. Point out separate words as they appear in sentences on charts or in big books. Pronounce the words clearly while doing this.

C. Help young students to hear the syllables in words by clapping them out and pronouncing them in exaggerated ways.

D. Use alliterative literature to help students develop the concept of beginning sounds. Ask students to identify words that start with the same sounds in the text. After reading a book, have students generate more words that have the same beginning sounds. Using the pattern of the text, have students create alliterative sentences for a class book. Each student can illustrate a sentence. You will find a list of trade books to assist in teaching alliteration in Appendix 2.

E. Provide other activities that encourage children to identify and manipulate phonemes, such as these:
   1. “What is the beginning sound of _______?”
   2. “What is the ending sound of _______?”
   3. “Do dog and cat rhyme?”
   4. “How is bat different from sat?”
   5. “Listen to the word time. Can you change that word by giving it a beginning sound of /d/?”
   6. “What are all of the sounds you hear in feet?”

F. Sing songs or chants where the sound at the beginning of a word is changed in the second line of the song or chant.

   For example   Bikes are nice. or   We can ride a bus, but can we
   Hikes are nice, too. hide a bus

You can supply the sound and then have the students make the substitution.

G. Use Nursery Rhymes and substitute sounds in words in the rhyme. Have the students say Jack with an /m/ sound so it will be “Mack be nimble, Mack be quick,” in the well-known nursery rhyme. There are many possibilities. “Mary Had a Little Lamb,” Humpty Dumpty,” and “Jack and Jill” are just a few that work very well in a phoneme substitution activity.

Direct Instruction

To provide direct instruction in phonemic awareness, the teacher might key the instructional activities to the skills described in the Discussion section of this chapter. The first four instructional activities that follow match the specific areas tested in the Phonemic Awareness Tests on page 11. The final two sections offer techniques for teaching the two additional areas of phonemic awareness recommended by Eldredge (1995).
Chapter 1: Developing Phonemic Awareness

A. Rhyming abilities. Teach and practice rhyming skills using songs, poems, nursery rhymes, and chants. Read the rhyme aloud, pointing to each word. Reread the text and engage the students in a variety of responses.

1. Have students hold up colorful objects or clap each time they hear a rhyming word.
2. Ask students to identify the rhyming words in the text, and then highlight the words on a chart paper.
3. When students know the text well, pause before each rhyming word to allow students an opportunity to supply the word.
4. Select rhyming words from the text and ask students to generate additional rhyming words.
5. Cover up rhyming words in the text and have students provide different rhyming words.

Refer to Appendix 2 for a list of rhyming books.

B. Initial sound recognition. Begin with the following one-syllable words: top, dog, bus, sit, and cup.

1. Say: “I want to see if you can listen very carefully and tell me the sound you hear at the beginning of the word I say. Listen. /t/ /o/ /p/. Were you listening for the /t/ sound at the beginning of the word? Good for you. Let’s try /d/ /o/ /g/. What was the first sound? /d/. Good.”
2. Continue with the rest of the words. Expect that some children may have difficulty with the concept of “beginning sound.” You may need to demonstrate several times. It may be helpful to use a hand signal, such as raising your hand, while you are pronouncing the first phoneme.

C. Phoneme blending. Select a number of easily discriminated one-syllable words, such as bat, sit, red, top, and cup. (It is better initially to use words with single consonants at the beginning and end rather than consonant blends.)

1. Begin with the first word, bat.
2. Slowly pronounce each of the phonemes, being careful to clearly separate them from each other initially. Say: “I’m going to tell you a word by first saying each of its parts very slowly. Listen carefully. /b/ (pause) /a/ (pause) /t/. Now, I’m going to blend those parts of the word together. Listen. /b/ (brief pause) /a/ (brief pause) /t/. Now, listen one more time while I put the whole word together.” Say the whole word bat, slowly enunciating each phoneme. “Who can tell me what the word is? Good. What is a bat?”
3. Repeat the previous step with the other one-syllable words.
4. As students begin to catch on, you can speed up the process of pronouncing each word, as described in step 2.

D. Phoneme segmentation. Choose more words. This time ask students to listen to and identify (repeat) each of the phonemes as you pronounce them.

1. Say: “This time I am going to say a word and I want you to tell me all of the sounds you hear in the word. Let’s try one. Listen. /p/ /a/ /t/. Did you hear all three sounds? Good. Let’s say them again together: /p/ /a/ /t/. Very good.”
2. Continue with other two- and three-phoneme words.
E. Recognizing the number of sounds. Choose more words, such as fun, rap, me, is, and I.

1. Begin with the word fun.
2. Say: “This time I want to see what good counters you are.” Slowly pronounce the three separate phonemes of the word fun. Say: “Listen. /f/ /u/ /n/. How many sounds did you hear in that word? Three? Good for you.”
4. When you get to the word me, expect that some students will guess “three” again. Those who are developing phonemic awareness should arrive at the correct answer, two.
5. Alternate between one-, two-, and three-phoneme words (all only one syllable) to make sure students are listening and telling you how many sounds they are actually hearing rather than guessing.

F. Ending sound recognition. Repeat the process in step B, but this time have students listen for and identify the ending sound of the words you pronounce. This task may be considerably more difficult than beginning sound recognition for some students.

In using this approach, do not expect young students to go through all five areas at one sitting. How fast they are able to progress will depend on your skill in providing instruction, the number of students present (the fewer the better), the literacy backgrounds of the students, and other factors. Remember that your goal is to teach students to enhance their phonemic awareness, not merely to test them. Therefore you will need to modify your instruction as necessary to help your students understand these concepts. That may mean moving more slowly, providing more repetition, or presenting smaller increments of learning.

Games and Exercises

Hear My Sound Sit Down

Purpose: To practice initial sound recognition
Materials: A list of each student’s first name
Procedure:

Begin with each student standing up. Tell the students you are going to say a sound. If the sound you say is the same sound she hears at the beginning of her name, then sit down. It is more effective if you have each student say their name and then say the sound they hear at the beginning of their name. Once the student can say the sound from the beginning of her name she can be successful in playing the game. The activity can be modified by switching to the sound at the end of the student’s name.

Sound Tag

Purpose: To practice initial sound recognition
Materials: A group of objects that can be placed on the playground, for example: a ball, a box, a jump rope, a water bottle, a bucket, a mitt, a toy, a map
Procedure:

As you say a sound, the students run to touch an object that has that sound at the beginning of its name. Before starting the activity you should say the name of each object and have the students say the sound they hear at the beginning of the object’s name.

**Sound Freeze**

**Purpose:** To practice segmentation of sounds in a word

**Materials:** Pictures of objects on large cards

**Procedure:**

Start saying each sound represented in the name of the pictured object. As you hold up a picture, tell the class to say “freeze” when you come to the sound you said to listen for. If the object in the picture was a bat, you might tell the students to say “freeze” when they hear the /t/ sound. You begin saying each sound in the word and the students say “freeze” when they hear the /t/ sound.

**Find Your Buddy**

**Purpose:** To practice identifying rhymes; can be modified to provide practice in identifying beginning or ending sounds

**Materials:** Large index cards featuring pairs of pictures that rhyme, such as *car* and *star* (one picture for each student)

**Procedure:**

Hand each student a picture. Have students circulate and find a buddy whose picture rhymes with the picture they are holding. The game can also be played to practice matching objects with the same beginning or ending sounds.

**Guess the Sounds**

**Purpose:** To practice phoneme blending

**Materials:** A bag full of unrelated objects or objects related to a classroom theme

**Procedure:**

Begin with objects that have three sounds. Grab an object without removing it from the bag. Create simple riddles to provide practice in oral blending by stretching out the sounds of the objects. For example, “I am holding something that likes to chase mice. It is a /c/ /a/ /t/. (Emphasize and distinctly separate each of the sounds, but do not distort the sound.) Call on students to first repeat the sounds as you said them, then blend the sounds together and pronounce the word, to identify the object. Remove the object from the bag to confirm the answers to the riddle. As students become more skilled at this activity, you may omit the riddle so they focus exclusively on blending and pronouncing the segmented sounds.
Elkonin Boxes

Purpose: To practice segmenting sounds

Materials: Objects such as chips, pennies, or buttons for each student
A paper with three connected boxes for each student; the boxes must be large enough to accommodate the objects being used (see the following illustration)

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  ___________
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 |            |
 |            |
 |___________|
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Procedure:

Elkonin (1973) developed sound boxes to assist students in the difficult task of segmenting words into sounds. Select a group of familiar words, each of which consists of three sounds (phonemes). Say one of the words. Then say the word again, stretching out each sound. Have students pronounce the sounds, pushing an object into each box as they pronounce each phoneme. When students demonstrate sufficient skill, select words with four phonemes. To extend the activity, give students picture cards illustrating three- and four-phoneme objects. Have them select a card and then determine the number of sounds in the object illustrated. Finally, have students place their picture cards on a graph to show how many of the objects consisted of three versus four phonemes.

Variation:

Use color tiles instead of the sound boxes. As students say the sounds, have them line up a color tile, from left to right, for each sound they hear.

REFERENCES


Quick Phonemic Awareness Test

Preparation and Use of Materials for Quick Phonemic Awareness Test

**PREPARING FOR THE TEST**

All that is needed is a copy of the assessment below.

**SPECIFIC DIRECTIONS FOR GIVING THE QUICK PHONEMIC AWARENESS TEST**

1. Simply follow the instructions as they are provided on the answer sheet.
2. Listen to the responses made by the student to determine if the student needs more in-depth assessment of her phonemic awareness.

Quick Phonemic Awareness Test

A. *Rhyming abilities*
   1. *Rhyme production.* Say the words *rat* and *sat*. Ask the student to tell you another word that rhymes with *rat* and *sat*. Let the child know it does not have to be a real word. (Answer: *cat* or *fat* or similar word.) If the child is unable to produce a rhyming word, then assess rhyme recognition.
   2. *Rhyme recognition.* Demonstrate pairs of rhyming words by saying *big, pig; rain, pain;* and *tree, see.* Then ask the child to hold up her thumb if the next two words you say also rhyme. Then say *hope, rope* and see if the child puts her thumb up. Next, say some pairs of words that rhyme and do not rhyme to determine if the student can recognize rhyming words or if she is merely guessing.

B. *Initial sound recognition.* Say the word *box.* Ask the student to tell you the beginning sound of the word. (Answer: /b/.)

C. *Phoneme blending.* Slowly pronounce the three phonemes /m/, /a/, /n/. Ask the student to tell you what the word is. (Answer: *man.*)

D. *Phoneme segmentation.* Say the word *cat.* Ask the student to say each of the three phonemes in the word. (Answer: /k/, /a/, /t/.)

   Eldredge (1995) recommends assessment of two additional areas of phonemic awareness as follows.

E. *Recognizing the number of sounds.* Say the word *back.* Ask the student to tell you how many sounds can be heard in that word. (Answer: three.)

F. *Ending sound recognition.* Say the word *toss.* Ask the student to tell you the ending sound of the word. (Answer: /s/.)
Phonemic Awareness Assessment

Preparation and Use of Materials for Testing Phonemic Awareness

PREPARING FOR THE TESTS

For each of the five phonemic awareness tests, you will use the answer sheets provided on pages 14–18. These answer sheets provide your instructions to the student and directives for marking students’ responses to the items tested.

DESCRIPTION OF THE PHONEMIC AWARENESS TESTS

Generally, the Phonemic Awareness Tests should be given only to students who are nonreaders or who can read only a few words. These tests will help you determine whether the student can successfully complete the following phonemic awareness tasks: Rhyme Production, Initial Sound Recognition, Phoneme Blending, and Phoneme Segmentation. If the student does not succeed at Rhyme Production, an alternate test for Rhyme Recognition is provided.

Each of the Phonemic Awareness Tests is easy to administer and score, and all follow a similar format. More than a dozen different phonemic awareness skills have been identified and can be tested. These tests measure only those phonemic awareness abilities that seem to be most closely related to future reading success.

SPECIFIC DIRECTIONS FOR GIVING THE PHONEMIC AWARENESS TESTS

1. Simply follow the instructions as they are provided on the answer sheet.
2. Determine the number of correct responses after each subtest is completed and write this number in the space provided.

Refer to the Phonemic Awareness Scoring Sheets as you read the directions that follow. In each subtest, you will model the skill being tested and provide one or two practice items and eight test items.

The Rhyme Production Subtest requires the student to say a word that rhymes with two rhyming stimulus words given by the examiner. Some students will not succeed at this task, even after you have modeled the skill and assisted the student with practice items. When this happens, you should cease testing and move to the alternate subtest, Rhyme Recognition. The rhyme recognition task is a lower-level rhyming task. It is easier for a student to recognize two words that rhyme than it is to produce, or say, a new rhyming word after hearing the examiner pronounce two words that rhyme.
The *Initial Sound Recognition Subtest* requires the student to say the beginning sound of words after the examiner pronounces two words with the same beginning sound.

The *Phoneme Blending Subtest* requires the student to pronounce a whole word after the examiner says the word slowly, separating each of the phonemes.

The *Phoneme Segmentation Subtest* is the opposite of the *Phoneme Blending Subtest*. In this case, the examiner pronounces the whole word, and the student repeats it by segmenting it into each of its phonemes or sounds.

These tests are not set up in a pretest/posttest format. While each test may be administered at different times to assess progress, criteria for mastery are not provided. These tests are designed to assess students’ abilities in these areas so teachers may use this information to guide instruction.

**IMPORTANT POINTS TO REMEMBER**

Emergent literacy tests are generally given to young children who do not have much test-taking experience. It is important for the examiner to be especially alert and careful when giving such tests. Children may perform poorly for reasons that may not be obvious. Often children do not fully understand the directions, and their failure may be more a reflection of that rather than their inability to succeed at the task being tested. Sometimes youngsters do not understand the meaning of words such as *beginning, rhyming, sound, letter, word, top, and bottom*. Frequently these students will listen for cues in your voice inflection and will try to guess the answer they think will please their teacher, rather than listening carefully to the directions being given or the words in the test items.
### PHONEMIC AWARENESS SUBTEST 1: RHYME PRODUCTION

<table>
<thead>
<tr>
<th>DIRECTIONS/SCORING</th>
<th>NUMBER CORRECT</th>
</tr>
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<tbody>
<tr>
<td><strong>Model Item.</strong> Say: “Words that rhyme sound the same at the end. Here are some words that rhyme. Some are not real words. Listen: fit, dit, rit, sit, kit.”</td>
<td>1st Test</td>
</tr>
<tr>
<td><strong>Practice Item #1.</strong> Say: “Now I will say two words and you say one that rhymes. It doesn’t have to be a real word. It can be a silly one. Listen: rake, take, . . .” (Student says rhyming word. If student gives incorrect response, prompt or assist as needed.)</td>
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<tr>
<td><strong>Practice Item #2.</strong> Say: “Good. Let’s try it again. I will say two words and you say one that rhymes. Listen: fat, rat, . . .” (If student is successful, go on. If not, go to alternate Subtest 1a.)</td>
<td></td>
</tr>
<tr>
<td><strong>Test Items.</strong> Say: “Good. Let’s do some more.” (Indicate + or – in each space next to the test words. If the student misses 3 consecutive items, stop testing.)</td>
<td></td>
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<tr>
<td>see - bee</td>
<td>much - touch</td>
</tr>
<tr>
<td>buy - shy</td>
<td>blue - grew</td>
</tr>
<tr>
<td>big - pig</td>
<td>hope - soap</td>
</tr>
</tbody>
</table>
| head - bed | top - mop | /8 /8
### PHONEMIC AWARENESS SUBTEST 1A: RHYME RECOGNITION
(ALTENATE TEST)

**Student** ____________________  **School** ____________________
**Teacher** ____________________  **Grade** __________  **Age** __________
**Examiner** ____________________  **Date** ____________________

<table>
<thead>
<tr>
<th>DIRECTIONS/SCORING</th>
<th>NUMBER CORRECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Give this test <em>only</em> when the student fails Subtest 1.</td>
<td>1st Test</td>
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</table>

*Model Item.* Say: “*Words that rhyme sound the same at the end. Here are some words that rhyme. Some are not real words. Listen: cat, sat, gat, fat, rat. Now I will say two words and if they rhyme, I'll put my thumb up. If they don't rhyme, I'll put my thumb down. Listen: big – pig.*” (Put your thumb up after you say the words.) “*Now watch and listen while I do another one:*” *dog – tree.*” (Thumb down.)

*Practice Item #1.* Say: “*Now you try it. Listen: my – fly.*” (If the student gives the correct response, give the second practice item. If not, demonstrate again as described in the model item.)

*Practice Item #2.* Say: “*Good. Now I will say two more words, and if they rhyme, you put your thumb up. If they don't rhyme, put your thumb down. Listen: take – house.*” (If the student gives the correct response, go on to the test items below. If not, cease testing.)

*Test Items.* Say: “*Good. Let's do some more. Remember, put your thumb up if the words rhyme and put your thumb down if the words don't rhyme.*” (Indicate + or – in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

<table>
<thead>
<tr>
<th></th>
<th>1st Test</th>
<th>2nd Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>top - mop</td>
<td>_______</td>
<td>sat - rat</td>
</tr>
<tr>
<td>try - man</td>
<td>_______</td>
<td>blue - true</td>
</tr>
<tr>
<td>hill - take</td>
<td>_______</td>
<td>an - fog</td>
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<tr>
<td>red - my</td>
<td>_______</td>
<td>see - be</td>
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PHONEMIC AWARENESS SUBTEST 2: INITIAL SOUND RECOGNITION

Student ___________________________  School ___________________________
Teacher ___________________________  Grade _________  Age _____________
Examiner ___________________________  Date ___________________________

DIRECTIONS/SCORING

Model Item. Say: “Now we’re going to listen for sounds at the beginning of words. The first sound in sit is s-s-s-s. The word sit starts with s-s-s-s. You tell me the beginning sound of sit.” (If the student responds correctly, say: “Very good.” If not, repeat the instructions. Be prepared for the possibility that the student may give you a rhyming word instead of the beginning sound. If this occurs, reemphasize the beginning sound.)

Practice Item. Say: “Now I will say two words and you tell me the beginning sound of these words. f-ish . . . f-un.” (Emphasize the beginning sound, but do not distort it too much.) If necessary, ask: “What sound do you hear at the beginning?” (If the student responds correctly, go on to the test items. If not, try one more example: sock - sun. If the student fails on this item, cease testing.)

Test Items. Say: “Good. Let’s do some more.” (Indicate + or − in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

<table>
<thead>
<tr>
<th>jump - just</th>
<th>land - lake</th>
</tr>
</thead>
<tbody>
<tr>
<td>duck - door</td>
<td>talk - tell</td>
</tr>
<tr>
<td>sun - see</td>
<td>bat - ball</td>
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<tr>
<td>car - can</td>
<td>pink - pig</td>
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NUMBER CORRECT

1st Test  2nd Test
# PHONEMIC AWARENESS SUBTEST 3: PHONEMIC BLENDING

Student ____________________________  School ____________________________
Teacher ____________________________  Grade _________  Age _________
Examiner ____________________________  Date ____________________________

<table>
<thead>
<tr>
<th>DIRECTIONS/SCORING</th>
<th>NUMBER CORRECT</th>
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<tbody>
<tr>
<td><strong>Model Item.</strong> Say: “I have a robot friend. He can say words in a funny way. When he says bad, he says /b/ - /a/ - /d/. When he says fan, he says /f/ - /a/ - /n/.” (Emphasize and distinctly separate each of the letter sounds, but do not distort the sounds. For example, for bad, do not say: /buh/ - /aaa/ - /duh/.)</td>
<td></td>
</tr>
<tr>
<td><strong>Practice Item.</strong> Say: “Now I’m going to say words like a robot and you tell me what the words really are. OK? /c/ - /a/ - /t/, /b/ - /i/ - /g/, /s/ - /ee/ - /m/.” (Student should say cat, big, and seem.)</td>
<td></td>
</tr>
<tr>
<td><strong>Test Items.</strong> Say: “Good. Let’s do some more.” (Indicate + or – in each space next to the test words. If the student misses 3 consecutive items, stop testing.)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Test Words</th>
<th>1st Test</th>
<th>2nd Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>/c/ - /a/ - /t/ (cat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/s/ - /u/ - /n/ (sun)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/b/ - /oa/ - /t/ (boat)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/m/ - /o/ - /m/ (mom)</td>
<td></td>
<td></td>
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<tr>
<td>/st/ - /o/ - /p/ (stop)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/f/ - /ee/ - /l/ (feel)</td>
<td></td>
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</tr>
<tr>
<td>/g/ - /i/ - /v/ (give)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>/r/ - /ae/ - /z/ (raze)</td>
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PHONEMIC AWARENESS SUBTEST 4: PHONEME SEGMENTATION

Student ___________________________  School ___________________________
Teacher ___________________________  Grade __________  Age __________
Examiner ___________________________  Date __________

DIRECTIONS/SCORING

Model Item. Say: “Now you get to be the robot. I’m going to say a word and I want you to say all the sounds of the word like my robot friend does. So if I say pat, you would say /p/ - /a/ - /t/.” (Pronounce the whole word slowly and clearly, but do not separate the sounds as you say the word.)

Practice Item. Say: “OK, you try it. The word is cat. Say it like my robot friend does.” (Student should say /c/ - /a/ - /t/. If necessary, try one or two more practice items.)

Test Items. Say: “Good. Let’s do some more,” (Indicate + or − in each space next to the test words. If the student misses 3 consecutive items, stop testing.)

<table>
<thead>
<tr>
<th>sit</th>
<th>dog</th>
<th>ham</th>
<th>wide</th>
<th>big</th>
<th>rope</th>
<th>take</th>
<th>just</th>
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<td>/8</td>
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</table>

NUMBER CORRECT

1st Test  | 2nd Test
---      | ---

18/04/12 2:30 AM
# CHECKLIST FOR MONITORING DEVELOPMENT OF PHONEMIC AWARENESS

**Student Name: ________________________________**

The phonemic awareness skills listed below are evaluated while the student is using oral language.

**M** = Student demonstrates mastery of this skill  
**A** = Student is approaching mastery of this skill  
**N** = Student needs intervention with this skill

<table>
<thead>
<tr>
<th></th>
<th>M</th>
<th>A</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>The student recognizes rhyming words.</td>
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<tr>
<td>2.</td>
<td>The student can rhyme words.</td>
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<tr>
<td>3.</td>
<td>The student can identify the beginning sound of a word.</td>
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<td>4.</td>
<td>The student can say the word when its phonemes are pronounced.</td>
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<tr>
<td>5.</td>
<td>The student can say the each sound when a word is pronounced.</td>
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<td>6.</td>
<td>The student can identify the number of distinct sounds in a word.</td>
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<tr>
<td>7.</td>
<td>The student can identify the ending sound in a word.</td>
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</table>

**Source of Evidence:**

**Observation**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**Quick Assessment**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

**In-Depth Assessment**

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________