

Appendix C

Phonological Awareness Sheets

Phonological Awareness: Phoneme Identification

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the sound that is the same in all the words."

Practice Items: Help the student identify the same sound found in each word with the following practice items. Create additional practice items as needed.

cat, car, cap: "What sound is the same in all the words? I hear /c/ in all three words."

hop, sip, lap: "What sound is the same in all the words? I hear /p/ in all three words."

Test Items: Read the list of words, and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. fix, fall, fun _____ /f/
2. me, milk, mom _____ /m/
3. ship, shop, share _____ /sh/
4. dig, dog, do _____ /d/
5. fit, mat, lot _____ /t/
6. lip, flap, cap _____ /p/
7. chair, cheese, chalk _____ /ch/
8. see, bee, me _____ /ee/
9. like, click, sick _____ /k/
10. fish, crash, dish _____ /sh/

Number correct: _____

Total possible: _____

Phonological Awareness: Phoneme Isolation (Initial)

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the first sound that you hear in the word."

Practice Items: Help the student identify the initial sound of a word with the following practice items. Create additional practice items as needed.

dog: "The first sound that I hear in the word *dog* is /d/."

Test Items: Read each word, and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. big _____ /b/
2. land _____ /l/
3. farm _____ /f/
4. apple _____ /a/
5. desk _____ /d/
6. ship _____ /sh/
7. man _____ /m/
8. help _____ /h/
9. then _____ /th/
10. truck _____ /t/

Number correct: _____

Total possible: _____

Phonological Awareness: Phoneme Isolation (Final)

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say some words; I want you to tell me the last sound that you hear in the word."

Practice Items: Help the student identify the final sound of a word with the following practice item. Create additional practice items as needed.

dog: "The last sound that I hear in the word *dog* is /g/."

Test Items: Read each word, and allow the student to respond. Mark those items that the student answers correctly. Create your own or additional lists as needed.

1. pick _____ /k/
2. ran _____ /n/
3. fill _____ /l/
4. bug _____ /g/
5. same _____ /m/
6. tooth _____ /th/
7. fish _____ /sh/
8. hop _____ /p/
9. case _____ /s/
10. jar _____ /r/

Number correct: _____

Total possible: _____

Phonological Awareness: Phoneme Blending

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to separate the sounds of a word, and I want you to tell me what word it is."

Practice Items: Help the student identify how to blend phonemes with the following practice items. Create additional practice items as needed.

"/s/ /i/ /t/ is what word? SIT."

"/s/ /t/ /o/ /p/ is what word? STOP."

Test Items: Read the sounds of a word, and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. /m/ /ee/ _____ (me)
2. /b/ /e/ /d/ _____ (bed)
3. /h/ /a/ /t/ _____ (hat)
4. /m/ /u/ /s/ /t/ _____ (must)
5. /sh/ /o/ /p/ _____ (shop)
6. /p/ /l/ /a/ /n/ /t/ _____ (plant)
7. /s/ /t/ /o/ /p/ _____ (stop)
8. /f/ /l/ /ow/ /er/ _____ (flower)
9. /l/ /u/ /n/ /ch/ _____ (lunch)
10. /s/ /t/ /r/ /a/ /n/ /d/ _____ (strand)

Number correct: _____

Total possible: _____

Phonological Awareness: Phoneme Segmentation

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word; I want you to tell me all the sounds that you hear in that word."

Practice Items: Help the student identify how to segment phonemes in a word with the following practice item. Create additional practice items as needed.

"DIM. I hear the sounds /d/ /i/ /m/."

Test Items: Read each word, and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. in /i/ /n/ _____ (2)
2. at /a/ /t/ _____ (2)
3. name /n/ /ae/ /m/ _____ (3)
4. ship /sh/ /i/ /p/ _____ (3)
5. sock /s/ /o/ /k/ _____ (3)
6. chin /ch/ /i/ /n/ _____ (3)
7. sand /s/ /a/ /n/ /d/ _____ (4)

Number correct: _____

Total possible: _____ (20)

Phonological Awareness: Phoneme Deletion

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word without one of the sounds."

Practice Items: Help the student identify how to delete phonemes in a word by using the following practice item. Create additional practice items as needed.

"Say GOAT. Now say it again without the /t/" (go)

Test Items: Read each item and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say ROSE. Now say it again without /z/. _____ (row)
2. Say TRAIN. Now say it again without /n/. _____ (tray)
3. Say GROUP. Now say it again without /p/. _____ (grew)
4. Say SEAT. Now say it again without /t/. _____ (sea)
5. Say BAKE. Now say it again without /k/. _____ (bay)
6. Say INCH. Now say it again without /ch/. _____ (in)
7. Say SMILE. Now say it again without /s/. _____ (mile)
8. Say FEET. Now say it again without /f/. _____ (eat)
9. Say BOAT. Now say it again without /b/. _____ (oat)
10. Say LAKE. Now say it again without /l/. _____ (ache)

Number correct: _____

Total possible: _____

Phonological Awareness: Phoneme Addition

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and then have you say that word with one extra sound."

Practice Items: Help the student identify how to add phonemes to a word by using the following practice item. Create additional practice items as needed.

"Say PARK. Now say it again with /s/ in front of it." (spark)

Test Items: Read each item, and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say TOP. Now say it again with /s/ in front of it. _____ (stop)
2. Say LIP. Now say it again with /f/ in front of it. _____ (flip)
3. Say EAT. Now say it again with /m/ in front of it. _____ (meat)
4. Say LAP. Now say it again with /c/ in front of it. _____ (clap)
5. Say TRAP. Now say it again with /s/ in front of it. _____ (strap)
6. Say RUST. Now say it again with /t/ in front of it. _____ (trust)
7. Say LAY. Now say it again with /p/ in front of it. _____ (play)
8. Say EAT. Now say it again with /sh/ in front of it. _____ (sheet)
9. Say ROBE. Now say it again with /p/ in front of it. _____ (probe)
10. Say LOT. Now say it again with /s/ in front of it. _____ (slot)

Number correct: _____

Total possible: _____

Phonological Awareness: Phoneme Substitution

Student's Name: _____ Date: _____

Student's Score: _____ MASTERED _____ REMEDIATE _____

Directions: This test should be administered individually to students. The teacher could introduce the test by saying, "I am going to say a word and some sounds to switch, and then I want you to say the new word."

Practice Items: Help the student identify how to substitute phonemes in a word with the following practice item. Create additional practice items as needed.

"Say BUG. Now change /g/ to /n/. What is the new word?" (bun)

Test Items: Read each item, and allow the student to respond. Mark those items that the student answers correctly. Create additional lists as needed.

1. Say MAN. Now change /m/ to /c/. _____ (can)
2. Say PIG. Now change /p/ to /d/. _____ (dig)
3. Say SACK. Now change /s/ to /t/. _____ (tack)
4. Say WELL. Now change /w/ to /f/. _____ (fell)
5. Say BED. Now change /b/ to /r/. _____ (red)
6. Say SHOP. Now change /sh/ to /ch/. _____ (chop)
7. Say HOT. Now change /h/ to /p/. _____ (pot)
8. Say TAP. Now change /t/ to /c/. _____ (cap)
9. Say LIVER. Now change /l/ to /r/. _____ (river)
10. Say MILE. Now change /m/ to /p/. _____ (pile)

Number correct: _____

Total possible: _____