

Phonemic Awareness

Phonemic Awareness Inventory Cover Sheet

Name _____ Grade _____
Examiner _____ Date _____

LEVEL 1:

Whole word discrimination: _____ %
Rhyming words/recognition: _____ %
Rhyming words/application: _____ %
Syllable counting: _____ %

LEVEL 2:

Syllable segmentation: _____ %
Oral synthesis/blending speech sounds: _____ %

LEVEL 3:

Approximation: _____ %
Phoneme isolation: _____ %

LEVEL 4:

Segmentation: _____ %

LEVEL 5:

Phoneme deletion: _____ %
Phoneme substitution: _____ %

Phonemic Awareness Inventory

LEVEL 1:

Whole Word Discrimination: Are these words the same? (Circle the words the child identifies correctly.)

Trial Items: Use the child's name to practice this skill. Say, "Mary-Mary; are these words the same?" Say Mary-Tom; are these words the same?"

TEST Items:

fat-bat

red-rid

slip-slit

dip-hip

nut-nut

grip-grip

man-man

mat-map

flit-flip

rug-rug

Rhyming Words-Recognition: Do these words rhyme? (Circle the words the child identifies correctly)

Trial Items: Use the following word pairs to practice this skill. Say, "big-pig; do these words rhyme?" Say, "house-mouse: do These words rhyme?" Say, "man-top; do these words rhyme?"

Test Items:

happy-sappy

boy-boy

sun-fun

sad-mad

girl-boy

play-games

flower-cake

sunny-money

pants-nickel

frog-log

Rhyming Words—Application: What words rhymes with...? (Write the child's responses on the lines and circle those that are correct.)

Trial Items: Practice rhyming with the following words:

big _____; hat _____; top _____

Test Items:

man _____

old _____

try _____

sun _____

eat _____

play _____

book _____

skip _____

scale _____

joke _____

Syllable Counting: How many syllables do you hear in the word...?
(Write the child's responses on the lines and circle those that are correct.)

Trial Items: Remind the child that syllables are parts of words.

Demonstrate how to count syllables on your fingers as you practice counting syllables in the following trial items: *boy, teacher, (child's name), computer.*

Test Items:

ball _____

wagon _____

book _____

umbrella _____

elephant _____

window _____

hippopotamus _____

orangutan _____

sunshine _____

tomorrow _____

LEVEL 2:

Syllable Segmentation: I'll say a word, then you repeat it slowly.
(Circle the items the child says correctly.)

Trial Items: Give examples: cow-boy, hap-py, fun-ny.

TEST Items:

rainbow (rain-bow)

paper (pa-per)

scissors (sci-ssors)

butterfly (bu-tter-fly)

doughnut (dough-nut)

basket (bas-ket)

sidewalk (side-walk)

color (co-lor)

umbrella (um-bre-lla)

sweatshirt (sweat-shirt)

Oral Synthesis (Blending Speech Sounds): Listen and tell me the words I said. (Circle the words the child says correctly.)

Trial Items: Practice this skill by saying each sound to the child for "cat": c-a-t. The child should blend the sounds together to form the correct word. Do the same for "tape": t-a-p-e.

TEST Items:

r-u-n

t-e-n

c-a-ke

s-ay

c-u-t

h-a-ve

w-e-n-t

m-e

s-i-t

m-o-p

st-o-r-y

LEVEL 3:

Approximation: Do you hear the /b/ sound at the beginning, middle, or end of the word? (Circle the items the child identifies correctly.)

Trial Items: Remind the child to listen for the /b/ sound in the following words: sub, boat, tuba.

TEST Items:

big	robot	banana
tab	cabbage	crib
ribbon	blue	blanket
rub		

Phoneme Isolation: What sound do you hear (first/middle/last)?
(Circle the words the child identifies correctly.)

Trial Items: Say the following words and practice listening for the first, middle, or last sounds.

First: man ("m")

Middle: box ("ah")

Last: pick ("k")

TEST Items:

First	Last	Middle
sun	water	feet
foot	buff	tub
yes	candy	lake
red	ten	pan

LEVEL 4:

Segmentation: Repeat each word slowly so I can hear each separate sound like c-a-t. (Write the child's response on the line. Circle each correct item).

Trial Items: Practice this skill by saying the following words: tie, mom, hop.

TEST Items:

me_____

you_____

book_____

so_____

play_____

skip_____

man_____

old_____

scale_____

LEVEL 5:

Phoneme Deletion: Say the word but leave off either the beginning or the ending as indicated by (B) or (E). (Circle the items the child says correctly).

Trial Items: Tell the child, "I can say 'man.'" Now I can say "man" but leave off the "m". Then it is "an." Tell the child, "I can say 'bird.'" Now I can say "bird" but leave off the "d". Then it is "bir." Have the child practice with "book" (B) and "made" (E).

TEST Items:

hop (B)

dip (E)

not (B)

cub (E)

fin (B)

can (B)

ten (B)

tab (E)

tab (B)

mop (E)

set (E)

Phoneme Substitution: Say the word. Say the word again but use a new sound at the beginning, middle or end. What is the new word? (Repeat asking the child to substitute beginning (B), middle (M), or end (E). Record the words the child says and circle the correct answers.

Trial Items: Practice this skill by making the following words into new words:

can to fan

make to made

Tom to Tim

TEST Items: Use the wording above, ask the child to say the listed word and Then substitute the indicated sound (B, M, E) for the underlined sound in the second listed word. Write the child's response on the line and circle correct responses.

(B) pail: _____/mail

(M) cat: _____/cut

(E) pig: _____/pin

(M) log: _____/leg

(B) tub: _____/cub

(E) dice: _____/dime

(M) get: _____/got

(E) pop: _____/pot

(B) jump: _____/dump

(M) cab: _____/cob

