

Phonological Awareness

The Phonological Awareness Profile

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Student _____ Grade _____ Date(s) _____
Teacher _____ Evaluator _____

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Rhyming

Discrimination _____
Production _____

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Syllables _____
Phonemes _____

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Vowel Digraphs _____
Diphthongs _____
R-Controlled Vowels _____
Consonant Digraphs _____
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Decoding

VC Words _____
CVC Words _____
Consonant Blends _____
CVCe Words _____
Vowel Digraphs _____
Diphthongs _____
R-Controlled Vowels _____
Consonant Digraphs _____

Invented Spelling

Stage: (circle one)

prerepresentational developmental representational conventional

Analysis

Initial Sounds _____
Final Sounds _____
Short Vowels _____
Long Vowels _____

Consonant Digraphs _____
ch _____
sh _____
th _____

Consonant Blends _____
Vowel Digraphs _____
Diphthongs _____
R-Controlled Vowels _____

Endings _____
ng _____
ed (t) _____
ed (d) _____

Plurals _____
/s/ _____
/z/ _____



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Rhyming

Discrimination

Directions: "I'm going to say two words and ask you if they rhyme. Listen carefully."

Demonstration item: "*Fan* rhymes with *man*. Do *rat* and *mat* rhyme?"

Additional demonstration items: *lag/lot*
mitt/fit

Stimulus	Response	+/0	
1. book/look	_____	___	___
2. fun/run	_____	___	___
3. ring/rat	_____	___	___
4. box/yes	_____	___	___
5. fish/dish	_____	___	___

Production

Directions: "I'm going to say a word and I want you to tell me a word that rhymes with it. Listen carefully."

Demonstration item: "Tell me a word that rhymes with *bat*."

Additional demonstration items: *miss*
log

Note: Nonsense words are acceptable.

Stimulus	Response	+/0	
1. cat	_____	___	___
2. pot	_____	___	___
3. tame	_____	___	___
4. wrinkle	_____	___	___
5. brother	_____	___	___

Segmentation

Sentences

Directions: "I'm going to say a sentence and I want you to clap one time for each word. Listen carefully."

Demonstration item: Say "My house is big." Then, say the sentence again and clap once as you say each word.

Additional demonstration items: *This banana is sweet.*
My toes are cold.

Stimulus	Response	+/0	
1. My cat is black.	_____	___	___
2. I can go to the store.	_____	___	___
3. The flag is flying high.	_____	___	___
4. I am very tall.	_____	___	___
5. Sit in your chair.	_____	___	___

Compound Words

Directions: "I'm going to say some compound words — two words put together to make one word. I want you to clap onetime for each little word. Listen carefully."

Demonstration item: Say "mousetrap." Then, say it again and clap once as you say each little word.

Additional demonstration items: *birdhouse*
football

Stimulus	Response	+/0	
1. girlfriend	_____	___	___
2. snowball	_____	___	___
3. mailbox	_____	___	___
4. cattail	_____	___	___
5. grasshopper	_____	___	___

Syllables

Directions: "I'm going to say a word and I want you to clap one time for each word part or syllable. Listen carefully."

Demonstration item: Say "Saturday." Then, say the word again and clap once as you say each syllable.

Additional demonstration items: *cat*
summer

Stimulus	Response	+/0	
1. pizza	_____	___	___
2. watermelon	_____	___	___
3. fantastic	_____	___	___
4. fix	_____	___	___
5. table	_____	___	___

Phonemes

Directions: "I'm going to say a word and I want you to say each sound in the word.
Listen carefully."

Demonstration item: Say "cat." Then, say the individual sounds, pausing slightly
between each one. "/k/./a/./t/"

Additional demonstration items: *up*
pig

Stimulus	Response	+ / 0	
1. off	_____	___	___
2. me	_____	___	___
3. fat	_____	___	___
4. rock	_____	___	___
5. brag	_____	___	___
6. plop	_____	___	___
7. liver	_____	___	___
8. eyebrow	_____	___	___
9. seashell	_____	___	___
10. plant	_____	___	___

Isolation

Initial

Directions: "I'm going to say a word and ask you to tell me the beginning or first
sound of the word. Listen carefully."

Demonstration item: Say "cat." Then ask, "What's the beginning sound of *cat*?"

Additional demonstration items: *dog*
mouse

Stimulus	Response	+ / 0	
1. bite	_____	___	___
2. toy	_____	___	___
3. purple	_____	___	___
4. dinosaur	_____	___	___
5. fudge	_____	___	___

Final

Directions: "I'm going to say a word and ask you to tell me the ending or last sound
of the word. Listen carefully."

Demonstration item: Say "cat." Then ask, "What's the ending sound of *cat*?"

Additional demonstration items: *duck*
fish

Stimulus	Response	+ / 0	
1. bug	_____	___	___
2. house	_____	___	___
3. rat	_____	___	___
4. bring	_____	___	___
5. math	_____	___	___

Medial

Directions: "I'm going to say a word and ask you to tell me the middle sound of the word. Listen carefully."

Demonstration item: Say "cat." Then ask, "What's the middle sound of *cat*?"

Additional demonstration items: *feet*
game

Stimulus	Response	+ / 0	
1. cup	_____	___	___
2. mouse	_____	___	___
3. and	_____	___	___
4. nip	_____	___	___
5. boil	_____	___	___

Deletion

Directions: "I'm going to ask you to say a word and then to say it again without one of its parts. Listen carefully."

Demonstration item: "Say 'snowman.' Now, say it again but don't say *man*."

Additional demonstration items: *houseboat* (boat)
grasshopper (grass)

Compounds and Syllables

Stimulus	Response	+ / 0	
1. Say "mailbox." Say it again but don't say <i>box</i> .	_____	___	___
2. Say "spaceship." Say it again but don't say <i>space</i> .	_____	___	___

3. Say "kangaroo."
Say it again but don't say *roo*. _____
4. Say "umbrella."
Say it again but don't say *um*. _____
5. Say "kitty."
Say it again but don't say *ee*. _____

Phonemes

On the following items, say the sound, not the letter name.

Stimulus	Response	+ / 0	
1. Say "pan." Say it again but don't say /p/.	_____	_____	_____
2. Say "seat." Say it again but don't say /s/.	_____	_____	_____
3. Say "chair." Say it again but don't say /ch/.	_____	_____	_____
4. Say "mane." Say it again but don't say /n/.	_____	_____	_____
5. Say "wise." Say it again but don't say /z/.	_____	_____	_____
6. Say "seal." Say it again but don't say /l/.	_____	_____	_____
7. Say "sled." Say it again but don't say /s/.	_____	_____	_____
8. Say "plane." Say it again but don't say /p/.	_____	_____	_____
9. Say "stale." Say it again but don't say /t/.	_____	_____	_____
10. Say "raft." Say it again but don't say /f/.	_____	_____	_____

Substitution

With Manipulatives

Directions: Place six or eight blocks in front of the student, making sure there are two of each color. Choose three blocks of different colors and place them in front of you.

Demonstration item: "I'm going to show you how to spell *cat* with these blocks."
Say the sounds of *cat* while pointing to each block in turn.
Show how to change *cat* to *bat* by replacing the first block with a different color block.

Additional demonstration items: *bat* to *bag*
bag to *gag**

* Use same color block for g's.

Stimulus	+ / 0	Change Needed
1. Show me <i>map</i> . Change <i>map</i> to <i>mop</i> .	___ ___	Medial
2. Change <i>mop</i> to <i>cop</i> .	___ ___	Initial
3. Change <i>cop</i> to <i>cap</i> .	___ ___	Medial
4. Change <i>cap</i> to <i>cad</i> .	___ ___	Final
5. Change <i>cad</i> to <i>dad</i> .*	___ ___	Initial

* The student must represent both d's with the same color block.

Without Manipulatives

Directions: "I'm going to change one word into another word by changing one sound. Then, I'll ask you to do it. Listen carefully."

Demonstration item: "The word is *pa*. Listen while I change /p/ to /m/. *Ma*."

Additional demonstration items: *Mike* to *like*
fun to *run*

Stimulus	Response	+ / 0
1. Say "cow." Change /k/ to /h/. (how)	_____	___ ___
2. Say "out." Change /ou/ to /a/. (at)	_____	___ ___
3. Say "mouse." Change /s/ to /th/. (mouth)	_____	___ ___
4. Say "pile." Change /i/ to /a/. (pale)	_____	___ ___
5. Say "drain." Change /d/ to /t/. (train)	_____	___ ___

Blending

Directions: "I'll say the sounds of a word. You guess what word it is. Listen carefully."

Demonstration item: Say these sounds with a very short pause between them.
 "/i../t/. What word did I say?"

Additional demonstration items: /u../p/ (up)
 /p../o../p/ (pop)

Say each word slowly by syllable or phoneme as indicated.

Compounds and Syllables

Stimulus	Response	+/0	
1. doll..house (dollhouse)	_____	___	___
2. lemon..ade (lemonade)	_____	___	___
3. rab..bit (rabbit)	_____	___	___
4. can..dy (candy)	_____	___	___
5. com..pu..ter (computer)	_____	___	___

Phonemes

Stimulus	Response	+/0	
1. /b/..oy/ (boy)	_____	___	___
2. /s/..i/..t/ (sit)	_____	___	___
3. /t/..ai/..l/ (tail)	_____	___	___
4. /f/..l/..a/..g/ (flag)	_____	___	___
5. /k/..i/..n/..d/ (kind)	_____	___	___

Graphemes

Directions: "I'm going to show you some letters. I want you to tell me what sound each letter makes."

Show each of the following letters and letter combinations to the student on cards.

Elicit the hard sounds of "c" and "g" ("c" as in *cat*, "g" as in *goat*). If the student gives the soft sound, ask for the other sound of that letter. For short and long vowels, present the vowel cards once. When the student gives one sound, ask for the other sound that letter makes.

Consonants	+/0				
1. b	___	___	10. m	___	___
2. c	___	___	11. n	___	___
3. d	___	___	12. p	___	___
4. f	___	___	13. q	___	___
5. g	___	___	14. r	___	___
6. h	___	___	15. s	___	___
7. j	___	___	16. t	___	___
8. k	___	___	17. v	___	___
9. l	___	___	18. w	___	___

28. shr ___ ___
 29. thr ___ ___
 30. phr ___ ___

31. chl ___ ___
 32. chr ___ ___
 33. sch ___ ___

Decoding

Directions: "I'm going to show you some made-up words. I want you to read each one to me."

VC Words

+ / 0

1. ip ___ ___
 2. ob ___ ___
 3. um ___ ___
 4. ek ___ ___
 5. af ___ ___

Vowel Digraphs

+ / 0

1. meep ___ ___
 2. faim ___ ___
 3. loe ___ ___
 4. seab ___ ___
 5. coan ___ ___

CVC Words

+ / 0

1. cag ___ ___
 2. rop ___ ___
 3. keb ___ ___
 4. fum ___ ___
 5. hin ___ ___

Diphthongs

+ / 0

1. moy ___ ___
 2. poil ___ ___
 3. touse ___ ___
 4. nowl ___ ___
 5. stoin ___ ___

Consonant Blends

+ / 0

1. flig ___ ___
 2. bund ___ ___
 3. cront ___ ___
 4. drob ___ ___
 5. smesk ___ ___

R-Controlled Vowels

+ / 0

1. curf ___ ___
 2. dird ___ ___
 3. merk ___ ___
 4. sarp ___ ___
 5. bort ___ ___

CVCe Words

+ / 0

1. mave ___ ___
 2. fibe ___ ___
 3. pote ___ ___
 4. tede ___ ___
 5. tupe ___ ___

Consonant Digraphs

+ / 0

1. thip ___ ___
 2. chun ___ ___
 3. whuff ___ ___
 4. nish ___ ___
 5. vath ___ ___

19. x — —
 20. y — —
 21. z — —

Short Vowels

+ / 0

1. a — —
 2. e — —
 3. i — —
 4. o — —
 5. u — —

Long Vowels

+ / 0

1. a — —
 2. e — —
 3. i — —
 4. o — —
 5. u — —

Vowel Digraphs

+ / 0

1. ee — —
 2. ea — —
 3. oe — —
 4. oa — —
 5. ai — —

Diphthongs

+ / 0

1. ou — —
 2. oi — —
 3. ow — —
 4. oy — —

R-Controlled Vowels

+ / 0

1. ar — —
 2. er — —
 3. ir — —
 4. or — —
 5. ur — —

Consonant Digraphs

+ / 0

1. sh — —
 2. th — —
 3. wh — —
 4. ch — —

Consonant Blends

+ / 0

1. bl — —
 2. cl — —
 3. fl — —
 4. gl — —
 5. pl — —
 6. sl — —
 7. br — —
 8. cr — —
 9. dr — —
 10. fr — —
 11. gr — —
 12. pr — —
 13. tr — —
 14. sc — —
 15. sk — —
 16. sl — —
 17. sm — —
 18. sn — —
 19. sp — —
 20. st — —
 21. sw — —
 22. scr — —
 23. spr — —
 24. str — —
 25. spl — —
 26. dw — —
 27. tw — —

Invented Spelling

Directions: Provide the student with the Invented Spelling response sheet.

"I'm going to ask you to spell some words. I know you may not know how to spell them, but I want you to do the best you can."

Dictate the list below to the student. Stop when you've presented enough items to determine the student's spelling stage and knowledge of specific sounds.

Refer to the chart on page 7 of the manual for more information on spelling criteria.

Attach the student's response sheet or transcribe his responses below.

- | | |
|-------------|--------------|
| 1. unicycle | 8. hole |
| 2. pecked | 9. trucks |
| 3. dumpster | 10. singing |
| 4. called | 11. flowers |
| 5. dream | 12. church |
| 6. matter | 13. shepherd |
| 7. moth | 14. squish |

Stages

Circle the appropriate stage below. Then, transfer the information to the front page of this protocol.

- | | |
|------------------------|--|
| 1. Prerepresentational | No sounds logically represented.
Example: mouse = oxt |
| 2. Developmental | Some sounds logically represented.
Example: mouse = mas or moc |
| 3. Representational | Most sounds logically represented.
Example: mouse = mows or mous |
| 4. Conventional | Virtually all sounds accurately represented.
Example: mouse = mouse |

Invented Spelling

Name _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____