



## Barksdale Reading Institute

### Phonological Awareness Assessment

**Criteria for mastery:** Students should demonstrate at least 4 out of 5 correctly. If a student misses 3 or more in any category, reteaching or remediation of this skill is needed before moving forward (remember the instructional goals of “cumulative” and “to mastery”).

#### Syllables

<b>Skill 1: Blending Compound Words &amp; Syllables</b>			
Directions: Teacher says, “I will say two or three word parts. You will blend the parts together and tell me the whole word.”			
1. bed - room (bedroom) _____	3. wig - gle (wiggle) _____	5. won - der - ful (wonderful) _____	_____/5
2. tar - get (target) _____	4. con - so - nant (consonant) _____		
<b>Skill 2: Segmenting Words into Compound Words &amp; Syllables</b>			
Directions: Teacher says, “I will say a whole word, and I would like for you to tell me the word parts you hear.”			
1. footprint (foot - print) _____	3. cloudy (cloud - y) _____	5. animal (an - i - mal) _____	_____/5
2. bookmark (book - mark) _____	4. turkey _____ (tur - key)		
<b>Skill 3: Syllable Isolation</b>			
Directions: Teacher says, “I will ask you to tell me an individual syllable in a word.”			
1. (first syllable) bookcase (book) _____	3. (last syllable) afternoon (noon) _____	5. (first syllable) purple /pur/ _____	_____/5
2. (last syllable) piano /o/ _____	4. (middle syllable) happiness (pi) _____		
<b>Skill 4: Syllable Manipulation</b>			
Directions: Teacher says, “I’m going to say a word and ask you to delete or add a syllable.”			
1. baseball without ball (base) _____	3. music without /mu/ (sic) _____	5. adventure without ture (adven) _____	_____/5
2. over without /o/ (ver) _____	4. seedless without /seed/ (less) _____		

## Onset and Rime

### Skill 5: Blending Onset & Rime

Directions: "I'm going to say two parts of a word. I want you to put the parts together and tell me the whole word."

1. l-ip (lip) _____	3. sh-op (shop) _____	5. str-eet (street) _____	_____/5
2. d-ime (dime) _____	4. pl-ace (place) _____		

### Skill 6: Segmenting Onset & Rime

Directions: "I'm going to say a word, and I want you to break the word into two parts."

1. red r-ed _____	3. chick ch-ick _____	5. spring spr-ing _____	_____/5
2. had h-ad _____	4. black bl-ack _____		

### Skill 7: Rhyming Recognition:

Directions: "I'm going to say three words. Tell me which word doesn't rhyme."

1. fan top man (top) _____	3. blue coat wrote (blue) _____	5. seed fish dish (seed) _____	_____/5
2. peach teach sick (sick) _____	4. feed bake lake (feed) _____		

### Skill 8: Rhyme Production

Directions: "Tell me a word that rhymes with the word I say." (Nonsense words are acceptable.)

1. mop _____	3. tub _____	5. bead _____	_____/5
2. ham _____	4. zip _____		

## Phoneme Awareness

### Skill 9: Isolate Initial Phonemes

Directions: "Tell me the first sound you hear in each of the words."

1. peach /p/ _____	3. dance /d/ _____	5. watch /w/ _____	_____/5
2. bell /b/ _____	4. rice /r/ _____		

### Skill 10: Isolate Final Phonemes

Directions: "Tell me the last sound you hear in each of the words."

1. zip /p/ _____	3. sock /k/ _____	5. doll /l/ _____	_____/5
2. ham /m/ _____	4. nut /t/ _____		

### Skill 11: Isolate Medial Sounds

Directions: "Tell me the middle sound (or vowel sound) you hear in each of the words."

1. red /short ě/ _____	3. nut /short ů/ _____	5. lake /long ā/ _____	_____/5
2. lip /short ĭ/ _____	4. goat /long ō/ _____		

### Skill 12: Identify Phonemes

Directions: "I will say three words and ask you to tell me either the first, middle, or last sound you hear in the words."

1. (first) fix fall fan /f/ _____	3. (middle) pit fin lid /i/ _____	5. (last) brown sun an /n/ _____	_____/5
2. (last) tag rag bag /g/ _____	4. (middle) clock pot cob /ɔ/ _____		

### Skill 13: Categorize Phonemes

Directions: "I will say three words and tell you to listen for the first, middle, or last sound in the words. You will choose the word that doesn't belong."

1. (first) bus rug bat (rug) _____	3. (last) fin sun wet (wet) _____	5. (middle) sun pup bat (bat) _____	_____/5
2. (first) mad man pot (pot) _____	4. (last) leg plate ant (leg) _____		

## Blending and Segmenting Phonemes

<b>Skill 14: Blending Phonemes</b>			
Directions: "I will say the sounds in a word and ask you to put the sounds together to make a whole word."			
1. /h/ /ă/ /z/ (has) _____	3. /sh/ /ou/ /t/ (shout) _____	5. /w/ /ě/ /s/ /t/ (west) _____	_____/5
2. /j/ /ö/ /b/ (job) _____	4. /s/ /m/ /ar/ /t/ (smart) _____		
<b>Skill 15: Segmenting Words into Phonemes</b>			
Directions: "I will say a word and ask you to tell me all the sounds you hear in the word."			
1. sun /s/ /ü/ /n/ _____	3. chain /ch/ /ā/ /n/ _____	5. past /p/ /ă/ /s/ /t/ _____	_____/5
2. less /l/ /ě/ /s/ _____	4. green /g/ /r/ /ē/ /n/ _____		

## Manipulating Phonemes (\*indicates sound, not letter)

<b>Skill 16: Deleting Phonemes in Words</b>			
Directions: "I will say a word and ask you to delete a sound and tell me the new word. Say _____. Now say it without /*/ at the beginning/end of the word."			
Word	Delete	Response	
1. bus	Without /b/ at the beginning	us _____	_____/5
2. peach	Without /p/ at the beginning	each _____	
3. teach	Without /ch/ at the end	tea _____	
4. fort	Without /t/ at the end	for _____	
5. slap	Without /s/ at the beginning	lap _____	
<b>Skill 17: Adding Phonemes to Words</b>			
Directions: "I will say a word and ask you to add a sound and tell me the new word. Say _____. Now say it with /*/ at the beginning/end of the word and tell me the new word."			
Word	Add	Response	
1. and	Add /s/ to the beginning	sand _____	_____/5
2. in	Add /f/ to the beginning	fin _____	
3. bow	Add /n/ to the end	bone _____	
4. miss	Add /t/ to the end	mist _____	
5. top	Add /s/ to the beginning	stop _____	
<b>Skill 18: Substituting Phonemes in Words</b>			
Directions: "I will say a word and ask you to change some sounds and tell me the new word." Say _____. Now change the /*/ to /*/ and tell me the new word."			
Word	Substitute	Response	
1. take	Change /t/ to /r/	rake _____	_____/5
2. let	Change /t/ to /g/	leg _____	
3. pick	Change /k/ to /t/	pit _____	
4. guess	Change /g/ to /m/	mess _____	
5. soap	Change /ö/ to /ĩ/	sip _____	