

Phonemic Awareness Inventory

Summary of Performance

Name _____ Examiner _____

Task	Child's Score		
	Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. Producing Rhyming Sounds	/8	/8	/8
2. Matching Beginning Sounds	/8	/8	/8
3. Isolating Beginning Sounds	/8	/8	/8
4. Blending Syllables	/8	/8	/8
5. Blending Onset-Rimes and Blending Phonemes	/8	/8	/8
6. Segmenting Words in a Sentence and Segmenting Syllables in a Word	/8	/8	/8
7. Segmenting Phonemes in a Word	/8	/8	/8
8. Deleting Words and Syllables	/8	/8	/8
9. Deleting Phonemes	/8	/8	/8
10. Substituting Initial and Final Sounds	/8	/8	/8
Total Phonemic Awareness	/80	/80	/80
Performance Level: 0 – 24 Minimal Phonemic Awareness 25 – 59 Emerging Phonemic Awareness 60 – 80 Strong Phonemic Awareness			

Comments: _____

Harcourt

Phonemic Awareness Inventory

Task 1: Producing Rhyming Sounds

Administering and Recording Form

Task: The child will listen to a word and then produce a word that rhymes with it.

Model: Let's play a word game. Listen to these two words: run — fun. They are rhyming words because they end with the same sounds. Now you tell me a word that rhymes with "lace." Pause and wait for child to respond. Accept any word that rhymes with "lace" (e.g., face, base, mace). If the child cannot produce a rhyming word, model a correct response.

Sample: Let's try another one. Tell me a word that rhymes with "blow." Pause and wait for child to respond. Accept any response that rhymes with "blow" (e.g., go, snow, show). If the child still cannot produce a rhyming word, discontinue this task.

Now listen to some more words. I will say a word and you tell me a rhyming word for the word that I say.

Name _____

Item	Child's Response		
	Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. cat			
2. met			
3. pot			
4. pin			
5. cake			
6. ice			
7. boat			
8. seat			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 2: Matching Beginning Sounds

Administering and Recording Form

Task: The child will listen to two words and will indicate if the two words do or do not begin with the same sound.

Model: I am going to say two words. Listen carefully so you can tell me if the two words begin with the same sound. *monkey, mother*. Listen again: *monkey, mother*. The words begin with the same sound. *Monkey* and *mother* begin with the same sound.

Sample: Listen to these two words: *rain, snow*. Listen again: *rain, snow*. Do the two words begin with the same sound? (No) You're correct. *Rain* and *snow* do not begin with the same sound.

Now listen to some more words. Tell me if the words begin with the same sound.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. leg, lunch	Same			
2. duck, pan	Different			
3. sun, moon	Different			
4. fork, fish	Same			
5. chocolate, checkers	Same			
6. phone, poem	Different			
7. ball, banana	Same			
8. red, nut	Different			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 3: Isolating Beginning Sounds

Administering and Recording Form

Task: The child will listen to a word and then will produce the initial phoneme in the word.

Model: I am going to say a word. Then I am going to say just the beginning sound. Listen carefully for the beginning sound: *pig*. The beginning sound is /p/.

Sample: Listen to another word. This time you tell me the beginning sound. Listen carefully: *goat*. What is the beginning sound in *goat*? (/g/) You're correct. /g/ is the beginning sound in *goat*. If the child tells you a letter name, remind the child to tell you the *sound*, not the letter.

Now listen to some more words. Tell me the beginning sound you hear in each word.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. dot	/d/			
2. map	/m/			
3. sad	/s/			
4. talk	/t/			
5. cow	/k/			
6. bird	/b/			
7. farm	/f/			
8. yellow	/y/			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 4: Blending Syllables

Administering and Recording Form

Task: The child will listen to syllables and will blend the syllables together to say the word.

Model: I am going to say some word parts. Then I want you to put them together to make a word. I will do the first one. Listen to these word parts: "fast—er." When I put the parts "fast—er" together, they make the word *faster*.

Sample: Listen to these word parts —"pen—cil." What word do you make when you put "pen—cil" together? (pencil) You're correct. The sounds "pen—cil." make the word *pencil*.

Now listen again. I will say some sounds. You put the sounds together to make a word and tell me the word.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. foot—ball	football			
2. cup—cake	cupcake			
3. win—dow	window			
4. bas—ket	basket			
5. play—ing	playing			
6. ap—ple	apple			
7. wa—ter—fall	waterfall			
8. di—no—saur	dinosaur			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 5: Blending Onset-Rimes and Blending Phonemes

Administering and Recording Form

Task: The child will listen to word parts or individual sounds and will blend the sounds together to say the word.

Model: I am going to say some word parts. Then I want you to put them together to make a word. I will do the first one. Listen to these word parts: "sh—ape." When I put the parts "sh—ape" together, they make the word *shape*.

Sample: Listen to these sounds: /k/-/a/-/t/. What word do you make when you put /k/-/a/-/t/ together? (cat) You're correct. The sounds /k/-/a/-/t/ make the word *cat*.

Now listen again. I will say some sounds. You put the sounds together to make a word and tell me the word.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. b—all	ball			
2. d—art	dart			
3. fl—at	flat			
4. /b/-/i/	by			
5. /l/-/i/-/p/	lip			
6. /g/-/o/	go			
7. /sh/-/ee/-/p/	sheep			
8. /d/-/e/-/s/-k/	desk			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 6: Segmenting Words in a Sentence and Segmenting Syllables in a Word

Administering and Recording Form

Tasks: The child will listen to a sentence and identify the number of words in the sentence, and listen to a word and identify the number of syllables in the word.

Model: I am going to say a sentence. I want you to repeat the sentence and clap to show me the words you hear in the sentence. Let's do one together. I like to jump. Repeat sentence clapping hands once for each word. Be sure to articulate each word separately.

Sample: Sometimes I will say a word. I want you to repeat the word and clap to show me the parts or syllables you hear in each word. Let me show you how. "table" Say the word and clap your hands for each part you hear. Pause and wait for child to complete the task. You're correct. You clapped your hands two times. If child misses the task, demonstrate the correct answer.

Now listen to some more sentences and words. Repeat each sentence or word and clap your hands for each part you hear.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
Number of Words in a Sentence				
1. Watch me go.	3			
2. Can I play here?	4			
3. Come here.	2			
4. The sky is blue.	4			
Number of Syllables in a Word				
5. tree	1			
6. rainbow	2			
7. cowboy	2			
8. astronaut	3			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 7: Segmenting Phonemes in a Word

Administering and Recording Form

Task: The child will listen to a word and then will produce each phoneme in the word separately.

Model: I am going to say a word. Then I am going to say each sound in the word. Listen carefully for each sound. The word is go. The sounds in go are /g/-/o/. Be sure to articulate each sound separately. Do not simply stretch out the word.

Sample: Listen to this word. This time you tell me the sounds in the word. Listen carefully: *man*. What sounds do you hear in *man*? (/m/-/a/-/n/) You're correct. The sounds in the word *man* are /m/-/a/-/n/.

Now listen to some more words. Tell me the sounds you hear in these words.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. dog	/d/-/o/-/g/			
2. keep	/k/-/ee/-/p/			
3. no	/n/-/o/			
4. that	/th/-/a/-/t/			
5. me	/m/-/ee/			
6. do	/d/-/oo/			
7. race	/r/-/a/-/s/			
8. in	/i/-/n/			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 8: Deleting Words and Syllables

Administering and Recording Form

Task: The child will listen to a word and then delete a syllable from the word to create a new word.

Model: Listen to this word — downtown. If I take off “down,” the new word would be “town.”

Sample: Now you try one. Listen to this word — inside. If you take off “in,” what would the new word be? Pause for response. Repeat directions if necessary. You’re correct. The new word would be “side.”

Listen to some more words and tell me what the new words would be.

Name _____

Item	Correct Response	Child’s Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. forget (for)	get			
2. skateboard (skate)	board			
3. baseball (base)	ball			
4. seabed (sea)	bed			
5. uphill (hill)	up			
6. replay (re)	play			
7. quickly (ly)	quick			
8. capful (ful)	cap			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 9: Deleting Phonemes

Administering and Recording Form

Task: The child will listen to a word and then delete a phoneme from the word to create a new word.

Model: Listen to this word — wink. If I take off the /w/ sound, the new word would be “ink.”

Sample: Now you try one. Listen to this word — sold. If you take off the /s/ sound, what would the new word be? Pause for response. Repeat the process if necessary. You’re correct. The new word would be “old.”

Listen to some more words and tell me what the new words would be.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
1. rice /r/	ice			
2. meat /m/	eat			
3. bus /b/	us			
4. rake /r/	-ake (ache)			
5. rose /s/	row			
6. beet /t/	bee			
7. park /k/	par			
8. bake /k/	bay			

Total Score: _____/8

Comments: _____

Phonemic Awareness Inventory

Task 10: Substituting Initial and Final Sounds

Administering and Recording Form

Task: The child will listen to a word and then replace either the initial or final phoneme to create a new word.

Model: I am going to say a word. I want you to take off the first sound of the word and put in a new sound. Let's try one. If I change the first sound in "let" to /m/, the new word is "met."

Sometimes I'll ask you to take off the end sound and put in a new sound. If I change the last sound in "bin" to /t/, the new word would be "bit."

Sample: Change the first sound in "pop" to /t/. What would the new word be? Yes, the new word would be "top."

Now listen to some more words. Tell me the new words you would make.

Name _____

Item	Correct Response	Child's Response		
		Beginning of Year Date _____	Middle of Year Date _____	End of Year Date _____
Substituting Initial Sounds				
1. pit /s/	sit			
2. cup /p/	pup			
3. net /g/	get			
4. sack /b/	back			
Substituting Final Sounds				
5. bud /s/	bus			
6. sad /p/	sap			
7. pet /g/	peg			
8. mop /m/	mom			

Total Score: _____/8

Comments: _____

to fix → direction

