

Phonemic Awareness *Pre-Test*

Student _____ Date _____ Test Administrator _____

Part A Directions to student:

“I’m going to say two words. If the words sound the same, say ‘Same.’ If they don’t sound the same, say ‘Different.’ For example, smoke, smoke. Those words sound the same, so the answer is ‘Same.’ If the words were house, mouse, the answer is ‘Different’ because they don’t sound the same. Do you have any questions?”

Part A Same or Different?

- ____ 1. cat cat (same)
- ____ 2. dog chair (different)
- ____ 3. rest test (different)
- ____ 4. wave wave (same)
- ____ 5. storm storm (same)
- ____ 6. laugh leaf (different)
- ____ 7. lettered lettered (same)
- ____ 8. parrot carrot (different)
- ____ 9. violent violence (different)
- ____ 10. watch witch (same)

Correct

If your student missed four or more, discontinue the test and teach all of the skills presented in the manual

Part B Rhyming Sounds

Directions to student: *“I’m going to say two words. If the words rhyme, say ‘Yes.’ If they don’t rhyme, say ‘No.’ For example, ring sing. Those words rhyme so the answer is ‘Yes.’ If the words are key dor, the answer is ‘No’ because they don’t rhyme. Do you have any questions?”*

Part A Same or Different?

- ____ 1. wake sake (yes)
- ____ 2. chin choke
- ____ 3. sleep peep (yes)
- ____ 4. head bed (yes)
- ____ 5. lake call
- ____ 6. wilted quilted (yes)
- ____ 7. saint paint (yes)
- ____ 8. quest step

Correct

If your student missed 2 or more, teach rhyming words

Part C Isolating Sounds

Directions to student: “I’m going to say a word. Tell me how many sounds the word has. For example, if the word is *cat*, the answer is ‘3’ because *cat* has three sounds, /c/ /ă/ /t/. (Hold up a finger as you make each sound.) Do you understand?”

Part C Isolating Sounds?

- _____ 1. go (2)
- _____ 2. sleep (4)
- _____ 3. cry (3)
- _____ 4. shame (3)
- _____ 5. craft (5)
- _____ 6. strict (6)

_____ # Correct

If your student missed 2 or more, teach isolating sounds.

Part D Blending Sounds

Directions to student: “I’m going to say sounds that when put together form a word. You are to tell me what the word is. For example, if the sounds are ‘s-a-t’, the answer is *sat*. Do you understand?”

Part D Blending Sounds?

- _____ 1. sh-ow
- _____ 2. s-l-i-p
- _____ 3. b-ou-n-ce
- _____ 4. s-t-r-ea-k
- _____ 5. l-au-gh-t-er

_____ # Correct

If your student missed 2 or more, teach blending sounds

Part E Deleting Sounds

Directions to student: “I am going to say a word. Then I’m going to give you a sound to take out of the word. You are to tell me what the word is without that sound. If the word is *tape* and you take out the sound /t/, the word becomes *ape*. Do you understand?” Another example: *seat*, take out the sound /s/ (*eat*)

Part E Deleting Sounds?

- _____ 1. pin, take out the sound /p/ (*in*)
- _____ 2. need, take out the sound /d/ (*knee*)
- _____ 3. stick, take out the sound /t/ (*stick*)
- _____ 4. stream, take out the sound /r/ (*steam*)
- _____ 5. cost, take out the sound /s/ (*cot*)

_____ # Correct

If your student missed 2 or more, teach deleting sounds