



Phonological Awareness Skills Screener

This screener is designed for students who are not yet reading, new to reading, or struggling with reading. It is an ***informal assessment*** designed to help you pinpoint misconceptions your child has manipulating words and sounds. Once you know a weakness, you can work on that weakness with listening games to increase your child's overall understanding.

Materials Needed:

- Record sheet
- *You may use pennies as manipulatives in sections 7, 8, and 9, but they are not necessary for every student
- A book or folder to cover your record sheet from the student.
- A quiet area with no distractions

Here are the 10 areas:

1. Word Discrimination
- 2 Rhyme Recognition
3. Rhyme Production
4. Syllable Blending
5. Syllable Segmentation
6. Syllable Deletion
7. Phoneme Recognition
8. Phoneme Blending
9. Phoneme Segmentation
10. Phoneme Deletion

Instructions:

Follow the instructions in each section, reading the script. I suggest reading it through before you work with the child. You can phrase the directions differently if needed, but pay attention to the samples.

Once testing begins, however, ***do not provide extra help, supports, or additional instructions***. Begin each part, when the student understands the task. If the student cannot understand or perform the task, do not administer that section. Do not penalize for articulation or sound production errors. If needed, you may repeat any item. Be sure to give enough time for a response. I always explain to the child that they may ask me to repeat the words if needed.

STOP THE TEST IF.....

- The child cannot understand or complete the task in a particular section.
- If a child cannot perform the samples or misses 3 in a row.
- The child is too distracted or tired.

****You do not have to complete the screener in one sitting. You might get more accurate answers if you do it over a period of 1-3 days.****

Scoring:

Correct answers: 1

Incorrect answers: 0

Write down the mistakes that your child makes. This will help you later to reflect on how you can clear up the misconception the child is having.

****Keep your score sheet where your child can't see what you're writing.**

1. Word Discrimination

Say: ***I'm going to say two words and I want you to tell me whether they are the same or different. For example, if I say "nut, nut," you would say "same." If I say "couch, catch" you would say "different." Now you try one: split, spit.*** If the student is correct, say: ***That's right. They are the same.***

If the student is incorrect or does not respond, say: ***Nut, nut are the same. Here's another: plane, bike.*** If the student is correct, say: ***That's right. They are different. Here are some more.*** Pause about one second between words. If the student does not understand, practice with two or three additional examples (e.g., red, red; cow, door).

If the student is incorrect or does not respond, discontinue this section.

Begin each item cupping your hand over your mouth as you state the words.

2. Rhyme Recognition

Say: *I am going to say three words and I want you to tell me the two words that end the same or rhyme. If I say: What ends the same or rhymes with dog... fog or sun? You would say fog because dog and fog both end the same or rhyme. Now you do one. What rhymes with bull: can or pull? What rhymes with man: car...plan?*

If the student does not understand, practice with two or three additional examples (e.g., *What ends the same or rhymes with blue: new... tree? What ends the same or rhymes with ten: step... men?*) If the student is incorrect or does not respond, discontinue this section.

Begin each item with: **What rhymes with _____**. Pause briefly after each word.

3. Rhyme Production

Say: *I'm going to say two words that rhyme. Hen rhymes with men, and fluff rhymes with stuff. Now you do one. Tell me a word that rhymes with tree?* If the student does not understand, practice with two or three additional examples (e.g., *What rhymes with wall? ten?*). Accept rhyming nonsense words.

If the student is incorrect or does not respond, discontinue this section.

Begin each item with: **What rhymes with _____**.

4. Syllable Blending

Say: *I am going to say the parts of a word and then say the parts together fast. Pause about 1/2 second between parts. If I say door...knob fast, it would be doorknob. Hair.....pin would be hairpin. Now you do one. What is sail...boat? Pause for the student to respond. If the student does not understand, practice with two or three additional examples (e.g., *horse...shoe, sun...shine*).*

If the student is incorrect or does not respond, discontinue this section.

Begin each item with: **What is _____?**

5. Syllable Segmentation

Say: *I'm going to use these pennies to break a word into parts. Doorknob has two parts. Push forward one penny for each part as you say it. Then point to each penny and say: This block is door and this one is knob.* After each item, push the pennies back into a group. Push the pennies in front of the student and say: *Now you do one. Use the blocks to tell and show me the two parts of salty.* If the student does not understand, practice with two or three additional examples (e.g., *raindrop, popcorn, toothbrush*). *Here's another one. The word "valentine" has three parts. Push forward one penny as you say each part. Now you do it. Use the pennies to show me "valentine."* For a correct response, the student needs to break the words into parts orally but does not need to identify the correct number of pennies.

If the student is incorrect or does not respond, discontinue this section.

Begin each item with: *Tell and show me the parts of _____.*

6. Syllable Deletion

Say: *I'm going to say a word and leave off one part. If I say cupcake... but don't say cup, it would be cake. Now you do one. Say the word goldfish.* Pause for a response. *Now say the word goldfish but don't say fish.* If the student does not understand, practice with two or three additional examples (e.g., *raindrop, popcorn, toothbrush*). Say: *Here is a different one. The word turkey has two parts. The first part is /tur/ and the second part is /key/. If I say turkey...but don't say /tur/, it would be key. Now you do one. Say the word candle. Now say the word candle but don't say /dle/.* For a correct response, the student needs to delete the syllable.

If the student is incorrect or does not respond, discontinue this section.

Begin each item with: *Say the word _____ but don't say _____.*

7. Phoneme Recognition

Say: *I'm going to say a word and then ask you to tell me another word that starts with the same sound. If I say what starts like the word "sun," you could say sat or sold or sip. Tell me a word that starts like the word "cat."* If the student is correct, say: *That's right. The word _____, starts like cat.* If the child says a rhyming word on any of the samples or items, say: *That word rhymes. Tell me a word that starts like _____.*

If the student is incorrect or does not respond, say: *Let's try another. What starts like the word "mother?"* If the student does not understand, practice with two or three additional examples (e.g., *girl, fan, run*).

If the student is incorrect or does not respond, discontinue this section.

Begin each item with: *Tell me a word that starts like _____.*

8. Phoneme Blending

Say: ***Now I'm going to say the sounds of a word slowly and then say the word. Pronounce each phoneme as it sounds in the word and pause about one second between sounds. Listen.../s/ ..oa/.../p/ is soap. Now you do one. What is ... /b/.../e/?*** If the student does not understand, practice with two or three additional items (e.g., /s/.../o/, /b/.../i/.../ke/). If the student is incorrect or does not respond, discontinue this section.

Begin each item with: What is _____?

9. Phoneme Segmentation

Say: ***I'm going to use the pennies to show you all of the sounds in a word. The word back would be /b/ /a/ /k/. Push a penny forward as you say each sound. Push the pennies back together and say: The word frog would be /f/ /r/ /o/ /g/. Place the blocks in front of the student. Now you do one. Show me the sounds in the word toe.*** If the student does not understand, provide two or three additional examples (e.g., row, make, boat). For a correct response, the student needs to segment the sounds correctly but does not need to identify the correct number of pennies. After each item, push the pennies back into a group. (I usually never use the pennies, but hand motions in the air instead).

If the student is incorrect or does not respond, discontinue this section.

Begin each item with: ***Tell and show me the sounds in _____.***

10. Phoneme Deletion

Say: ***I'm going to say a word and leave off one sound. If I say "creek" but don't say /c/, it would be reek. If I say last but don't say /t/, it would be lass. Now you do one. Say hat but don't say /h/.*** If the student does not understand, practice with two or three additional items (e.g., pan but don't say /p/, rat but don't say /r/).

If the student is incorrect or does not respond, discontinue this section.

Begin each item with: ***Say _____ but don't say _____.***

The Parent Teacher Bridge

Phonological Awareness Skills Screener

1. Word Discrimination	2. Rhyme Recognition	3. Rhyme Production	4. Syllable Blending	5. Syllable Segmentation
cry/my _____ ball/ boat _____ fun/fan _____ cup/cup _____ bug/bug _____ phone/foam _____ bath/bathe _____ call/call _____ hath/half _____ TOTAL: _____	mat: pat, miss? can: dog, man? sack: hit, back? kite: bite, clock? mole: coal, sand? creek: sneak, light? snow: cloud, low? past: sun, cast? sharp: tarp, tree? TOTAL: _____	sale _____ goat _____ slick _____ shed _____ glow _____ freeze _____ singer _____ honey _____ camp _____ TOTAL: _____	nug.....get _____ pop.....corn _____ path.....way _____ sal.....ad... _____ fing.....er... _____ hos...pi....tal _____ kin...der...gart..ten _____ hel...i....cop...ter _____ kang...a....roo _____ TOTAL: _____	noodle (noo-dle) _____ slowly (slow-ly) _____ styrofoam (sty-ro-foam) _____ kneecap (knee-cap) _____ hollow (hol-low) _____ server (serv-er) _____ continent (con-ti-nent) _____ welcoming (wel-com-ing) _____ transportation (trans-por-ta-tion) _____ TOTAL: _____
6. Syllable Deletion	7. Phoneme Recognition	8. Phoneme Blending	9. Phoneme Segmentation	10. Phoneme Deletion
makeup, but don't say up _____ halfway, but don't say half _____ bookstore, but don't say book _____ doghouse, but don't say house _____ quickly, but don't say ly _____ baking but don't say ing _____ discover, but don't say dis _____ lawnmower, but don't say lawn _____ fantastic, but don't say fan _____ firecracker, but don't say fire _____ TOTAL: _____	sock _____ horse _____ gate _____ food _____ water _____ juice _____ tiger _____ cherry _____ shop _____ corn _____ TOTAL: _____	/b/ /a/ /g/ (bag) _____ /s/ /i/ /ck/ (sick) _____ /f/ /i/ /sh/ (fish) _____ /g/ /o/ (go) _____ /b/ /a/ /ke/ (bake) _____ /s/ /p/ /i/ /n/ (spin) _____ /f/ /l/ /a/ /p/ (flap) _____ /b/ /u/ /m/ /p/ (bump) _____ /h/ /o/ /ll/ /ow/ (hollow) _____ /m/ /i/ /l/ /k/ (milk) _____ TOTAL: _____	hi /h/ /e/ _____ so /s/ /o/ _____ tell /t/ /e/ /ll/ _____ past /p/ /a/ /s/ /t/ _____ strike /s/ /t/ /r/ /i/ /ke/ _____ splash /s/ /p/ /l/ /a/ /sh/ _____ snatch /s/ /n/ /a/ /tch/ _____ slipper /s/ /l/ /i/ /pp/ /er/ _____ muffin /m/ /u/ /ff/ /i/ /n/ _____ pretend /p/ /r/ /e/ /t/ /e/ /n/ /d/ _____ TOTAL: _____	lad, but don't say /l/ _____ pant, but don't say /t/ _____ slip, but don't say /s/ _____ start, but don't say /s/ _____ cold, but don't say /l/ _____ black, but don't say /l/ _____ hate, but don't say /t/ _____ sling, but don't say /l/ _____ bright, but don't say /b/ _____ can't, but don't say /n/ _____ TOTAL: _____

Be enthusiastic!
Call the sections "listening games!"
Use the samples in the directions!

Take breaks!
Minimize distractions.
Make plans to practice the areas that were difficult.

