

Phonemic Awareness Skills Strand Assessment for Adding Phonemes

Student Name: _____

Assessment Date: _____

The following strand assessments for **Adding Phonemes** can be administered to students in 2nd grade and above to determine a specific area of instruction for the Heggerty Phonemic Awareness lessons.

Directions: Mark correct response with a +. Mark incorrect response with a dash (-) or record the incorrect response.

If the student is unable to give a correct response within 4 seconds, the administrator can move onto the next assessment word.

You may discontinue the skill if there are no correct responses within the first 5 words.

Adding Initial Phonemes to Create a Blend (Teacher can use hand motion from the curriculum.)

Teacher Administration Directions: I will say a word part. I will add a sound at the beginning to make a new word. Listen, /-lie/. When I add /f/ at the beginning, the word is fly. Now it's your turn. Say /-late/. Add /p/ at the beginning and the word is?

Correct response Yes, when you add /p/ to /-late/, the word is plate.

Incorrect response When I add /p/ to /-late/, the word is plate. Can you say it back to me? /p - late/, plate.

1. Say -top. Add /s/ at the beginning and the word is? _____ (stop)	6. Say -rend Add /f/ at the beginning and the word is? _____ (friend)	_____ /10
2. Say -light. Add /f/ at the beginning and the word is? _____ (flight)	7. Say -cream. Add /s/ at the beginning and the word is? _____ (scream)	
3. Say -rate. Add /g/ at the beginning and the word is? _____ (grate)	8. Say -rade. Add /g/ at the beginning and the word is? _____ (grade)	
4. Say -room Add /b/ at the beginning and the word is? _____ (broom)	9. Say -eek Add /ch/ at the beginning and the word is? _____ (cheek)	
5. Say -lime Add /k/ at the beginning and the word is? _____ (climb)	10. Say -righter. Add /b/ at the beginning and the word is? _____ (brighter)	

If the student scores 8/10 or below, use the lessons for Adding Phonemes found in the Primary curriculum: Weeks 14-18

Adding Final Phonemes (Teacher can use hand motion from the curriculum.) 1

Teacher Administration Directions: I will say a word part. I will add a sound at the end to make a new word. Listen, /high-/. When I add /d/ at the beginning, the word is hide. Now it's your turn. Say /may-/. Add /k/ at the end and the word is?

Correct response Yes, when you add /k/ at the end of may, the word is make.

Incorrect response When I add /k/ at the end of /may/, the word is make. Can you say it back to me? /may - k/, make.

1. Say far. Add /m/ at the end and the word is? _____ (farm)	6. Say car Add /d/ at the end and the word is? _____ (card)	_____ /10
2. Say me. Add /t/ at the end and the word is? _____ (meet)	7. Say bee. Add /k/ at the end and the word is? _____ (beak)	
3. Say play. Add /s/ at the end and the word is? _____ (place)	8. Say sir. Add /ch/ at the end and the word is? _____ (search)	
4. Say tea. Add /ch/ at the end and the word is? _____ (teach)	9. Say shore. Add /t/ at the end and the word is? _____ (short)	
5. Say shy Add /n/ at the end and the word is? _____ (shine)	10. Say pain. Add /t/ at the end and the word is? _____ (paint)	

If the student scores 8/10 or below, use the lessons for Adding Phonemes found in the Primary curriculum: Weeks 20-25

Adding a Second Phoneme to Create a Blend

Teacher Administration Directions: I will say a word. I will add a sound to create a consonant blend. Listen, the word is go. When I add /r/ after /g/, the word is grow. Now it's your turn. Say side. Add /l/ after /s/ and the word is?

Correct response	Yes, when you add /l/ after /s/, the word is slide.
Incorrect response	When I hear the sounds in the word side, /s – ī – d/, I can add /l/ after /s/, and the word is /s – l – ī – d/, slide.

1. Say see. Add /k/ after /s/ and the word is? _____ (ski)	6. Say gate. Add /r/ after /g/ and the word is? _____ (great)	<hr style="width: 20px; margin: 0 auto;"/> /10
2. Say pay. Add /l/ after /p/ and the word is? _____ (play)	7. Say bow. Add /l/ after /b/ the word is? _____ (blow)	
3. Say bite. Add /r/ after /b/ and the word is? _____ (bright)	8. Say bees. Add /r/ after /b/ and the word is? _____ (breeze)	
4. Say seed. Add /p/ after /s/ and the word is? _____ (speed)	9. Say stop. Add /m/ after /ō/ and the word is? _____ (stomp)	
5. Say sick. Add /t/ after /s/ and the word is? _____ (stick)	10. Say cat. Add /s/ after /ă/ and the word is? _____ (cast)	

If the student scores 8/10 or below, use the lessons for Adding a Phoneme to Create a Blend found in the Primary curriculum: Weeks 25-27