PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2010, 2016
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name: ______________________________  Date: _______________  Grade _____  Age _____
Teacher: __________________________  D.O.B.: ___________  Evaluator: __________________

INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for detailed instructions on the PAST.

RESULTS:

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Syllable</td>
<td>__/12</td>
<td>__/12</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>__/10</td>
<td>__/10</td>
</tr>
<tr>
<td>Basic Phoneme</td>
<td>__/20</td>
<td>__/20</td>
</tr>
<tr>
<td>Advanced Phoneme</td>
<td>__/20</td>
<td>__/20</td>
</tr>
<tr>
<td><strong>Test Total</strong></td>
<td>__/52</td>
<td>__/52</td>
</tr>
</tbody>
</table>

Highest Correct Level: ______
Highest Automatic Level: ______

Test Total: ______/52

**Approximate Grade Level (Circle):**  PreK/K  K  late K/early 1st  1st  late 1st/early 2nd  2nd  late 2nd to adult

Approximate Grade Level:

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D “Say bookcase. Now say bookcase but don’t say book.”

FEEDBACK: “If you say bookcase without saying book, you get case. Okay? Let’s try another one.”

D1 (book)case ____ (sun)set ____ space(ship) ____ ______/3 A: ____/3
D2 (sil)ver ____ (mar)ket ____ gen(tle) ____ ______/3 A: ____/3

LEVEL E “Say October. Now say October but don’t say Oc.”

FEEDBACK: “If you say October without saying Oc, you getober. See how that works?”

E2 (Oc)tober ____ (um)brella____ (fan)tastic ____ ______/3 A: ____/3
E3 (al)phabet ____ (Sat)urday____ (tri)cycle____ ______/3 A: ____/3

Basic Syllable Total: ____/12 A: ____/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F “Say feet. Now say feet but don’t say /f/.”

FEEDBACK: “If you say feet without the /f/, you get eat: feet-eat.”

(f)eet → eat ___ (l)ove → of ___
(t)ame → aim ___ (t)ime → I’m ___ (c)one → own ___ ______/5 A: ____/5

LEVEL G “Say guide. Now say guide but instead of /g/ say /r/.”

FEEDBACK: “If you say guide, and change the /g/ to /r/, you get ride: guide-ride.”

(g)uide /t/ → ride ___ (m)ore /d/ → door ___
(g)um /th/ → thumb ___ (l)ed /s/ → said ___ (f)eel /s/ → seal ___ ______/5 A: ____/5

Onset-Rime Total: ____/10 A: ____/10

1Only use the phrase “See how that works” the first time you provide feedback for an incorrect item.
### Basic Phoneme Levels (early to late first grade)

#### LEVEL H

<table>
<thead>
<tr>
<th>H1 (Deletion)</th>
<th>Say sleep. Now say sleep but don’t say /s/.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEEDBACK: “If you say sleep without the /s/, you get leap: sleep-leap.”</td>
<td></td>
</tr>
<tr>
<td>(s)leep → leap ___</td>
<td>(c)rane → rain ___</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>H2</th>
<th>Say grew. Now say grew but instead of /g/ say /l/.</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEEDBACK: “If you say grew, and change the /g/ to /l/, you get true: grew-true.”</td>
<td></td>
</tr>
<tr>
<td>(g)rew → (t)true ___</td>
<td>(p)lowed → (c)loud ___</td>
</tr>
</tbody>
</table>

#### LEVEL I

| Say went. Now say went but don’t say /l/. |
|----------------|------------------|
| FEEDBACK: “If you say went without the /l/, you get when: went-when.” |
| I1 | wen(t) → when ___ | ran(g)e → rain ___ |
| I2 | whea(t) → we ___ | nie(c)e → knee ___ | dri(v)e → dry ___ |

#### Basic Phoneme Total: ___/10 A: ___/10

#### Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

#### LEVEL J

| Say ran. Now say ran but instead of /a/ say /u/. |
|----------------|------------------|
| FEEDBACK: “If you say ran, and change the /a/ to /u/, you get run: ran-run.” |
| (Short sound of vowel) | r(a)n /a/ → run ___ |
| (Long sound of vowel) | b ea(k) /A/ → bake ___ |

#### LEVEL K

| Say bread. Now say bread but don’t say /r/. |
|----------------|------------------|
| FEEDBACK: “If you say bread without the /r/, you get bed: bread-bed.” |
| b(r)ead → bed ___ | s(n)eak → seek ___ |

| Say crew. Now say crew but instead of /r/ say /v/. |
|----------------|------------------|
| FEEDBACK: “If you say crew, and change the /r/ to /v/, you get clue: crew-clue.” |
| c(r)ew → (c)lue ___ | p(r)ound → (p)owed ___ | s(n)eeze → s(k)is ___ |

#### LEVEL L

| Say some. Say some but instead of /m/ say /n/. |
|----------------|------------------|
| FEEDBACK: “If you say some, and change the /m/ to /n/, you get sun: some-sun.” |
| so(m)e /m/ → sun ___ | rhy(m)e /d/ → ride ___ |
| nigh(t) /s/ → nice ___ | see(m) /h/ → sea(t) ___ | kee(p) /z/ → keys ___ |

#### LEVEL M

| Say ghost. Now say ghost but don’t say /s/. |
|----------------|------------------|
| FEEDBACK: “If you say ghost without the /s/, you get goat: ghost-goat.” |
| gho(s)t → goat ___ | co(s)t → caught ___ |

| Say craft. Now say craft but instead of /f/ say /k/. |
|----------------|------------------|
| FEEDBACK: “If you say craft, and change the /f/ to /k/, you get cracked: craft-cracked.” |
| cra(f)t → cra(k)ed ___ | tru(s)t → tru(k)ed ___ | dea(l)t → de(n)t ___ |

#### Advanced Phoneme Total: ___/20 A: ___/20

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PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM B
David A. Kilpatrick, Ph.D. © 2010, 2016
Adapted from the levels used in Mclnnis (1999) & Rosner (1973)

Name: ______________________________  Date: _______________  Grade _____  Age _____
Teacher: __________________________   D.O.B.: ___________  Evaluator: __________________

INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for detailed instructions on the PAST.

RESULTS:

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Syllable</td>
<td>_____/12</td>
<td>_____/12</td>
<td>(Levels not passed below the highest correct level) _____</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>_____/10</td>
<td>_____/10</td>
<td></td>
</tr>
<tr>
<td>Basic Phoneme</td>
<td>_____/10</td>
<td>_____/10</td>
<td></td>
</tr>
<tr>
<td>Advanced Phoneme</td>
<td>_____/20</td>
<td>_____/20</td>
<td>Highest Automatic Level: _____</td>
</tr>
<tr>
<td>Test Total</td>
<td>____/52</td>
<td>____/52</td>
<td>(Non-automatic levels below highest automatic level) _____</td>
</tr>
</tbody>
</table>

Approximate Grade Level (Circle):  
PreK/K  K  late K/early 1st  1st  late 1st/early 2nd  2nd  late 2nd to adult

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D “Say flashlight. Now say flashlight but don’t say flash.”
FEEDBACK: “If you say flashlight without saying flash, you get light. Okay? Let’s try another one.”
D1 (flash)light ____  (door)bell ____  rail(road) ____  ___/3  A: ___/3
D2 (cor)ner ____  (mem)ber ____  mar(ble) ____  ___/3  A: ___/3

LEVEL E “Say gymnastics. Now say gymnastics but don’t say gym.”
FEEDBACK: “If you say carnation without saying car, you get nation. See how that works”? 1
E2 (car)nation ____  (gym)nastics ____  (Sep)tember ____  ___/3  A: ___/3
E3 (or)nament ____  (at)mosphere ____  (Af)rica ____  ___/3  A: ___/3

Basic Syllable Total: _____/12  A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F “Say far. Now say far but don’t say /f/.”
FEEDBACK: “If you say far without the /f/, you get are. far-are.”
(f)ar → are _____  (n)ame → aim ____  ___/5  A: ___/5
(f)ive → I’ve ____  (c)ore → oar ____  (l)oan → own ____

LEVEL G “Say kite. Now say kite but instead of /k/ say /r/.”
FEEDBACK: “If you say kite, and change the /k/ to /r/, you get right. kite-right.”
(k)ite /r/ → right ____  (c)ane /r/ → rain ____  ___/5  A: ___/5
(t)ime /r/ → rhyme ____  (s)oup /h/ → hoop ____  (sh)are /h/ → hair ____
Onset-Rime Total: _____/10  A: ___/10

1 Only use the phrase “See how that works” the first time you provide feedback for an incorrect item.
PAST Form B

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H
H1 (Deletion) “Say sleeve. Now say sleeve but don’t say /s/.”
FEEDBACK: “If you say sleeve without the /s/, you get leave; sleeve-leave.”
(s)leeve → leave ___ (g)reat → rate ___

H2 (Substitution) “Say freeze. Now say freeze but instead of /f/ say of /l/.”
FEEDBACK: “If you say freeze, and change the /f/ to /l/, you get trees; freeze-trees.”
(f)reeze → (t)rees ___ (c)rew → (t)ruel ___ (p)roud → (c)rowd ___ ___ /5 A: ___ /5

LEVEL I “Say sword. Now say sword but don’t say /d/.”
FEEDBACK: “If you say sword without the /d/, you get sword; sword-sore.”
I1 sword(d) → sore ___ bol(t) → bowl ___
I2 sea(t) → see ___ grou(p) → grew ___ wit(d)e → why ___ ___ /5 A: ___ /5

Basic Phoneme Total: ___ /10 A: ___ /10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J “Say man. Now say man but instead of /a/ say /e/.”
FEEDBACK: “If you say man, and change the /a/ to /e/, you get man; man-men.”
I. (short sound of vowel) m(a)n /e/ → men ___ n(e)ck /o/ → knock ___ d(o)t /e/ → debt ___
II. (long sound of vowel) l(o)a)n /I/ → line ___ s(i)de /E/ → seed ___ ___ /5 A: ___ /5

LEVEL K
K1 (Deletion) “Say spy. Now say spy but don’t say /p/.”
FEEDBACK: “If you say spy without the /p/, you get sigh; spy-sigh.”
s(p)y → sigh ___ c(l)aim → came ___

K2 (Substitution) “Say crime. Now say crime but instead of /r/ say /l/.”
FEEDBACK: “If you say crime, and change the /r/ to /l/, you get crime; crime-climb.”
c(r)ime → c(l)imb ___ g(r)ew → g(l)ue ___ c(l)oud → c(r)owd ___ ___ /5 A: ___ /5

LEVEL L “Say set. Now say set but instead of /d/ say /d/.”
FEEDBACK: “If you say set, and change the /d/ to /d/, you get head; set-said.”
se(t) /d/ → said ___ whe(n) /t/ → wet ___
sout(p) /n/ → soon ___ to(n)e /d/ → toad ___ kni(f)e /t/ → night ___ ___ /5 A: ___ /5

LEVEL M
M1 (Deletion) “Say dusk. Now say dusk but don’t say /s/.”
FEEDBACK: “If you say dusk without the /s/, you get duck; dusk-duck.”
du(s)k → duck ___ she(l)f → chef ___

M2 (Substitution) “Say rift. Now say rift but instead of /f/ say /s/.”
FEEDBACK: “If you say rift, and change the /f/ to /s/, you get wrist; rift-wrist.”
ri(f)t → wri(s)t ___ te(s)t → te(n)t ___ le(f)t → lea(p)t ___ ___ /5 A: ___ /5

Advanced Phoneme Total: ___ /20 A: ___ /20
PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM C

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INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for detailed instructions on the PAST.

RESULTS:

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Syllable</td>
<td>___/12</td>
<td>___/12</td>
<td>(Levels not passed below the highest correct level)</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>___/10</td>
<td>___/10</td>
<td>___/10</td>
</tr>
<tr>
<td>Basic Phoneme</td>
<td>___/10</td>
<td>___/10</td>
<td>___/10</td>
</tr>
<tr>
<td>Advanced Phoneme</td>
<td>___/20</td>
<td>___/20</td>
<td>___/20</td>
</tr>
<tr>
<td>Test Total</td>
<td>___/52</td>
<td>___/52</td>
<td>___/52</td>
</tr>
</tbody>
</table>

Highest Automatic Level: ___/52

 approximate Grade Level (Circle):  

<table>
<thead>
<tr>
<th></th>
<th>PreK/K</th>
<th>K</th>
<th>late K/early 1st</th>
<th>1st</th>
<th>late 1st/early 2nd</th>
<th>2nd</th>
<th>late 2nd to adult</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D “Say footprint. Now say footprint but don’t say foot.”

FEEDBACK: “If you say footprint without saying foot, you get print. Okay? Let’s try another one.”

D1 (foot)print ____ (row)boat ____ mid(night) ____ ___/3  A: ___/3
D2 (ta)ble ____ (o)ver ____ pan(da) ____ ___/3  A: ___/3

LEVEL E “Say Invention. Now say Invention but don’t say In.”

FEEDBACK: “If you say invention without saying in, you get vention. See how that works?”

E2 (in)vention ____ (ma)gician ____ (me)chanic ____ ___/3  A: ___/3
E3 (at)mosphere ____ (cu)cumber ____ (or)ganize ____ ___/3  A: ___/3

Basic Syllable Total: ___/12 A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F “Say sheet. Now say sheet but don’t say /sh/.”

FEEDBACK: “If you say sheet without the /sh/, you get eat; sheet-eat.”

(sh)eat → eat ____ (ph)one → own ____ ___/5  A: ___/5
(n)ame → aim ____ (qu)iz → is ____ (c)ough → off ____ ___/5  A: ___/5

LEVEL G “Say loop. Now say loop but instead of /l/ say /s/.”

FEEDBACK: “If you say loop, and change the /l/ to /s/, you get soup; loop-soup.”

(l)oop /s/ → soup ____ (p)ut /l/ → foot ____ ___/5  A: ___/5
(p)ool /l/ → rule ____ (c)are /ch/ → chair ____ (s)auce /l/ → loss ____

Onset-Rime Total: ___/10 A: ___/10

1 Only use the phrase “See how that works” the first time you provide feedback for an incorrect item.
### III. PHONEME LEVELS

#### Basic Phoneme Levels (early to late first grade)

**LEVEL H**

**H1** (Deletion) “**Say sled. Now say sled but don’t say /sl/.”**

FEEDBACK: “If you say *sled* without the /sl/, you get *led: sled-led.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(s)led → led ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

**H2** (Substitution) “**Say true. Now say true but instead of /t/ say /g/.”**

FEEDBACK: “If you say true, and change the /t/ to /g/, you get grew; true-grew.”

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(t)true → (g)rew ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

#### LEVEL I “Say word. Now say word but don’t say /dl/.”

FEEDBACK: “If you say *word* without the /dl/, you get *were: word-were.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I1 word(d) → were ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
<tr>
<td>I2 boa(t) → bow ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

Basic Phoneme Total: ___/10 A: ___/10

#### Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

**LEVEL J** “**Say bat. Now say bat but instead of /a/ say /i/.”**

FEEDBACK: “If you say *bat, and change the /a/ to /i/, you get bit; bat-bit.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. (short sound of vowel) b(a)t /i/ → bit ___ g(e)m /a/ → jam ___ m(a)tch /u/ → much ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
<tr>
<td>II. (long sound of vowel) sh(ee)p /A/ → shape ___ ch(o)se /E/ → cheese ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

**LEVEL K**

**K1** (Deletion) “**Say sled. Now say sled but don’t say /l/.”**

FEEDBACK: “If you say *sled without the /l/, you get *said: sled-said.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>s(l)ed → said ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

**K2** (Substitution) “**Say crows. Now say crows but instead of /r/ say /l/.”**

FEEDBACK: “If you say *crows, and change the /r/ to /l/, you get *cove: crows-close.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>c(r)ows → c(l)ose ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

**LEVEL L** “**Say hen. Now say hen but instead of /n/ say /l/.”**

FEEDBACK: “If you say *hen, and change the /n/ to /l/, you get *head: hen-head.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>he(n) /l/ → head ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
<tr>
<td>migh(t) /s/ → mice ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

**LEVEL M**

**M1** (Deletion) “**Say swept. Now say swept but don’t say /p/.”**

FEEDBACK: “If you say *swept without the /p/, you get *sweat: swept-sweat.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>swe(p)t → sweat ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

**M2** (Substitution) “**Say rent. Now say rent but instead of /n/ say /k/.”**

FEEDBACK: “If you say *rent, and change the /n/ to /k/, you get *wrecked: rent-wrecked.*

<table>
<thead>
<tr>
<th>Feedback</th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>re(n)t → wre(c)ked ___</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

Advanced Phoneme Total: ___/20 A: ___/20
PHONOLOOGICAL AWARENESS SCREENING TEST (PAST) FORM D

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Adapted from the levels used in McInnis (1999) & Rosner (1973)

INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for detailed instructions on the PAST.

RESULTS:

<table>
<thead>
<tr>
<th>Syllable Level</th>
<th>Correct</th>
<th>Automatic</th>
<th>Highest Correct Level:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Syllable</td>
<td>___/12</td>
<td>___/12</td>
<td>(Levels not passed below the highest correct level)</td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>___/10</td>
<td>___/10</td>
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<tr>
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<td>___/20</td>
</tr>
</tbody>
</table>

Test Total: ___/52 A: ___/52

Approximate Grade Level (Circle):

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.

I. SYLLABLE LEVELS

Basic Syllable Levels (D, E2 - preschool to mid kindergarten; E3 - mid to late kindergarten)

LEVEL D “Say sidewalk. Now say sidewalk but don’t say side.”

FEEDBACK: “If you say sidewalk without saying side, you get walk. Okay? Let’s try another one.”

D1 (side)walk ___ (door)way ___ (week)end ___ ___/3 A: ___/3

D2 (dol)phin ___ (car)pet ___ (mor)ning ___ ___/3 A: ___/3

LEVEL E “Say tornado. Now say tornado but don’t say tor.”

FEEDBACK: “If you say tornado without saying tor, you get nado. See how that works?”

E2 (tor)nado ___ (per)mision___ (de)partment___ ___/3 A: ___/3

E3 (in)strument ___ (con)centrate ___ (fa)vorite ___ ___/3 A: ___/3

Basic Syllable Total: ___/12 A: ___/12

II. ONSET-RIME LEVELS

Onset-Rime Levels (kindergarten to mid first grade)

LEVEL F “Say joke. Now say joke but don’t say /j/.”

FEEDBACK: “If you say joke without the /j/, you get oak; joke-oak.”

(j)oke → oak ___ (r)ise → eyes ___ ___/5 A: ___/5

(j)ar → are ___ (f)ake → ache ___ (sh)ove → of ___

LEVEL G “Say read. Now say read but instead of /r/ say /n/.”

FEEDBACK: “If you say read, and change the /r/ to /n/, you get need; read-need.”

(r)ead /n/ → need ___ (h)er /r/ → fur ___ ___/5 A: ___/5

(c)ode /t/ → toad ___ (l)ed /s/ → said ___ (th)ese /ch/ → cheese ___

Onset-Rime Total: ___/10 A: ___/10

1Only use the phrase “See how that works” the first time you provide feedback for an incorrect item.
PAST Form D

III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H
H1 (Deletion) “Say tried. Now say tried but don’t say /t/.”
FEEDBACK: “If you say tried without the /t/, you get ride, tried-ride.”
(t)ried → ride ___ (s)lam → lamb ___

H2 (Substitution) “Say froze. Now say froze but instead of /f/ say of /g/.”
FEEDBACK: “If you say froze, and change the /f/ to /g/, you get grows; froze-grows.”
(f)roze → (g)rows ___ (t)rees → (f)reeze ___ (f)ries → (p)rise ___ __/5 A: __/5

LEVEL I “Say port. Now say port without the /t/.”
FEEDBACK: “If you say port without the /t/, you get poor; port-poor.”
I1 por(t) → poor ___ col(d) → coal ___
I2 sa(m)e → say ___ pla(c)e → play ___ nee(d) → knee ___ __/5 A: __/5

Basic Phoneme Total: __/10 A: __/10

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)

LEVEL J “Say hit. Now say hit but instead of /i/ say /a/.”
FEEDBACK: “If you say hit and change the /i/ to /a/, you get hat; hit-hat.”
I. (short sound of vowel) h(i)t /a/ → hat ___ wh(e)n /i/ → win ___ t(oo)i /e/ → tell ___
II. (long sound of vowel) g(a)te /O/ → goat ___ c(a)pe /E/ → keep ___ __/5 A: __/5

LEVEL K
K1 (Deletion) “Say try. Now say try but don’t say /r/.”
FEEDBACK: “If you say try without the /r/, you get tre; try-te.”
t(r)y → tie ___ s(l)ope → soap ___
K2 (Substitution) “Say snail. Now say snail but instead of /n/ say /t/.”
FEEDBACK: “If you say snail, and change the /n/ to /t/, you get stale; snail-stale.”
s(n)ail → s(c)ale ___ f(l)ows → f(r)oze ___ g(l)ean → g(r)een ___ __/5 A: __/5

LEVEL L “Say foam. Now say foam but instead of /m/ say /n/.”
FEEDBACK: “If you say foam, and change the /m/ to /n/, you get phone; foam-phone.”
foa(m) /n/ → phone ___ je(t) /m/ → gem ___
bo(th) /t/ → boat ___ wro(t)e /p/ → rope ___ tee(th) /ch/ → teach ___ __/5 A: __/5

LEVEL M
M1 (Deletion) “Say wisp. Now say wisp but don’t say /s/.”
FEEDBACK: “If you say wisp without the /s/, you get whip; wisp-whip.”
w(i)s/p → whip ___ de(n)t → debt ___
M2 (Substitution) “Say bent. Now say bent but instead of /n/ say /s/.”
FEEDBACK: “If you say bent, and change the /n/ to /s/, you get best; bent-best.”
ri(pp)ed → wr(s)t ___ so(f)t → sa(l)t ___ ta(s)t → tai(n)t ___ __/5 A: __/5

Advanced Phoneme Total: __/20 A: __/20