**PHONOLOGICAL AWARENESS SCREENING TEST (PAST) FORM A**

David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
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 how to administer 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></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>

Highest Automatic Level: ___

**Approximate Grade Level:**

- 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.

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### 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.”

<table>
<thead>
<tr>
<th>D1</th>
<th>(book)case</th>
<th>(sun)set</th>
<th>space(ship)</th>
<th>___/3 A: ___/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>D2</td>
<td>(sil)ver</td>
<td>(mar)ket</td>
<td>gen(tle)</td>
<td>___/3 A: ___/3</td>
</tr>
</tbody>
</table>

**LEVEL E** Say umbrella. Now say umbrella but don’t say um.
FEEDBACK: “If you say umbrella without saying um, you get brella.”

<table>
<thead>
<tr>
<th>E2</th>
<th>(um)brella</th>
<th>(fan)tastic</th>
<th>(Oc)tober</th>
<th>___/3 A: ___/3</th>
</tr>
</thead>
<tbody>
<tr>
<td>E3</td>
<td>(al)phabet</td>
<td>(Sat)urday</td>
<td>(tri)cycle</td>
<td>___/3 A: ___/3</td>
</tr>
</tbody>
</table>

**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.”

<table>
<thead>
<tr>
<th>(f)eet → eat</th>
<th>(c)ough → off</th>
</tr>
</thead>
<tbody>
<tr>
<td>(t)ame → aim</td>
<td>(t)ime → I’m</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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.”

<table>
<thead>
<tr>
<th>(g)uide → ride</th>
<th>(m)ore /d/ → door</th>
</tr>
</thead>
<tbody>
<tr>
<td>(g)um /th/ → thumb</td>
<td>(f)eel /s/ → seal</td>
</tr>
<tr>
<td></td>
<td>___/5 A: ___/5</td>
</tr>
</tbody>
</table>

**Onset-Rime Total:** ___/10 A: ___/10
### III. PHONEME LEVELS

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

**LEVEL H**

H1 (Deletion) **Say sleep. Now say sleep but don’t say /s/.**  
FEEDBACK: “If you say sleep without the /s/, you get leap: sleep-leap.”  
(s)leep → leap ___  
(c)ran(e) → rain ___

H2 **Say grew. Now say grew but instead of /g/ say /l/.”**  
FEEDBACK: “If you say grew, and change the /g/ to /l/, you get true: grew-true.”  
(g)rew → (t)true ___  
(c)ran(e) → (b)rain ___  
(f)lo ws→ (c)lose ___  
___/5 A: ___/5

**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 → kne(e) ___  
(dr)i(v)e → dry ___  
___/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 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 ___  
(k)(i)t /a/ → cut ___  
(d)(e)n /a/ → done ___

(Long sound of vowel)  
(b)(e)k /a/ → bake ___  
(f)(i)ne /o/ → phone ___  
___/5 A: ___/5

**LEVEL K**

K1 (Deletion) **Say bread. Now say bread but don’t say /i/.”**  
FEEDBACK: “If you say bread without the /i/, you get bed: bread-bed.”  
(b)(e)ad → bed ___  
(s)(e)ak → seek ___

K2 (Substitution) **Say crew. Now say crew but instead of /r/ say /l/.”**  
FEEDBACK: “If you say crew, and change the /r/ to /l/, you get clue: crew-clue.”  
(c)(r)ew → (c)(l)ue ___  
(s)(e)l(e) → (s)(n)ail ___  
(s)(e)ez → (s)(k)is ___  
___/5 A: ___/5

**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 ___  
(rh)ym(e) /d/ → ride ___

nigh(t) /s/ → nice ___  
(see)m /t/ → sea(t) ___  
(kee)p /z/ → keys ___  
___/5 A: ___/5

**LEVEL M**

M1 (Deletion) **Say ghost. Now say ghost but don’t say /s/.”**  
FEEDBACK: “If you say ghost without the /s/, you get goat: ghost-goat.”  
(gh)o(s)t → goat ___  
(roa)(s)t → wrote ___

M2 (Substitution) **Say sift. Now say sift but instead of /f/ say /p/.”**  
FEEDBACK: “If you say sift, and change the /f/ to /p/, you get sipped: sift-sipped.”  
(st)(f)t → (st)(p)ed ___  
(tru)(s)t → (tr)(ck)ed ___  
(d)(e)(f)t → (d)(e)(ck)ed ___  
___/5 A: ___/5

**Advanced Phoneme Total:**  
___/20 A: ___/20
PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM B
David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
Adapted from the levels used in McInnis (1999) & Rosner (1973)

INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for how to administer the PAST.

RESULTS:

NAME: ______________________________
DATE: ______________
GRADE _____
AGE ______
TEACHER: __________________________
D.O.B.: ___________
EVALUATOR: __________________

INSTRUCTIONS:

See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for how to administer the PAST.

I. SYLLABLE LEVELS

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

LEVEL D Say leapfrog. Now say leapfrog but don’t say leap.

FEEDBACK: “If you say flashlight without saying flash, you get light.”

D1 (leap)frog ___ (door)bell ___ mail(box) ___ ___/3 A: ___/3
D2 (cor)ner ___ (mem)ber ___ mar(ble) ___ ___/3 A: ___/3

LEVEL E Say carnation. Now say carnation but don’t say car.

FEEDBACK: “If you say carnation without saying car, you get nation.”

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

Note: The grade levels listed throughout the PAST are estimates based on various research studies and clinical experience. They are not formalized norms.
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 treese; freeze-trees.”
(f)reeze → (t)reese ___  (c)rew → (t)reue ___  (p)roud → (c)rowd ___

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

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.”
(Short sound of vowel)  m(a)n /e/ → men ___  n(e)ck /o/ → knock ___  d(o)t /e/ → debt ___
(Long sound of vowel)  l(oa)n /I/ → line ___  s(i)de /E/ → seed ___

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 climb; crime-climb.”
c(r)ime → c(l)imb ___  g(r)ew → g(l)ue ___  c(l)oud → c(r)owd ___

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

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(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 ___

Advanced Phoneme Total: ___/20  A: ___/20
PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM C
David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
Adapted from the levels used in McInnis (1999) & Rosner (1973)

INSTRUCTIONS: See Equipped for Reading Success Chapter 11: “Assessment of Phonological Awareness” for how to administer the PAST.

RESULTS:

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
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</thead>
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<td>Basic Syllable</td>
<td>/12</td>
<td>/12</td>
<td></td>
</tr>
<tr>
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<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></td>
</tr>
<tr>
<td>Test Total</td>
<td>/52</td>
<td>/52</td>
<td></td>
</tr>
</tbody>
</table>

Highest Automatic Level: __________

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

Grade _____ Age _____

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.”

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.”

E2 (in)vention ___ (magician___ (me)chanic ___ /3 A: ___/3
E3 (at)mosphere___ (cu)cumber___ (car)penter ___ /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)eet → eat ___ (ph)one → own ___
(n)ame → aim ___ (r)ide → I’d ___ (w)ar → or ___ /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 /f/ → foot ___
(p)ool /r/ → rule ___ (c)are /ch/ → chair ___ (b)owl /g/ → goal ___ /5 A: ___/5

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

Teacher: __________________________ D.O.B.: ___________ Evaluator: __________________

Name: ______________________________ Date: _______________
III. PHONEME LEVELS

Basic Phoneme Levels (early to late first grade)

LEVEL H
H1 (Deletion) Say sweet. Now say sweet but don’t say /s/.
FEEDBACK: “If you say sweet without the /s/, you get wheat: sweet-wheat.”
(s)weet → wheat ___ (ph)rase → raise ___
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.”
(t)rue → (g)rew ___ (c)laim → (b)lame ___ (t)oop → (g)roup ___ 

LEVEL I Say word. Now say word but don’t say /d/.
FEEDBACK: “If you say word without the /d/, you get: word-were.”
I1 wor(d) → were ___ lam(p) → lamb ___
I2 boa(t) → bow ___ toa(d) → toe ___ hou(se) → how ___

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-bit.”
(Short sound of vowel) b(a)t /i/ → bit ___ g(e)m /a/ → jam ___ m(a)ch /u/ → much ___
(Long sound of vowel) sh(eep) /A/ → shape ___ ch(o)se /E/ → cheese ___

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.”
s(l)ed → said ___ b(r)eez → bees ___
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: close, crows-close.”
c(r)ows → c(l)ose ___ b(r)aid → b(l)ade ___ c(r)uise → c(l)ues ___

LEVEL L Say hen. Now say hen but instead of /n/ say /d/.
FEEDBACK: “If you say hen, and change the /n/ to /d/, you get: head; hen-head.”
he(n) /d/ → head ___ ri(s)e /m/ → rhyme ___
migh(t) /s/ → mice ___ tu(b)e /th/ → tooth ___ sou(p) /t/ → suit ___

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.”
swe(p)t → sweat ___ fri(n)ge → fridge ___
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.”
re(n)t → wre(c)k-ed ___ roa(p)ed → roa(s)t ___ lea(s)t → lea(p)ed ___

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

David A. Kilpatrick, Ph.D. © 2003, 2010, 2018
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 how to administer 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><strong>Test Total</strong></td>
<td>/52</td>
<td>/52</td>
<td>(Non-automatic levels below highest automatic level)</td>
</tr>
</tbody>
</table>

Approximate Grade Level: 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 sidewalk. Now say sidewalk but don’t say side.
FEEDBACK: “If you say *sidewalk* without saying *side*, you get *walk*.”

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 (sail)boat</td>
<td>___/3</td>
<td>A: ___/3</td>
</tr>
<tr>
<td>D2 (dol)phin</td>
<td>___/3</td>
<td>A: ___/3</td>
</tr>
</tbody>
</table>

**LEVEL E** Say tornado. Now say tornado but don’t say tor.
FEEDBACK: “If you say *tornado* without saying *tor*, you get *nado*.”

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>E2 (tor)nado</td>
<td>___/3</td>
<td>A: ___/3</td>
</tr>
<tr>
<td>E3 (in)strument</td>
<td>___/3</td>
<td>A: ___/3</td>
</tr>
</tbody>
</table>

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.”

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
<th>Automatic</th>
</tr>
</thead>
<tbody>
<tr>
<td>(j)oke → oak</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
<tr>
<td>(j)ar → are</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

**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*.”

<table>
<thead>
<tr>
<th></th>
<th>Correct</th>
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</tr>
</thead>
<tbody>
<tr>
<td>(r)ead /n/</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
<tr>
<td>(c)ode /t/</td>
<td>___/5</td>
<td>A: ___/5</td>
</tr>
</tbody>
</table>

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

**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 ___  
sur(f)  →  sir ___  

I2 sa(m)e  →  say ___  
pl(a)ce  →  play ___  
nee(d)  →  knee ___  

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*.”

(Short sound of vowel)  

h(i)t  /a/ →  hat ___  
wh(e)n  /i/ →  win ___  
t(oo)l  /e/ →  tell ___  

(Long sound of vowel)  
g(a)te  /a/ →  goat ___  
c(a)pe  /E/ →  keep ___  

**LEVEL K**

K1 (Deletion)  **Say try. Now say try but don’t say /r/**.
FEEDBACK: “If you say *try* without the /r/, you get *tie; try-tie*.”

t(r)y  →  tie ___  
s(l)ope  →  soap ___  

K2 (Substitution)  **Say snail. Now say snail but instead of /n/ say /l/**.
FEEDBACK: “If you say *snail* and change the /n/ to /l/, you get *stale; snail-stale*.”

s(n)ail  →  s(t)ale ___  
f(l)ows  →  f(t)ooze ___  
g(l)ean  →  g(t)een ___  

**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 ___  

**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*.”

wi(s)p  →  whip ___  
toa(s)t  →  tote ___  

M2 (Substitution)  **Say ripped. Now say ripped but instead of /p/ say /s/**.
FEEDBACK: “If you say *ripped* and change the /p/ to /s/, you get wrist; *ripped-wrist*.”

ri(pp)ed  →  wri(s)t ___  
so(f)t  →  sa(l)t ___  
ta(s)t e  →  tai(n)t ___  

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