PHONOLICAL AWARENESS
SCREENING TEST (PAST) FORM A

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
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:

Basic Syllable ______/12 ______/12 Highest Correct Level: _____
Onset-Rime ______/10 ______/10 (Levels not passed below the highest correct level) ______
Basic Phoneme ______/20 ______/20
Advanced Phoneme ______/20 ______/20
Test Total ______/52 ______/52 (Non-automatic levels below 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.

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.”
D1 (book)case ___ (sun)set ___ space(ship) ___
D2 (sil)ver ___ (mar)ket ___ (Oc)tober ___

LEVEL E Say umbrella. Now say umbrella but don’t say um.
FEEDBACK: “If you say umbrella without saying um, you get brella.”
E2 (um)brella ___ (fan)tastic ___ (Oc)tober ___
E3 (al)phabet ___ (Sat)urday ___ (tri)cycle ___

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; feel-eat.”
(f)eat → eat ___ (c)ough → off ___
(t)ame → aim ___ (t)ime → I’m ___ (c)one → own ___

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 /r/ → ride ___ (m)ore /d/ → door ___
(g)um /th/ → thumb ___ (l)ed /s/ → said ___ (f)eel /s/ → seal ___

Onset-Rime Total: ____/10 A: ____/10
### PAST Form A
#### 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 $\rightarrow$ leap ___
(c)ran $\rightarrow$ 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 $\rightarrow$ (t)ruel ___
(c)ran $\rightarrow$ (b)rain ___
(f)loves $\rightarrow$ (c)loses ___

**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 whe(n) $\rightarrow$ when ___
ran(g)e $\rightarrow$ rain ___

I2 whea(t) $\rightarrow$ we ___
nie(c)e $\rightarrow$ knee ___
dri(v)e $\rightarrow$ 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 run. 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 $\rightarrow$ /u/ $\rightarrow$ run ___
(k)it $\rightarrow$ /u/ $\rightarrow$ cut ___
d(e)n $\rightarrow$ /u/ $\rightarrow$ done ___

(Long sound of vowel)  b(e)ak $\rightarrow$ /A/ $\rightarrow$ bake ___
(i)n _____ /i/ $\rightarrow$ phone ___

**LEVEL K**

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

b(rea)d $\rightarrow$ bed ___
s(n)eak $\rightarrow$ 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 $\rightarrow$ c(l)ue ___
s(c)ale $\rightarrow$ s(n)ail ___
s(n)eaze $\rightarrow$ 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 $\rightarrow$ /n/ $\rightarrow$ sun ___
rhy(m)e $\rightarrow$ /d/ $\rightarrow$ ride ___

*nigh(t)* $\rightarrow$ /n/ $\rightarrow$ nice ___
see(m) $\rightarrow$ /t/ $\rightarrow$ see(t) ___
kee(p) $\rightarrow$ /z/ $\rightarrow$ keys ___

**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.”

g(ho)s$\rightarrow$ goat ___
roa(s)t $\rightarrow$ wrote ___

M2 (Substitution)  **Say sitt. Now say sitt but instead of /l/ say /p/.
**FEEDBACK:** “If you say sitt, and change the /l/ to /p/, you get sipped: sitt-sitted.”

(st) $\rightarrow$ (s) pp$\rightarrow$ ed ___
tr(u)s$\rightarrow$ tru(ck)ed ___
def(t) $\rightarrow$ de(ck)ed ___

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

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PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM B

David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
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>
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<td>___/12</td>
<td></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></td>
</tr>
</tbody>
</table>

(Highest Correct Level: Levels not passed below the highest correct level)
(Highest Automatic Level: Non-automatic levels below highest automatic level)

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

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 leapfrog without saying leap, you get frog.”

D1 (leap)frog ____ (door)bell ____ mail(box) ____
D2 (cor)ner ____ (mem)ber ____ mar(ble) ____

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 ____
E3 (or)nament ____ (at)mosphere ____ (Af)rica ____

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: farare.”

(f)ar → are ____ (n)ame → aim ____
(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 ____
(t)ime /r/ → rhyme ____ (s)oup /h/ → hoop ____ (sh)are /h/ → hair ____

Onset-Rime Total: ___/10 A: ___/10
### 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 /t/._**

FEEDBACK: “If you say *freeze*, and change the /f/ to /t/, you get *trees; freeze-trees.*

(f)reeze → (t)rees ___ (c)rew → (t)reu ___ (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 sore; sword-sore.”

I1 swor(d) → sore ___ mean(t) → men ___

I2 sea(t) → see ___ grou(p) → grew ___ wi(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-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(o)a)n /u/ → 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 *climb; crime-climb.*

c(r)ime → c(l)imb ____ g(r)ew → g(l)uw ____ c(l)oud → c(r)owd ____ __/5 A: __/5

**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(t) /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(f) /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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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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</tr>
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<tbody>
<tr>
<td>Basic Syllable</td>
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<td>/12</td>
<td></td>
</tr>
<tr>
<td>Onset-Rime</td>
<td>/10</td>
<td>/10</td>
<td></td>
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<tr>
<td>Basic Phoneme</td>
<td>/20</td>
<td>/20</td>
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<tr>
<td>Advanced Phoneme</td>
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</tr>
<tr>
<td>Test Total</td>
<td>/52</td>
<td>/52</td>
<td></td>
</tr>
</tbody>
</table>

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 footprint. Now say footprint but don’t say foot.
FEEDBACK: “If you say footprint without saying foot, you get print.”

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<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>D1 footprint</td>
<td>(row)boat</td>
<td>mid(night)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D2 (ta)ble</td>
<td>(o)ver</td>
<td>pan(da)</td>
<td></td>
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</tbody>
</table>

LEVEL E  Say invention. Now say invention but don’t say in.
FEEDBACK: “If you say invention without saying in, you get vention.”

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<tbody>
<tr>
<td>E2 (in)vention</td>
<td>(magician)</td>
<td>(me)chanic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E3 (at)mosphere</td>
<td>(cu)cumber</td>
<td>(car)penter</td>
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</tr>
</tbody>
</table>

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.”

<p>| | | | | |</p>
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<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>(sh)eet → eat</td>
<td>(ph)one → own</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(n)ame → aim</td>
<td>(r)ide → I’d</td>
<td></td>
<td>(w)ar → or</td>
<td></td>
</tr>
</tbody>
</table>

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.”

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<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>(l)oop /s/ → soup</td>
<td>(p)ut /l/ → foot</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(p)ool /l/ → rule</td>
<td>(c)are /ch/ → chair</td>
<td>(b)owl /g/ → goal</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Onset-Rime Total: /10 A: /10
PAST Form C  

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.”
sweet → whealt ___ (ph)raise → 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.”
true → (g)rew ___ (c)laim → (b)lame ___ (t)roop → (g)roup ___ ___/5 A: ___/5

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) → lame ___
I2 boa(t) → bow ___ toa(d) → toe ___ hou(se) → how ___ ___/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 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-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(e)e/p /A/ → shape ___ ch(o)se /E/ → cheese ___ ___/5 A: ___/5

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)eeze → 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)aids → b(l)ades ___ c(r)uise → c(l)ues ___ ___/5 A: ___/5

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 ___ ___/5 A: ___/5

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 → frige ___
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(ck)ed ___ ro(p)ed → roa(s)t ___ lea(s)t → lea(p)ed ___ ___/5 A: ___/5

Advanced Phoneme Total: ___/20 A: ___/20
PHONOLOGICAL AWARENESS
SCREENING TEST (PAST) FORM D
David A. Kilpatrick, Ph.D. © 2003, 2010, 2019
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>
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<tr>
<th>Levels</th>
<th>Correct</th>
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<tr>
<td>Basic Syllable</td>
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<tr>
<td>Test Total</td>
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<td>/52</td>
<td></td>
</tr>
</tbody>
</table>

(Highest correct levels not passed below the highest correct level)

(Highest automatic levels:)

Test Total: /52 A: /52

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.”

D1 (sail)boat ____ (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 nodo.”

E2 (tor)nado ____ (per)mision____ (de)partment___ ___/3 A: ___/3
E3 (in)strument ___ (con)centrate ___ (wil)derness ___ ___/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 ____ (l)ake → ache ___ ___/5 A: ___/5

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 /f/ → fur ____ ___/5 A: ___/5
(c)ode /t/ → toad ____ (l)ed /s/ → said ____ (th)ese /ch/ → cheese ___ ___/10 A: ___/10
### 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 ___  (f)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 ___  pla(c)e → 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 /O/ → 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(r)oze ___  g(l)ean → g(r)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)te → tai(n)t ___

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

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