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?

<table>
<thead>
<tr>
<th>Correct response</th>
<th>Incorrect response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, when you add /p/ to /-late/, the word is plate.</td>
<td>When I add /p/ to /-late/, the word is plate. Can you say it back to me? /p - late/, plate.</td>
</tr>
</tbody>
</table>

1. Say –top.  
Add /s/ at the beginning and the word is? _______ (stop)  
Add /f/ at the beginning and the word is? _______ (flight)  
Add /g/ at the beginning and the word is? _______ (grate)  
Add /b/ at the beginning and the word is? _______ (broom)  
5. Say –lime.  
Add /k/ at the beginning and the word is? _______ (climb)  
Add /f/ at the beginning and the word is? _______ (friend)  
7. Say –cream.  
Add /s/ at the beginning and the word is? _______ (scream)  
8. Say –rade.  
Add /g/ at the beginning and the word is? _______ (grade)  
Add /ch/ at the beginning and the word is? _______ (cheek)  
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.)

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

<table>
<thead>
<tr>
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<th>Incorrect response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, when you add /k/ at the end of /may/, the word is make.</td>
<td>When I add /k/ at the end of /may/, the word is make. Can you say it back to me? /may - k/, make.</td>
</tr>
</tbody>
</table>

1. Say far.  
Add /m/ at the end and the word is? _______ (farm)  
2. Say me.  
Add /t/ at the end and the word is? _______ (meet)  
3. Say play.  
Add /s/ at the end and the word is? _______ (place)  
4. Say tea.  
Add /ch/ at the end and the word is? _______ (teach)  
5. Say shy.  
Add /n/ at the end and the word is? _______ (shine)  
Add /d/ at the end and the word is? _______ (card)  
7. Say bee.  
Add /k/ at the end and the word is? _______ (beak)  
8. Say sir.  
Add /ch/ at the end and the word is? _______ (search)  
9. Say shore.  
Add /t/ at the end and the word is? _______ (short)  
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
# Phonemic Awareness Skills Strand Assessment for Adding Phonemes

## 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?

<table>
<thead>
<tr>
<th>Correct response</th>
<th>Incorrect response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes, when you add /l/ after /s/, the word is slide.</td>
<td>When I hear the sounds in the word side, /s – ĭ – d/, I can add /l/ after /s/, and the word is /s – l – ĭ - d/, slide.</td>
</tr>
</tbody>
</table>

1. Say see.  
   Add /k/ after /s/ and the word is? _______ (ski)  
2. Say pay.  
   Add /l/ after /p/ and the word is? _______ (play)  
   Add /l/ after /b/ and the word is? _______ (bright)  
4. Say seed.  
   Add /p/ after /s/ and the word is? _______ (speed)  
5. Say sick.  
   Add /l/ after /s/ and the word is? _______ (stick)  
   Add /l/ after /g/ and the word is? _______ (great)  
7. Say bow.  
   Add /l/ after /b/ the word is? _______ (blow)  
8. Say bees.  
   Add /l/ after /b/ and the word is? _______ (breeze)  
   Add /m/ after /ŏ/ and the word is? _______ (stomp)  
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