**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?

<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 with me? /p - late/, plate.</td>
</tr>
</tbody>
</table>

| 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) |
|----------------------------------|------------------|
Add /f/ at the beginning and the word is? ____ (flight) | 7. Say -cream.  
Add /s/ at the beginning and the word is? ____ (scream) |
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 ©2020 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-/. 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?

<table>
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<tbody>
<tr>
<td>Yes, when you add /k/ to /may/, the word is make.</td>
<td>When I add /k/ to /may/, the word is make. Can you say it with me? /may - k/, make.</td>
</tr>
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| 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) |
|----------------------------------|------------------|
| 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 ©2020 curriculum: Weeks 20-25.
### Phonemic Awareness Skills Strand Assessment for Adding Phonemes

**Adding a Second Phoneme 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 end to make a new word. Listen, /-lie/. When I add /l/ at the end, the word is fly. Now it’s your turn. Say /-late/. Add /p/ at the end and the word is?

<table>
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<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 with me? /p - late/, plate.</td>
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<td>1. Say see. Add /k/ after /s/ and the word is? ________(ski)</td>
<td>6. Say gate. Add /l/ after /g/ and the word is? ________(great)</td>
</tr>
<tr>
<td>2. Say pay. Add /l/ after /p/ and the word is? ________(play)</td>
<td>7. Say bow. Add /l/ after /b/ the word is? ________(blow)</td>
</tr>
<tr>
<td>5. Say sick. Add /l/ after /s/ and the word is? ________(stick)</td>
<td>10. Say cat. Add /l/ after /a/ and the word is? ________(cast)</td>
</tr>
</tbody>
</table>

If the student scores 8/10 or below, use the lessons for Adding Phonemes found in the Primary ©2020 curriculum: Weeks 25-27.