

Table 3.1: Phonological Awareness Assessment Activities

Speech Segment	Sample Assessment Tasks
Breaking Sentences Into Words	Provide a sentence (such as <i>The boy ate two pieces of pizza</i>) and ask the student how many words are in the sentence (seven).
Breaking Words Into Smaller Words	Blending: Provide two words (such as <i>book</i> and <i>shelf</i>) and ask the student what word they make together (<i>bookshelf</i>). Segmenting: Provide a compound word (such as <i>cowboy</i>) and ask the student what word is left after taking away one of the words (taking away <i>cow</i> leaves <i>boy</i>).
Breaking Words Into Syllables	Provide a multisyllabic word (such as <i>remember</i>) and ask the student how many syllables it contains (three).
Breaking Syllables Into Onsets and Rimes	Blending: Provide an onset and a rime and ask the student what word they make together. For example, /l/ and /ight/ make <i>light</i> . Segmenting: Provide a single-syllable word and ask the student to break it into onset (initial consonant, blend, or digraph) and rime (the vowel and any other phonemes in the syllable). For example, the word <i>cool</i> breaks down into /c/ and /ool/.
Breaking Onsets and Rimes Into Phonemes	Blending: Provide a group of phonemes and ask the student what word they make together. For example, /s/, /u/, and /n/ make <i>sun</i> . Segmenting: Provide a single-syllable word and ask the student to break it into sounds. For example, the word <i>dig</i> breaks into /d/, /i/, and /g/.

Source: Foorman, B., Beyer, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., et al. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016–4008). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education; Paratore, J. R., Cassano, C. M., & Schickedanz, J. A. (2011). Supporting early (and later) literacy development at home and at school. In M. L. Kamil, P. D. Pearson, E. B. Moje, & P. P. Afflerbach (Eds.), *Handbook of reading research (Vol. 4, pp. 107–135)*. New York: Routledge.