Day 2
Oral Language and Phonological Awareness
Handouts

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Young Children's Oral Language Development

By: [Celia Genishi](#)
The development of oral language is one of the child's most natural – and impressive – accomplishments.

Related

This article presents an overview of the process and mechanics of language development, along with implications for practice.

When and how language is learned

Almost all children learn the rules of their language at an early age through use, and over time, without formal instruction. Thus one source for learning must be genetic. Humans beings are born to speak; they have an innate gift for figuring out the rules of the language used in their environment.

The environment itself is also a significant factor. Children learn the specific variety of language (dialect) that the important people around them speak.

Children do not, however, learn only by imitating those around them. We know that children work through linguistic rules on their own because they use forms that adults never use, such as "I goed there before" or "I see your feets." Children eventually learn the conventional forms, went and feet, as they sort out for themselves the exceptions to the rules of English syntax.

As with learning to walk, learning to talk requires time for development and practice in everyday situations. Constant correction of a child's speech is usually unproductive.

Children seem born not just to speak, but also to interact socially. Even before they use words, they use cries and gestures to convey meaning; they often understand the meanings that others convey. The point of learning language and interacting socially, then, is not to master rules, but to make connections with other people and to make sense of experiences (Wells, 1986).

In summary, language occurs through an interaction among genes (which hold innate tendencies to communicate and be sociable), environment, and the child's own thinking abilities.

When children develop abilities is always a difficult question to answer. In general…

- Children say their first words between 12 and 18 months of age.
- They begin to use complex sentences by the age of 4 to 4 1/2 years.
- By the time they start kindergarten, children know most of the fundamentals of their language, so that they are able to converse easily with someone who speaks as they do (that is, in their dialect).

As with other aspects of development, language acquisition is not predictable. One child may say her first word at 10 months, another at 20 months. One child may use complex sentences at 5 1/2 years, another at 3 years.

Oral language components

Oral language, the complex system that relates sounds to meanings, is made up of three components: the phonological, semantic, and syntactic (Lindfors, 1987).

The **phonological component** involves the rules for combining sounds. Speakers of English, for example, know that an English word can end, but not begin, with an -ng sound. We are not aware of our knowledge of these rules, but our ability to understand and pronounce English words demonstrates that we do know a vast number of rules.

The **semantic component** is made up of morphemes, the smallest units of meaning that may be combined with each other to make up words(for example, paper + s are the two morphemes that make up papers), and sentences (Brown, 1973). A dictionary contains the semantic component of a language, but also what words (and meanings) are important to the speakers of the language.

The **syntactic component** consists of the rules that enable us to combine morphemes into sentences. As soon as a child uses two morphemes together, as in "more cracker," she is using a syntactic rule about how morphemes are combined to convey meaning.

Like the rules making up the other components, syntactic rules become increasingly complex as the child develops. From combining two morphemes, the child goes on to combine words with suffixes or inflections (-s or -ing, as in papers and eating) and eventually creates questions, statements, commands, etc. She also learns to combine two ideas into one complex sentence, as in "I'll share my crackers if you share your juice."

Of course speakers of a language constantly use these three components of language together, usually in social situations. Some language experts would add a fourth component: **pragmatics**, which deals with rules of language use.

Pragmatic rules are part of our communicative competence, our ability to speak appropriately in different situations, for example, in a conversational way at home and in a more formal way at a job interview. Young children need to learn the ways of speaking in the day care center or school where, for example, teachers often ask rhetorical questions. Learning pragmatic rules is as important as learning the rules of the other components of language, since people are perceived and judged based on both what they say and when they say it.

Nurturing language development

Parents and caregivers need to remember that language in the great majority of individuals develops very efficiently. Adults should try not to focus on "problems," such as the inability to pronounce words as adults do (for example, when children pronounce r's like w's). Most children naturally outgrow such things, which are a tiny segment of the child's total repertoire of language.

However, if a child appears not to hear what others say to her; if family members and those closest to her find her difficult to understand; or if she is noticeably different in her communicative abilities from those in her age range, adults may want to seek advice from specialists in children's speech, language and hearing.

Teachers can help sustain natural language development by providing environments full of language development opportunities. Here are some general guidelines for teachers, parents, and other caregivers:

- Understand that every child's language or dialect is worthy of respect as a valid system for communication. It reflects the identities, values, and experiences of the child's family and community.
- Treat children as if they are conversationalists, even if they are not yet talking. Children learn very early about how conversations work (taking turns, looking attentively, using facial experiences with conversing adults.
- Encourage interaction among children. Peer learning is an important part of language development, especially in mixed-age groups. Activities involving a wide range of materials should promote talk. There should be a balance between individual activities and those that nurture collaboration and discussion, such as dramatic play, block-building, book-sharing, or carpentry.
- Remember that parents, caregivers, teachers, and guardians are the chief resources in language development. Children learn much from each other, but adults are the main conversationalists, questioners, listeners, responders, and sustainers of language development and growth in the child-care center or classroom.
- Continue to encourage interaction as children come to understand written language. Children in the primary grades can keep developing oral abilities and skills by consulting with each other, raising questions, and providing information in varied situations. Every area of the curriculum is enhanced through language, so that classrooms full of active learners are hardly ever silent.

References

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Click the "References" link above to hide these references.

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Endnotes

Endnotes

Click the "Endnotes" link above to hide these endnotes.

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"A poem begins in delight and ends in wisdom" —

Robert Frost

Phonological Awareness Standards

Kindergarten - Reading Standards for Foundational Skills
RF.K.2 Demonstrate understanding spoken words, syllables, and sounds (phonemes).
RF.K.2.A Recognize and produce rhyming words orally.
RF.K.2.B Count, pronounce, blend, and segment syllables in spoken words.
RF.K.2.C Blend and segment onsets and rimes of one-syllable spoken words.
RF.K.2.D Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant or CVC words. (This does not include CVC words ending with /l/, /r/, or /x/.)
RF.K.2.E Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

First Grade - Reading Standards for Foundational Skills
RF.1.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
RF.1.2.A Distinguish long from short vowel sounds in spoken one-syllable words.
RF.1.2.B Orally produce one-syllable words by blending sounds (phonemes) including consonant blends.
RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken one-syllable words.
RF.1.2.D Segment spoken one-syllable words into their complete sequence of individual sounds (phonemes).
RF.1.2.E Delete a syllable from a word (e.g., say "remember," now say it without the "re").
RF.1.2.F Add or substitute individual sounds (phonemes) in simple, spoken words to make new words.
RF.1.2.G Delete individual initial, and final sounds (phonemes) in simple, spoken words (e.g., say "nice" without the /n/, say "lamp" without the /p/).

Second Grade – Reading Standards for Foundational Skills
RF.2.2A Distinguish vowels (long, short, variant) in spoken single-syllable words.
RF.2.2B Delete phonemes in the initial, medial, and final positions of spoken words including blends.

Brown Bear, Brown Bear, What Do You See? by Bill Martin Jr

WORD AWARENESS

➡ As you read aloud from the book, have students point to individual words and then count the number of words on a page.

➡ Read the story aloud, omitting words. Have the students tell the missing words.

➡ Read a sentence aloud without the text visible. Have students repeat the sentence and count the number of words. Moving blocks or beads on a string can help children visualize the concept.

➡ Read a short sentence (or present the written words) with the words out of order. Have students rearrange the words to make a sentence that makes sense.

- see you what do
  (What do you see?)

- I horse looking blue me at see a (Repeat for similar patterns throughout story.)
  (I see a blue horse looking at me.)

SYLLABLE AWARENESS

Picture puzzles can help students visualize this concept. For example, take a picture of an elephant and cut it into three pieces like a puzzle. Touch one part as you say each syllable. Cover or remove a part for deleting a syllable. You can use any type of token (chips, blocks, etc.) to represent syllables.

➡ Clapping Syllables

"Say each word after me. Clap for each syllable or part of the word."

red (1)	purple (2)	children (2)
looking (2)	frog (1)	teacher (2)
yellow (2)	goldfish (2)	see (1)

➡ Blending Syllables

"Listen to these syllables. Tell me what word I'm saying."

look•ing	pur•ple	teach•er
yell•ow	gold•fish	chil•dren

Brown Bear, Brown Bear, What Do You See? *continued*

➡ Deleting Syllables

"Say **goldfish**. Say it again, but don't say **gold**." (fish)
"Say **goldfish** again. Say it again, but don't say **fish**." (gold)
"Say **teacher**. Say it again, but don't say **er**." (teach)
"Say **looking**. Say it again, but don't say **ing**." (look)
"Say **purple**. Say it again, but don't say **ple**." (purr)

RHYMING

➡ Recognizing Rhymes

"Do these words rhyme?"

see • me	you • blue	green • cat
red • duck	horse • course	white • night
yellow • fellow	frog • dog	black • blue

➡ Discriminating Rhymes

"Which word does not rhyme?"

<u>black</u> • see • we	mean • <u>red</u> • green	down • <u>bird</u> • brown
you • blue • <u>horse</u>	sheep • keep • <u>cat</u>	<u>frog</u> • duck • truck

➡ Matching Rhymes

"Which word rhymes with **frog**? <u>dog</u> • horse"
"Which word rhymes with **bird**? blue • <u>word</u>"
"Which word rhymes with **bear**? <u>hair</u> • duck"
"Which word rhymes with **cat**? white • <u>sat</u>"
"Which word rhymes with **sheep**? <u>leap</u> • show"

➡ Generating Rhymes

"Tell an animal from the story that rhymes with _____."

log (dog)	chair (bear)	luck (duck)	force (horse)
fat (cat)	heard (bird)	creep (sheep)	dish (fish)

"Tell a color from the story that rhymes with _____."

down (brown)	fellow (yellow)	mean (green)
bed (red)	flew (blue)	night (white)

𝕭𝖗𝖔𝖜𝖓 𝕭𝖊𝖆𝖗, 𝕭𝖗𝖔𝖜𝖓 𝕭𝖊𝖆𝖗, 𝖂𝖍𝖆𝖙 𝕯𝖔 𝖄𝖔𝖚 𝕾𝖊𝖊?, continued

SOUND AWARENESS ━━━━━━━━━━━━━━

You can use manipulatives to help students visualize these concepts. For example, use colored cubes or blocks to represent individual sounds. You can move them apart, put them together, or substitute them to show changes in sound production.

➡ Identifying Words Beginning with a Given Sound

"Which words begin with the /b/ sound? blue • red • brown"
"Which words begin with the /w/ sound? white • what • do"
"Which words begin with the /d/ sound? black • dog • duck"
"Which words begin with the /g/ sound? goldfish • horse • green"

➡ Generating Words Beginning with a Given Sound

"Name a color that begins with _____."

/b/	/w/	/g/
/y/	/p/	/r/

➡ Blending Monosyllable Words—Onset-Rime

"Blend these sounds together to make a word from the story."

b•ear	b•ird	c•at
s•ee	d•uck	wh•ite
r•ed	h•orse	sh•eep

➡ Blending Monosyllable Words—Onset-Rime (Blends)

"Blend these sounds together to make a word from the story."

br•own	fr•og
bl•ue	bl•ack
gr•een	

➡ Blending Individual Sounds to Make a Word

"Blend these sounds together to make a word from the story."

s•ee	d•o•g	wh•i•te
d•o	c•a•t	f•r•og
a•t	r•e•d	p•ur•p•le
m•e	d•u•ck	y•e•ll•ow

Brown Bear, Brown Bear, What Do You See?, continued

➥ Matching Initial Sounds

"Which word begins with the same sound as **bear**? cat • <u>bird</u>"
"Which word begins with the same sound as **dog**? <u>duck</u> • brown"
"Which word begins with the same sound as **green**? sheep • <u>goldfish</u>"
"Which word begins with the same sound as **white**? <u>what</u> • see"

➥ Identifying the Final Sound of Two Words

"What sound do **white** and **cat** end with?" (/t/)
"What sound do **black** and **duck** end with?" (/k/)
"What sound do **bird** and **red** end with?" (/d/)
"What sound do **horse** and **us** end with?" (/s/)
"What sound do **frog** and **dog** end with?" (/g/)

➥ Identifying Initial Sounds

"What sound does the word _____ begin with?"

sheep (/sh/)	teacher (/t/)	dog (/d/)
brown (/b/)	children (/ch/)	yellow (/y/)
goldfish (/g/)	red (/r/)	purple (/p/)

➥ Substituting Initial Sounds

"Say **bear**. Now say it with /d/ instead of /b/." (dare)
"Say **white**. Now say it with /l/ instead of /w/." (light)
"Say **looking**. Now say it with /k/ instead of /l/." (cooking)
"Say **see**. Now say it with /b/ instead of /s/." (bee)
"Say **teacher**. Now say it with /kr/ instead of /t/." (creature)

➥ Identifying Final Sounds

"What sound does the word _____ end with?"

brown (/n/)	teacher (/r/)	horse (/s/)
sheep (/p/)	white (/t/)	goldfish (/sh/)
frog (/g/)	duck (/k/)	bird (/d/)

➥ Substituting Final Sounds

"Say **bird**. Now say it with /n/ instead of /d/." (burn)
"Say **cat**. Now say it with /n/ instead of /t/." (can)
"Say **white**. Now say it with /p/ instead of /t/." (wipe)
"Say **sheep**. Now say it with /t/ instead of /p/." (sheet)
"Say **red**. Now say it with /st/ instead of /d/." (rest)

Brown Bear, Brown Bear, What Do You See?, *continued*

➡ Segmenting Sounds

"What sounds do you hear in the word _____?"

at (a•t)   red (r•e•d)   yellow (y•e•ll•ow)
us (u•s)   dog (d•o•g)   frog (f•r•o•g)
see (s•ee)   bird (b•ir•d)   black (b•l•a•ck)
we (w•e)   sheep (sh•ee•p)   purple (p•ur•p•le)
do (d•o)   white (wh•i•te)   teacher (t•ea•ch•er)

➡ Deleting Initial Sounds

"Say **cat**. Say it again, but don't say /k/." (at)
"Say **bear**. Say it again, but don't say /b/." (air)
"Say **sheep**. Say it again, but don't say /sh/." (eep)

➡ Deleting Final Sounds

"Say **brown**. Say it again, but don't say /n/." (brow)
"Say **sheep**. Say it again, but don't say /p/." (she)
"Say **bird**. Say it again, but don't say /d/." (burr)

➡ Deleting Sounds in Blends

"Say **black**. Say it again, but don't say /l/." (back)
"Say **blue**. Say it again, but don't say /b/." (Lou)
"Say **frog**. Say it again, but don't say /r/." (fog)

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What's My Word?

Materials:
- Large felt board, felt rectangles, compound word list, individual felt boards (one per student), small felt rectangles (two per student)

Directions:
- Model segmenting a two-syllable compound word with two felts.
- Example: ***snow   flake***
- Ask: *Can you say **snowflake** without the **snow**?* Remove left felt.
- Ask: *What's left?* Touch right felt.   ***flake***
- Place left felt back in place.
- Ask: *Can you say **snowflake** without the **flake**?* Remove right felt.
- Ask: *What's left?* Touch left felt.   ***snow***
  - ➢ Have students use small felt boards and rectangles to practice deletions with other compound words.

Count That Name

- Children share the names of their pets.
- As each name is spoken, students join teacher in repeating the name syllable-by-syllable.
- The children choose whether to clap, tap on a drum, or snap fingers for the syllables.
- For example:

  Audrey   (2 claps)
  Devonshire   (3 claps)

Listen for the Final Sound

- Teacher says both words. Students listen, and then isolate and say the final sound.
- wait, get   /t/
- laugh, rough   /f/
- wig, log   /g/

Head, Waist, and Toes

- The teacher leads children as they say the sounds in a 3-phoneme word.
- Students touch their head while saying the first sound, waist while saying the middle sound, and toes with the last sound.
- The teacher asks questions to prompt students to show whether a target sound is associated with the head, waist, or toes.
- For example:
  - ➢ Where is the /t/ is in cat?   (toes)
  - ➢ Where is the /r/ in rat   (head)

Initial and Remainder Cheer

- Students stand and hold their arms straight out in front of their bodies with hands in fists.
- One hand is opened and turned over palm up when the initial sound in a word is spoken.
- Then while saying the first vowel and everything that comes after it, the second fist is turned over and opened with palm up.
- For example, for cat:
  - ➢ /c/   left fist opened and hand turned palm up
  - ➢ /at/   right fist opened and hand turned palm up

Polar Bear Foods

- Teacher glues a picture of a polar bear on the outside of a brown paper bag.
- Pictures of foods are pasted on small cards.
- Students sort the pictures and only place words that start with the sound /p/ in the bag.
- For example:
  - ➢ Popcorn, pretzel, and pickle   in the bag
  - ➢ Apple, raisin, and carrot   not in the bag

Which One Doesn't Belong?

- Children have 3 objects in front of them.
- The teacher asks them to name each object.
- The teacher asks the students to hold up the object that doesn't have the same first sound.
- For example:
  - ➢ pen, pencil, crayon   (crayon)

Knit a New Word

- The teacher throws a ball of yarn to a child and asks children to drop a sound from a word.
- The child says the new word and throws the yarn ball back to the teacher.
- The teacher throws the yarn ball to the next student, and continues with a similar question.
- For example:
  - ➢ What word is star without the /s/?   (tar)

Change That Sound

- The teacher asks the students to say a word.
- Then she asks them to change a sound in the word and say a new word.
- For example:
  - ➢ Say cat.   Now change the first sound to /r/.   (rat)
  - ➢ Say hit. Now change the last sound to /p/.   (hip)
  - ➢ Say big.   Now change the middle sound to /a/. (bag)
  - ➢ Say put.   Now change the middle sound to /a/. (pat)

Unifix Words

- Children are each given 3 unifix cubes.
- The teacher says three sounds.
- Then the teacher asks students to say the sounds separately while pushing their 3 individual cubes together.
- Once the cubes are connected, the students repeat the sounds **all together.**

How to Administer the PAST
Adapted from Kilpatrick, Equipped For Reading Success Chapter 11
Assessment of Phonological Awareness: The Phonological Awareness Screening Test (PAST)

1. Read and understand the directions.
2. Practice pronouncing phonemes in isolation.
3. Practice on someone, preferable with feedback before testing a student.

There are no practice items. Feedback is given for every incorrect item. All items at any given level are administered the same way. Always delete or substitute the sound represented by the letter or letters in the parentheses or between slash marks. For example, with cow(boy) "boy" gets deleted.   When you see / / remember that is the sound not the letter.
Uppercase letters represent long vowels for example, /A/ is the long a sound.
Do not add the schwa sound. (/m/ is mmmmm not muh)

Assessment of automaticity
When administering an item, immediately start counting in your head *one thousand one*, *one thousand two*, as soon as you finish speaking the question.
If a student responds correctly before the end of the word *two* they receive credit for an automatic response. (put an X in the blank to indicate the response was automatic)
Continue the mental count until the student responds. If you get to one thousand five before a response, repeat the same item and resume mental counting starting over. If they respond correctly give them a score of 1 for correct but not automatic.
An automatic is only awarded if they answer within the first 1001, 1002 count.
Automatic responding typically takes place in about a second or less.

Repeating an Item
If a student seems confused or to have a lapse in attention, it is okay to repeat an item. When you repeat an item it cannot be scored as automatic. It can only receive a correct score (1) or an incorrect (0).

Providing Feedback
Every incorrect item should receive corrective feedback. This lets students know what you want. No visual clues. Positive feedback is permitted (that's right!) if a child responds correctly. Especially if they respond tentatively.
1. Do not teach any item or level. This is a test, not a teaching session. Spoken feedback is provided, but no teaching, manipulatives or explanations are allowed.
2. Never say anything about the position of the sound within the word because this is a big part of what you are testing.

- Everyone who is administered the PAST, including older students and adults, start at Level D1. Explain to students that this "word game" starts out very easy. The easy ones help students understand the nature of the task without ever having to explain the nature of the task. There are no explanations or practice items when administering the PAST.
- For kindergarteners and potentially at-risk beginning first graders, give every item at levels D and E and follow the discontinue rule.

- For most first graders and all students beyond first grade, if the first item of D1 is responded to automatically, skip down to the first item of D2. If that is automatic, skip to first item of E2, then E3. When you score later, if the first D1 through E3 items are automatic, score any un-administered items at those levels as automatic (thus a 3/3 at that level)
- If any item is either incorrect, or correct but not automatic, administer all items at that level and score normally.
- For Kindergarten to second grade, if the first three F or G items are automatic, skip the final two items at that level and score them as automatic.
- If any of the first three F or G items are incorrect, or correct but not automatic, administer all five items at that specific level and score normally.
- For levels H through M, give all items at each level. Continue administering until the discontinue rule is reached or you come to the end of the test.

Discontinue Rule

If the combined "correct" score on two levels in a row is 0, 1, or 2 out of 10, discontinue the test. Consider all items in the levels beyond the discontinue level as incorrect.

Passing a level

A level is considered passed if either all items or all items except one are correct. A level is considered automatic if all or all but one of the items at that level were responded to automatically. Levels with 3 out of 5 or fewer are not considered passed and represent a level that should receive instructional attention.   Keep in mind, each level yields two scores, a correct score and an automatic score. Students commonly pass a level with their correct score, but not their automatic score. Only levels passed at the automatic level do not require instructional attention.

Scoring Notation:

Automatic Response	X
Correct Answer after two second count	1
Incorrect Response	0

The Phonological Awareness Screening Test (PAST) FORM A
David A. Kilpatrick, Ph.D ©2003, 2010, 2016
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name _____ Date _____ Grade _____ Age _____

Teacher _____ D.O.B _____ Evaluator _____

Results:

	Correct	Automatic	Highest Correct Level	____
Basic Syllable	____/12	____/12	(Levels not passed below the highest level) __	
Onset-Rime	____/10	____/10		
Basic Phoneme	____/10	____/10	Highest Automatic Level	____
Advanced Phonemes	____/20	____/20	(non automatic levels)	____
Test Total	**____/52**	**____/52**		

Approximate Grade Level (Circle)

PreK	K	Late K/Early 1	1st	Late 1st/Early 2nd	2nd	Late 2nd to adult

I. SYLLABLE LEVELS

Level D (D, E2 – preschool to mid kindergarten; E3 – mid to late kindergarten)
Feedback: "IF you say bookcase without saying book, you get case, Okay? See how that works?

Correct Automatic

D1: "Say *bookcase*. Now say *bookcase* but don't say *book*." (book)case _____	**__/3 A: __/3**
D1: "Say *sunset*. Now say *sunset* but don't say *sun*." (sun)set _____	
D1: "Say *spaceship*. Now say *spaceship* but don't say *ship*." space(ship) _____	
D2: "Say *silver*. Now say *silver* but don't say *sil*." (sil)ver _____	**__/3 A: __/3**
D2: "Say *market*. Now say *market* but don't say *mar*." (mar)ket _____	
D2: "Say *gentle*. Now say *gentle* but don't say *tle*." gen(tle) _____	

Level E
Feedback: "If you say October without saying Oc, you get tober. Let's try another one"

E2: "Say *October*, Now say *October* but don't say *oc*." (Oc)tober _____	**__/3 A: __/3**
E2: "Say *umbrella*, Now say *umbrella* but don't say *um*." (um)brella _____	
E2: "Say *fantastic*, Now say *fantastic* but don't say *fan*." (fan)tastic _____	
E3: "Say *alphabet*, Now say *alphabet* but don't say *al*."	**__/3 A: __/3**

(al)phabet ____	
E3: "Say *Saturday*, Now say *Saturday* but don't say *sat*." **(Sat)urday ____**	
E3: "Say *tricycle*, Now say *tricycle* but don't say *tri*." **(tri)cycle ____**	
Basic Syllable Total:	**__/12 A: __/12**

II. ONSET-RIME LEVELS

Level F Onset-Rime levels (kindergarten to mid first grade)
Feedback: "If you say feet without the /f/, you get eat, feet-eat."

"Say *feet*. Now say *feet* but don't say /f/." (f) eet→ eat ____	__/5 A: __/5
"Say *love*. Now say *love* but don't say /l/." (l) ove→ of ____	
"Say *tame*. Now say *tame* but don't say /t/." (t)ame→aim ____	
"Say *time*. Now say *time* but don't say /t/." (t)ime→I'm ____	
"Say *cone*. Now say *cone* but don't say /c/." (c)one→ own____	

Level G
Feedback: "If you say guide and change the /g/ to /r/, you get ride; guide-ride."

"Say *guide*. Now say *guide* but instead of /g/ say /r/." (g)uide /r/→ ride ____	__/5 A: __/5
"Say *more*. Now say *more* but instead of /m/ say /d/." (m) ore /d/→ door ____	
"Say *gum*. Now say *gum* but instead of /g/ say /th/." (g)um /th/→ thumb ____	
"Say *led*. Now say *led* but instead of /l/ say /s/." (l)ed /s/→ said ____	
"Say *feel*. Now say *feel* but instead of /f/ say /s/." (f)eel/ s/→ seal ____	
Onset-Rime Total:	**__/10 A: __/10**

III.   PHONEME LEVELS

Level H Basic Phoneme Levels (early to late first grade)
H1 Feedback: If you say sleep without the /s/ you get leap. sleep-leap

H1 (deletion) "Say *sleep*. Now say *sleep* but don't say /s/." (s)leep → leap ____	__/5 A: __/5
H1 "Say *crane*. Now say *crane* but don't say /k/." (c)rane → rain ____	
H-2 Feedback: If you say grew, and change the /g/ to /t/, you get true; grew-true	
H2 (substitution) "Say *grew*. Now say *grew* but instead of /g/say /t/." (g)rew → (t)rue ____	
H2 "Say *plowed*. Now say *plowed* but instead of /p/say /c/." (p)lowed → (c)cloud ____	

H2 "Say *flows*. Now say *flows* but instead of /f/say /c/." **(f)lows → (c) clothes____**	

Level I
Feedback: "If you say went without the /t/ you get when, went-when."

I1 "Say *went*. Now say *went* but don't say /t/." **wen(t)→ when ____**	**__/5 A: __/5**
"Say *range*. Now say *range* but don't say /j/." **ran(g)e →rain ____**	
I2 "Say *wheat*. Now say *wheat* but don't say /t/." **whea(t) →we ____**	
"Say *niece*. Now say *niece* but don't say /s/." **nie(c)e →knee ____**	
"Say *drive*. Now say *drive* but don't say /v/." **dri(v)e →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 (uppercase letter in virgules means long sound)
Feedback: "If you say ran, and change the /a/ to /u/, you get run; ran-run."

"Say *ran*. Now say *ran* but instead of /a/ say /u/." **r(a)n /u/→run____**	**__/5 A: __/5**
Say *kit*. Now say *kit* but instead of /i/ say /u/." **k(i)t →/u/ cut ____**	
"Say *huff*. Now say *huff* but instead of /u/ say /a/." **h(u)ff /a/→half ____**	
"Say *beak*. Now say *beak* but instead of /E/ say /A/." **b(ea)k /A/ →bake____**	
"Say *fine*. Now say *fine* but instead of /I/ say /O/." **f(i)ne/O/→phone ____**	

Level K
K1 Feedback: "If you say bread without the /r/, you get bed; bread - bed."

K1 (deletion) **"Say *bread*. Now say *bread* but don't say /r/."** **b(r)ead →bed ____**	**__/5 A: __/5**
K1 "Say *sneak*. Now say *sneak* but don't say /n/." **s(n)eak →seek ____**	
K2 Feedback: "If you say crew, and change the /r/ to /l/ you get clue; crew-clue."	
K2 (substitution)**"Say *crew*. Now say *crew* but instead of /r/ say /l/."** **c(r)ew →c(l)ue ____**	
K2 "Say *proud*. Now say *proud* but instead of /r/ say /l/." **p(r)oud →p(l)owed ____**	
K2 "Say *sneeze*. Now say *sneeze* but instead of /n/ say /k/." **s(n)eeze →s(k)is ____**	

Level L
Feedback: "If you say some, and change the /m/ to /n/, you get sun; some-sun."

"Say *some*. Say *some* but instead of /m/ say /n/." so(m)e /n/→ sun ____	__/5 A: __/5
"Say *rhyme*. Say *rhyme* but instead of /m/ say /d/." rhy(m)e /d/→ride ____	
"Say *night*. Say *night* but instead of /t/ say /s/." nigh(t) /s/ →nice ____	
"Say *seem*. Say *seem* but instead of /m/ say /t/." see(m) /t/ → sea(t) ____	
"Say *keep*. Say *keep* but instead of /p/ say /z/ " kee(p) /z/ → keys ____	

Level M
M1 Feedback: " If you say ghost without the /s/, you get goat; ghost- goat"

M1 (deletion) "Say *ghost*. Now say *ghost* but don't say /s/." ghos(t) →goat ____	__/5 A: __/5
M1 "Say *cost* . Now say *cost* but don't say /s/." co(s)t →caught ____	
M2 Feedback: "If you say west, and change the /s/ to /n/, you get went; west-went."	
M2 (substitution) "Say *west*. Now say *west* but instead of /s/ say /n/." we(s)t →went ____	
M2 "Say *craft*. Now say *craft* but instead of /f/ say /k/." cra(f)t →cracked ____	
M2 "Say *trust*. Say *trust* but instead of /s/ say /k/." tru(s)t → trucked ____	
M2 "Say *dealt*. Say *dealt* but instead of /l/ say /n/ " dea(l)t → dent____	

Advanced Phoneme Total: __/20 A: __/20

The Phonological Awareness Screening Test (PAST) FORM A
David A. Kirkpatrick, Ph.D ©2003, 2010, 2016
Adapted from the levels used in McInnis (1999) & Rosner (1973)

Name __Riley__ Date __2-23-18__ Grade __2nD__ Age _____

Teacher _____ D.O.B _____ Evaluator __Shepard__

Results:

	Correct	Automatic	Highest Correct Level	____
Basic Syllable	___/12	___/12	(Levels not passed below the highest level) __	
Onset-Rime	___/10	___/10		
Basic Phoneme	___/10	___/10	Highest Automatic Level	____
Advanced Phonemes	___/20	___/20	(non automatic levels)	____
Test Total	___/52	___/52		

Approximate Grade Level (Circle)

PreK	K	Late K/Early 1	1st	Late 1st/Early 2nd	2nd	Late 2nd to adult

SKill Assessed

I. SYLLABLE LEVELS

VOTES

Level D (D, E2 – preschool to mid kindergarten; E3 – mid to late kindergarten)
Feedback: "IF you say bookcase without saying book, you get case, Okay? See how that works?

I could nave Skipped to D 2 since She was automatic at D-1

	Correct Automatic
D1: "Say *bookcase*. Now say *bookcase* but don't say *book*." (book)case _X_	**3**/3 A:**3**/3
D1: "Say *sunset*. Now say *sunset* but don't say *sun*." (sun)set _X_	
D1: "Say *spaceship*. Now say *spaceship* but don't say *ship*." space(ship) _X_	
D2: "Say *silver*. Now say *silver* but don't say *sil*." (sil)ver _O_ er	**2**/3 A: _1_/3
D2: "Say *market*. Now say *market* but don't say *mar*." (mar)ket _X_	
D2: "Say *gentle*. Now say *gentle* but don't say *tle*." gen(tle) _1_	

Deleting 1st Syllable in compound wd

Deleting 1st Syllable in non-compound Word with 2 syllables

Level E
Feedback: "If you say October without saying Oc, you get tober. Let's try another one"

E2: "Say *October*, Now say *October* but don't say *oc*." (Oc)tober _X_	**3**/3 A: **2**/3
E2: "Say *umbrella*, Now say *umbrella* but don't say *um*." (um)brella _1_	
E2: "Say *fantastic*, Now say *fantastic* but don't say *fan*." (fan)tastic _X_	
E3: "Say *alphabet*, Now say *alphabet* but don't say *al*." (al)phabet _1_	**3**/3 A: _1_/3
E3: "Say *Saturday*, Now say *Saturday* but don't say *sat*." (Sat)urday _1_	
E3: "Say *tricycle*, Now say *tricycle* but don't say *tri*." (tri)cycle _X_	

Deleting 1st Syllable in non-compound 3 syllable woRD

Basic Syllable Total: |**11**/12 A: **7**/12

II. ONSET-RIME LEVELS

Level F Onset-Rime levels (kindergarten to mid first grade)
Feedback: "If you say feet without the /f/, you get eat, feet-eat."

"Say *feet*. Now say *feet* but don't say /f/." (f) eet→ eat _X_	_5_/5 A: _2_/5
"Say *love*. Now say *love* but don't say /l/." (l) ove→ of _1_	
"Say *tame*. Now say *tame* but don't say /t/." (t)ame→aim _X_	
"Say *time*. Now say *time* but don't say /t/." (t)ime→I'm _1_	
"Say *cone*. Now say *cone* but don't say /c/." (c)one→ own _1_	

Deleting onset

Level G
Feedback: "If you say guide and change the /g/ to /r/, you get ride; guide-ride.

"Say *guide*. Now say *guide* but instead of /g/ say /r/." (g)uide /r/→ ride _X_	_3_/5 A: _3_/5
"Say *more*. Now say *more* but instead of /m/ say /d/." (m) ore /d/→ door _X_	
"Say *gum*. Now say *gum* but instead of /g/ say /th/." (g)um /th/→ thumb _O_	
"Say *led*. Now say *led* but instead of /l/ say /s/." (l)ed /s/→ said _O_ S l e d	
"Say *feel*. Now say *feel* but instead of /f/ say /s/." (f)eel/ s/→ seal _X_	
Onset-Rime Total:	_8_/10 A:_5_/10

Substituting onset

III. PHONEME LEVELS

Level H Basic Phoneme Levels (early to late first grade)
Feedback: If you say sleep without the /s/ you get leap. sleep-leap

H1 (deletion) "Say *sleep*. Now say *sleep* but don't say /s/." (s)leep → leap _O_ e a p	__/5 A: __/5
H1 "Say *crane*. Now say *crane* but don't say /k/." (c)rane → rain _X_	
Feedback: If you say grew, and change the /g/ to /t/, you get true; grew-true	
H2 (substitution) "Say *grew*. Now say *grew* but instead of /g/ say /t/." (g)rew → (t)rue _O_ t o o	
H2 "Say *plowed*. Now say *plowed* but instead of /p/ say /c/." (p)lowed → (c)cloud _X_	
H2 "Say *flows*. Now say *flows* but instead of /f/ say /c/." (f)lows → (c) clothes _1_	

Deleting Beginning Phoneme

Substituting beginning phoneme

Level I
Feedback: "If you say went without the /t/ you get when, went-when."

I1 "Say *went*. Now say *went* but don't say /t/." wen(t)→ when _O_ w i	__/5 A: __/5
"Say *range*. Now say *range* but don't say /j/." ran(g)e →rain _O_	

Deleting final Phoneme

I2 "Say *wheat*. Now say *wheat* but don't say /t/." whea(t) → we __1__		
"Say *niece*. Now say *niece* but don't say /s/." nie(c)e → knee __1__		
"Say *drive*. Now say *drive* but don't say /v/." dri(v)e → dry __O__		
Basic Phoneme Total:	**5**/10 A: **2**/10	

(Left margin handwriting: "She said it; I → missed it")

Advanced Phoneme Levels (early to late second grade; Level M is early third grade to adult)
Level J (uppercase letter in virgules means long sound)
Feedback: "If you say ran, and change the /a/ to /u/, you get run; ran-run."

"Say *ran*. Now say *ran* but instead of /a/ say /u/." r(a)n /u/ → run __O__ __un__	__1__/5 A: __O__/5	
Say *kit*. Now say *kit* but instead of /i/ say /u/." k(i)t → /u/ cut __O__ __I don't know__		
"Say *huff*. Now say *huff* but instead of /u/ say /a/." h(u)ff /a/ → half __1__		
"Say *beak*. Now say *beak* but change the /E/ to /A/." b(ea)k /A/ → bake __O__ __back__		
"Say *fine*. Now say *fine* but change the /I/ to /O/." f(i)ne /O/ → phone __O__		

(Left margin handwriting: "c said to change the middle sounds This should not happen. She asked me if it was the middle sound. I did not answer.")

(Right margin handwriting: "Substituting Middle Phoneme (short)" ... "(Long)")

Level K
Feedback: "If you say bread without the /r/, you get bed; bread - bed."

K1 (deletion) "Say *bread*. Now say *bread* but don't say /r/." b(r)ead → bed __O__ __brad__	__1__/5 A: __O__/5	
K1 "Say *sneak*. Now say *sneak* but don't say /n/." s(n)eak → seek __1__		
Feedback: "If you say crew, and change the /r/ to /l/ you get clue; crew-clue."		
K2 (substitution)"Say *crew*. Now say *crew* but instead of /r/ say /l/." c(r)ew → c(l)ue __O__ __cruel__		
K2 "Say *proud*. Now say *proud* but instead of /r/ say /l/." p(r)oud → p(l)owed __O__		
K2 "Say *sneeze*. Now say *sneeze* but instead of /n/ say /k/." s(n)eeze → s(k)is __O__ __keys__		

(Right margin handwriting: "deletion of 2nd phoneme in a beginning blend" ... "Substituting 2nd phoneme in a beginning blend" ... "Stop")

(Left margin handwriting: "she might have said Ski's but I heard keys → STOPPED Because of the Discontinue Rule")

Level L
Feedback: "If you say some, and change the /m/ to /n/, you get sun; some-sun."

"Say *some*. Say *some* but instead of /m/ say /n/." so(m)e /n/ → sun ____	____/5 A: ____/5	
"Say *rhyme*. Say *rhyme* but instead of /m/ say /d/. rhy(m)e /d/ → ride ____		
"Say *night*. Say *night* but instead of /t/ say /s/ nigh(t) /s/ → nice ____		
"Say *seem*. Say *seem* but instead of /m/ say /t/. see(m) /t/ → sea(t) ____		
"Say *keep*. Say *keep* but instead of the /p/ say /z/ " kee(p) /z/ → keys ____		

Level M
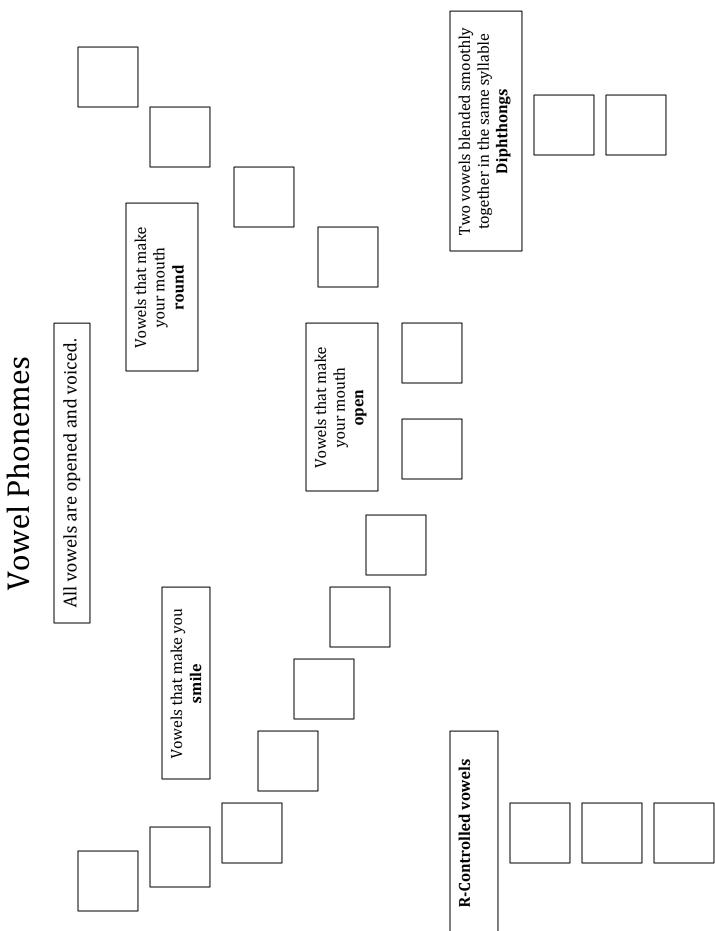M1 Feedback: " If you say ghost without the /s/, you get goat; ghost- goat"

M1 (deletion) **"Say *ghost*. Now say *ghost* but don't say /s/."** ghos(t) → goat ___	__/5 A: __/5
M1 "Say *cost* . Now say *cost* but don't say /s/. co(s)t → caught ___	
M2 Feedback: "If you say craft, and change the /f/ to /k/, you get cracked; craft-cracked."	
M2 (substitution) **"Say *craft*. Now say *craft* but instead of /f/ say /k/** cra(f)t → cracked ___	
M2 "Say *trust*. Say *trust* but instead of /s/ say /k/. tru(s)t → trucked ___	
M2 "Say *dealt*. Say *dealt* but instead of the /l/ say /n/" dea(l)t → dent___	

Advanced Phoneme Total: __/20 A: __/20

Consonants Phonemes

Unvoiced   Voiced   Unvoiced   Voiced

Stops   **Continuants**

Cognates   **Others**

Vowel Phonemes

All vowels are opened and voiced.

Vowels that make your mouth **round**

Vowels that make your mouth **open**

Vowels that make you **smile**

Two vowels blended smoothly together in the same syllable **Diphthongs**

R-Controlled vowels

LETRS *Foundations* Action Plan for Change

Refer to the LETRS *Foundations* content and the Take Two Reviews. How will you know your teaching has changed? How will you know your students' learning has changed? What assessment or accountability can you build into your routines to help you know you are implementing new knowledge and practice?

What I Will Continue Doing	What I Learned; Key Knowledge	Plan for Change in Classroom Practice; How Will I Know?	Change in Student Learning; How Will I Know?

This form is adapted from work by Guskey, T.R. (2000.) *Evaluating professional development.* Thousand Oaks, CA: Corwin Press.