



Reading Done Right
Practical, Effective Support

Sounds First Phonemic Awareness Assessments

Grade 1

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Grade 1

Whip Around Assessments



Date Administered: _____

Whip Around Assessment - Split Initial Blend and Delete First Phoneme

Week 5 Skill: Split Initial Blend and Delete First Phoneme.

Directions: Use anytime during the Mastering Week. This is the priority skill to assess this week if you need to prioritize. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can do this now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the first sound after splitting the blend.

Warm-up model for the group. **T:** Say *sled*.
S: *sled*
T: Now say *sled* without /s/.
S: led

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		crime→rhyme			froze→rose			cram→ram			fruit→root			spark→park
		sleeve→leave			stop→top			freed→read			stung→tongue			cloud→loud
		tried→ride			stall→tall			stew→too			fried→ride			cramp→ramp

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Delete the Initial Phoneme in 2nd Syllable

Week 5 Skill: Delete the Initial Phoneme in 2nd Syllable (Cut off the Sound part two)

Directions: Use anytime during the Mastering Week *if* you feel your students are ready and not overloaded with other Whip Around assessments (This is a syllable-level skill that students will get more chances later to show mastery of).

Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can do this now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to delete the onset phoneme in the 2nd syllable.

Warm-up model for the group. **T:** Say *driver*.

S: driver

T: Now say *driver* without *v*.

S: drier

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		later→layer			ceiling→seeing			stormy→story			mailer→mayor			rater→rare
		silence→science			freezing→freeing			waiting→weighing			winter→winner			siding→sighing
		seeding→seeing			lamer→layer			molar→mower			fighter→fire			beaming→being

Scoring and Next Steps:

Ⓜ (There may not be many kinders that show mastery!) If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Substitute Onset Phoneme in 2nd Syllable

Week 8 Skill: Substitute Onset Phoneme in 2nd Syllable (change the sound part two)

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they change the middle consonant sound now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Remind students they will be making a new word when they change the beginning sound. Nonsense words are fine!

Warm-up model for the group. **T:** Say *shaving*.
S: shaving
T: Now instead of /v/ say /p/.
S: shaping

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		roper /p/→/v/			summer /m/→/p/			stopping /p/→/k/			session /s/→/v/			rider /d/→/m/
		trimming /m/→/p/			wishing /sh/→/n/			sliver /v/→/m/			pulling /l/→/sh/			slipper /p/→/v/
		litter /t/→/v/			mixing /ks/→/s/			clicking /k/→/p/			soda /d/→/f/			reaching /ch/→/d/

Scoring and Next Steps:

Ⓜ (There may not be many kinders that show mastery!) If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Substitute First Sound in Initial Blend

Week 9 Skill: Substitute First Sound in Initial Blend.

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can change a sound to make a new word now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Remind students they will be making a new word when they change the beginning sound. Nonsense words are fine!

Warm-up model for the group. **T:** *blush*
S: blush
T: *Now say blush but change /b/ to /f/.*
S: flush

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		clock → f (lock)			prime→ c (rime)			cream→ d (ream)			brown→ c (rown)			brush→ c (rush)
		slide→ g (lide)			float→ g (loat)			click→ s (lick)			tried→ f (ried)			trays→ b (raise)
		drain→ c (rane)			drip→ t (rip)			freeze→ t (rees)			cry→ t (ry)			flash→ c (lash)

Scoring and Next Steps:

- Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.
- ☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.
- ☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups.
 - Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
 - Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Week 11 Skill: Delete the First Syllable From a 3-Syllable Word (Part One)

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can do this now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the first syllable from a 3-syllable word.

Warm-up model for the group. **T:** Say *conclusion*.

S: conclusion

T: Now say *conclusion* without **con**.

S: clusion

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		wonderful→derful			yesterday→terday			tomorrow→morrow			Africa→rica			carnival→nival
		envelope→velope			dangerous→gerous			victory→tory			rodeo→deo			video→deo
		studio→dio			porcupine→cupine			bravery→very			personal→sonal			barbecue→becue

Scoring and Next Steps:

- Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.
- ☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.
- ☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.
 - Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
 - Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - **Delete the Last Syllable From 3-Syllable Word**

Week 17 Skill: Delete the First Syllable From a 3-Syllable Word: Open Syllables.

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they cut off the sound in the middle of two-syllable words now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the first syllable in a 3-syllable word.

Warm-up model for the group. **T:** Say *manager*.

S: manager

T: Now say *manager* without **man**.

S: -ager

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		pelican→ican			visible→ible			pharmacy→macy			irritate→itate			Florida→ida
		flexible→ible			manual→ual			Oregon→egon			pitiful→iful			minimum→imum
		poetry→etry			satellite→ellite			terrify→ify			area→ea			stereo→eo

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Week 15 Skill: Delete Final Phoneme in 1- Syllable Word (Split Final Blend)

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can do this now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the final sound in a word.

Warm-up model for the group. **T:** Say *past*.
S: *past*
T: Now say *past* without *t*.
S: *pass*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		fort→for			guest→guess			paint→pain			pant→pan			can't→can
		purse→purr			fourth→four			fund→fun			plant→plan			hold→hole
		sort→sore			heard→her			sixth→six			filth→fill			seventh→seven

Scoring and Next Steps:

- Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.
- ☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.
- ☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.
 - Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
 - Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Delete the Last Syllable From 3-Syllable Word

Week 17 Skill: Delete the Last Syllable From a 3-Syllable Word (with open middle syllable)

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can do this now that they've practiced it for a few weeks. They will see the same words as they saw in Week 14, but they're removing a different part of the word now. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the last syllable in a 3-syllable word.

Warm-up model for the group. **T:** Say *manager*.
S: manager
T: Now say *manager* without *ger*.
S: mana

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓		
		pelican→pel/i			visible→vis/i			pharmacy→pharma			irritate→irr/i			Florida→Flor/i	
		flexible→flex/i			manual→man/u			Oregon→Ore			pitiful→pit/i			minimum→min/i	
		poetry→po/e			satellite→sat/e			terrify→terri			area→ar/e			stereo→ster/e	

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Delete Final Phoneme in 1 - Syllable Word

Week 19 Skill: Delete Final Phoneme

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can do this now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Just as in the lessons, you will ask them to cut the final sound in the word.

Warm-up model for the group. **T:** Say *bake*.

S: bake

T: Now say *bake* without *k*.

S: bay

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓	
		weak→we			feed→fee			stage→stay			rain→ray			sake→say
		sheet→she			throat→throw			need→knee			groan→grow			loaf→low
		wrote→row			tooth→too			teeth→tea			feed→fee			road→row

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups and use the hand motions again.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.



Date Administered: _____

Whip Around Assessment - Substitute Medial Vowels

Week 24 Skill: Substitute Medial Vowels

Directions: Use anytime during the Mastering Week. Prepare copies of this assessment ahead of time. Make sure every student is included in a group and each name is written above the column of 3 words to use. You will assess and record results for up to five students at a time. This is a quick process, designed to be stress-free for everyone! Scoring guidance is below the word list table.

Call up the first group. Explain to each group that you want to see how fast and well they can change a sound to make a new word now that they've practiced it for a few weeks. Let them know they will take turns responding and they should not help each other or talk when it's not their turn. Each student will get 3 turns. Remind students they will be making a new word when they change the beginning sound. Nonsense words are fine!

Warm-up model for the group. **T:** *rat*
S: *rat*
T: *Now say rat but change /a/ to /o/.*
S: *rot*

<2	✓		<2	✓		<2	✓		<2	✓		<2	✓		
		lid→ e (led)			map→o (mop)			pun→a (pan)			pan→i (pin)			cut→o (cot)	
		hit→o (hot)			fit→a (fat)			cap→u (cup)			hut→i (hit)			bit→a (bat)	
		rack→o (rock)			rap→i (rip)			mid→a (mad)			dash→i (dish)			hot→a (hat)	

Scoring and Next Steps:

Ⓜ If the student responds automatically (in less than a “1 one-thousand, 2 one-thousand” count), put a ✓ in the <2 box. If a student is automatic for 2 or more words, record that student as automatic for this skill.

☐ If the student answers correctly, but takes more time, put a ✓ in the ✓ box. If the student is incorrect, leave the boxes blank. If the student is correct, but slower, the student needs more practice. Do more ☐ and Ⓜ practice in small groups with those students.

☐ If the student can't do this skill at any speed, that student needs more experiencing time. Do more ☐ practice in small groups.

- Write notes in the last box to record where each student is (this can be done after each group is assessed or soon after).
- Progress to the next lessons with everyone while supporting those students who need more time in small groups.

Grade 1

Cumulative Assessment

Tennessee PA & APA Component
First Grade Assessment of Phonological Awareness
Cumulative Form

Student: _____ **Teacher:** _____ **Date:** _____

Circle Grade: 1st other

Directions: Read each sentence, distinguishing sounds clearly to the student. Record the response. Please note if the student responded in fewer than 2 seconds by placing a ✓ in the automatic box for the item. You can stop testing a level once the student gives an automatic and correct response. If the student answered correctly but took two seconds or longer, place a ✓ in the ‘no time limit’ box for the item and continue assessing. If the student did not answer or answered incorrectly, do not place a check anywhere and continue assessing.

Tracking student progress: If the student was automatic with a skill, highlight the level (Lev) in green. The student has mastered this level! For prompts where the student was accurate but slow, highlight the level in yellow. The student needs more ‘knowing’ practice in these levels together with any classmates who scored similarly for those levels. For skills the student missed, highlight the level in orange. The student needs to return to ‘experiencing’ in these levels with any classmates who also scored similarly.

When you assess again, you will only assess items you have highlighted in yellow or orange. Pass the final assessment results on to each student’s second grade teacher.

Basic Phonemic Awareness			“One thousand one, one thousand two”	No Time Limit
Prompt:	<i>(skill named in shaded rows)</i>	Correct Answer	Mastered this:	Untimed
Syllable Deletion – first syllable				
1	“Say cardboard. Now say cardboard without /card/.”	<i>-board</i>		
Syllable Deletion – second syllable				
2	“Say marble. Now say marble without /ble/.”	<i>-/mar/</i>		
Syllable Deletion – three-syllable word, first syllable				
3	“Say fantastic. Now say fantastic without /fan/.”	<i>-tastic</i>		
Syllable Deletion – three-syllable word, last syllable				
4	“Say traveler. Now say traveler without /ler/.”	<i>/travă/</i>		
Delete initial phoneme in an onset blend				
5	“Say sled. Now say sled without /s/.”	<i>led</i>		
6	“Say stop. Now say stop without /s/.”	<i>top</i>		
Substitute single-phoneme onset in an onset blend				
7	“Say glue. Now instead of /g/ say /b/.”	<i>blue</i>		
8	“Say shrank. Now instead of /sh/ say /c/.”	<i>crank</i>		
Substitute rime unit				
9	“Say plant. Now instead of /ant/ say /ay/.”	<i>play</i>		
10	“Say give. Now instead of /ive/ say /ood/.”	<i>good</i>		
Basic Phonemic Awareness:				

Advanced Phonemic Awareness				
Delete the initial phoneme in 2nd syllable				
11	“Say driver. Now say driver without /v/.”	<i>dryer</i>		
12	“Say winter. Now say winter without /t/.”	<i>winner</i>		
Substitute onset phoneme in 2nd syllable				
13	“Say slicker. Now instead of /k/ say /p/.”	<i>slipper</i>		
14	“Say reading. Now instead of /d/ say /ch/.”	<i>reaching</i>		
Split final blend and delete final phoneme				
15	“Say ranch. Now say ranch without /ch/.”	<i>ran</i>		
16	“Say gasp. Now say gasp without /p/.”	<i>gas</i>		
Delete final phoneme				
17	“Say pleat. Now say pleat without /t/.”	<i>plea</i>		
18	“Say spine. Now say spine without /n/.”	<i>spy</i>		
Substitute the medial vowels				
19	“Say sit. Now instead of /i/ say /a/.”	<i>sat</i>		
20	“Say hid. Now instead of /i/ say /a/.”	<i>had</i>		
21	“Say fix. Now instead of /i/ say /o/.”	<i>fox</i>		
Advanced Phonemic Awareness Score:				
Total Score:				

Notes on scoring and interpretation:

There are 42 total points available for 1st graders.

A student who responds to many prompts slowly and/or has many errors definitely needs more experiences with those not-yet-mastered skills while still getting the full class lessons.

This curriculum has many practice opportunities and repeated exposures throughout the sequence. Students new to phonemic awareness, or slightly behind their peers, will likely gain proficiency through the natural lesson progression and the high number of practice opportunities.