

Phonemic awareness, a subcategory of **phonological awareness**, is both awareness that words are composed of separate sounds and the ability to hear and manipulate those sounds. Research shows that children who do not have this awareness will not be as successful when learning to read as children who do have this awareness. Following the instructions provided, record the child's responses in the answer column. If desired, then transfer each child's responses to the classroom recording form. If a child has difficulty with any portion of this preassessment, follow the suggestions provided on the back of this form. Make a copy of this sheet if you would like to send it home for the child's parents to review. Keep the original form for each child's portfolio.

Objective	Teacher's Instructions	Child's Responses
A. To see whether the child has the ability to discriminate between words.	1. "Let's see whether you know what 'same' and 'different' mean. Is the word 'dog' the same as the word 'cat' or are they different?" 2. "'Cat' and 'cat' are the same words." "Snake' and 'bird' are different words." "Are 'dog' and 'fig' the same word or are they different?" 3. "Are 'nap' and 'nap' the same word or are they different?"	1. did not understand 2. did not understand 3. did not understand
B. To see whether the child has the ability to distinguish between a single-syllable and a multisyllable word.	4. "Echo these two words and tell me which word is longer." "Hat." Child should echo "hat." "Mountaintop." Child should echo "mountaintop." "Which word is longer?" 5. "Dinosaur." Child should echo "dinosaur." "Pin." Child should echo "pin." "Which word is longer?"	4. did not understand 5. did not understand
C. To see whether the child can hear a rhyme in words.	6. "Rhyming words are words like 'wit,' 'bit,' 'mitt,' and 'sit.' Listen to these words and tell me whether they rhyme: hop, mop, top, pop." "Do these words rhyme?" 7. "Can you tell me a word that rhymes with 'hat'?"	6. did not understand 7. did not understand
D. To see whether the child can hear the difference in two sounds.	8. "Echo these two sounds and tell me whether they are the same or different." "/m/." (as in "milk") Child should echo /m/. "/s/." (as in "sock") Child should echo /s/. "Are /m/ and /s/ the same sound or are they different?" 9. "Echo these two sounds and tell me whether they are the same or different." "/d/." (as in "dog") Child should echo /d/. "/d/." (as in "dog") Child should echo /d/. "Are /d/ and /d/ the same sound or are they different?"	8. did not understand 9. did not understand
E. To see whether the child can hear an initial sound.	10. "Echo these words and tell me the first sound you hear in each one." • Pause between each of the following words so the child can echo it: "Sock, seal, so, sip, sat, same, song." "What is the first sound you hear in each of these words?"	10. did not understand