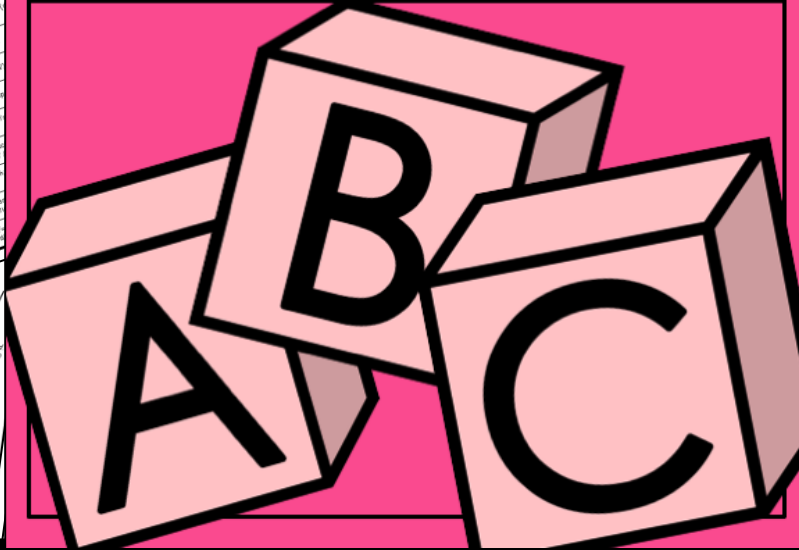


# Informal Reading Inventory

## KINDERGARTEN

### Phonological Awareness Quick Assessment



**Rhyming: Production**

Directions: I am going to say a word to you, and I would like you to give me a word that rhymes with it. Remember that rhyming words sound alike at the end.

> Say "cup" rhymes with "bun" because they both have the same ending. Can you give me a word that rhymes with "cup"?

Additional practice examples: fun (fun, sun, gun, etc.), bed (bed, red, fed, etc.)

Words	Response	+/-
rub		
bake		
light		
hill		
fan		

**Phoneme Isolation: beginning sounds**

Directions: I am going to say a word and I would like you to give me the first sound you hear in the word.

> Say "dog" - what is the first sound you hear in "dog"? /d/

> Say "fish" - what is the first sound you hear in "fish"? /f/

Additional practice examples: "legs, lion"

\*It may be necessary to remind the child to give the sound.

**Phoneme Isolation: final sounds**

Directions: I am going to say a word and I would like you to give me the last sound you hear in the word.

> Say "cat" - what is the last sound you hear in "cat"? /t/

> Say "fish" - what is the last sound you hear in "fish"? /ʃ/

Additional practice examples: "top, tub"

**Phoneme Segmentation**

Directions: Now I am going to give you a word and I would like you to tell me each sound you hear within the word. For example:

> Say "car" - Ask these sounds /c/, /a/, /r/. Say these sounds with me /c/, /a/, /r/

> Say "star" - Can you tell me all of the sounds you hear in the word "star"?

Additional practice examples: "bead, top"

Words	Response	+/-
rub		
hide		
bat		
stop		
sp		

**Phonological Awareness Quick Assessment**

1. Rhyming: Production

2. Phoneme Isolation: beginning sounds

3. Phoneme Isolation: final sounds

4. Phoneme Segmentation

5. Phoneme Manipulation: adding phonemes

6. Phoneme Manipulation: deleting phonemes

7. Phoneme Manipulation: substituting phonemes

**Phoneme Manipulation: adding phonemes**

Directions: This time I am going to ask you to switch out a sound in a word to make a new word.

> Say: "If I added a /t/ to the beginning of the word 'train', what would the new word be? (train)

> Say: "If I added a /d/ to the end of the word 'train', what would the new word be? (train)

Additional practice examples: "ban... /d/, /m/, .../r/, /s/ (practice substituting beginning and ending sounds)"

Words	Response	+/-
rub		
hide		
bat		
stop		
sp		

**Phoneme Manipulation: deleting phonemes**

Directions: Now I am going to take a sound out of a word to make a new word.

> Say: "If I took the /t/ off the word 'train', what would the new word be? (train)

> Say: "If I took the /d/ off the word 'train', what would the new word be? (train)

Additional practice examples: /t/, /r/, /e/, /a/, /n/

Words	Response	+/-
rub		
hide		
bat		
stop		
sp		

**Phoneme Manipulation: substituting phonemes**

Directions: This time I am going to ask you to switch out a sound in a word to make a new word.

> Say: "If I took the /t/ off the word 'train', what would the new word be? (train)

> Say: "If I took the /d/ off the word 'train', what would the new word be? (train)

Additional practice examples: /t/, /r/, /e/, /a/, /n/

Words	Response	+/-
rub		
hide		
bat		
stop		
sp		

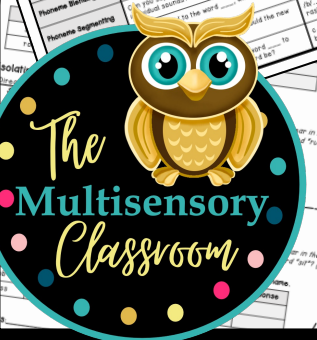
Name: \_\_\_\_\_

**Phonological Awareness Individual Student Record**

Please student scores of 0-5 in box

Word Awareness	Phoneme Isolation (beginning sounds)
Rhyming Identification	Phoneme Isolation (middle sounds)
Rhyming Production	Phoneme Isolation (final sounds)
Alliteration	Phoneme Blending
Visible Blending	Phoneme Segmentation
Phoneme Segmentation	Phoneme Manipulation (adding phonemes)
Phoneme Manipulation (adding phonemes)	Phoneme Manipulation (deleting phonemes)

0-100  
2-3- yellow  
4-5- blue

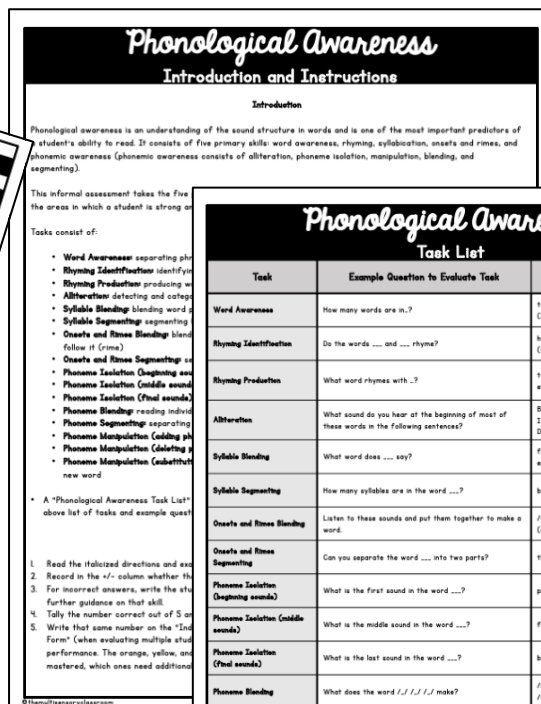
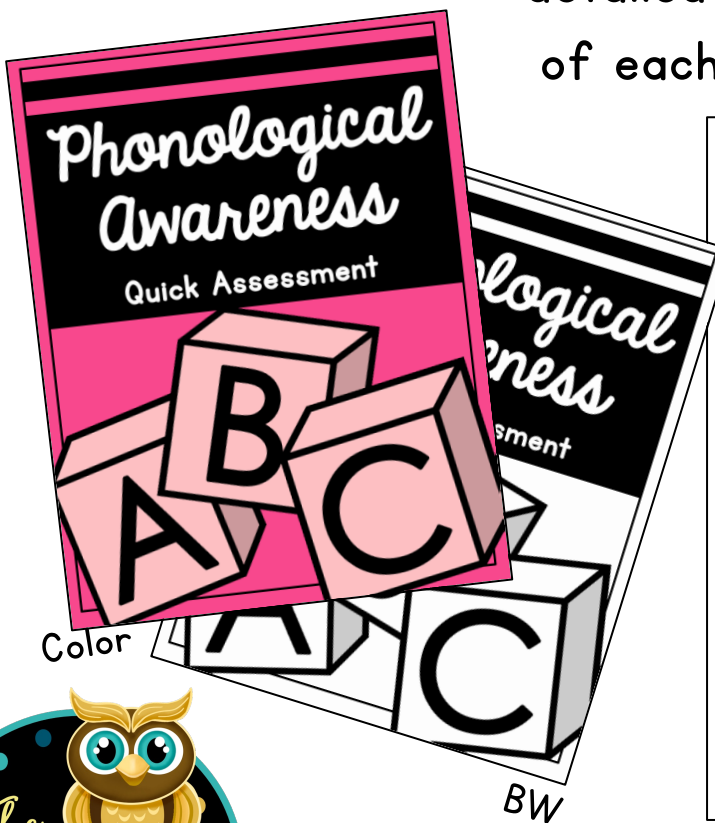


# What's Inside

## Assessing Kindergarten Reading Readiness

Cover Sheets

detailed instructions and description of each section of the assessment



**Phonological Awareness**  
Task List

Task	Example Question to Evaluate Task	Answers
Word Awareness	How many words are in...?	Time to go (3); come here (2); kick the ball (3)
Rhyming Identification	Do the words ... and ... rhyme?	bat- cat (yes); best- bend (no); stop- pop (yes)
Rhyming Production	What word rhymes with...?	top (top, stop, mop, etc.); fish (fish, pill, wish, etc.); bent (cent, rent, went, etc.)
Alternation	What sound do you hear at the beginning of most of these words in the following sentences?	Bob the bear has a brown hat. (b) I can't carry the corn to the cart. (k) Don't dog likes to dig up dirt. (d)
Syllable Blending	What word does ... say?	f-m-ah (fish); d-i no sour (dessour); t-ai-ent (taint)
Syllable Segmenting	How many syllables are in the word ...?	ban dit (2); com-pu-ter (3); game (1)
Onsets and Rimes Blending	Listen to these sounds and put them together to make a word.	/t/ /p/ (top); /b/ /p/ (/bip); /t/ /b/ (/tob)
Onsets and Rimes Segmenting	Can you separate the word ... into two parts?	think (th ink); split (sp lit); dish (d ish)
Phoneme Isolation (Onset sounds)	What is the first sound in the word ...?	pig (/p/); oak (/o/); cat (/k/)
Phoneme Isolation (Onset sounds)	What is the middle sound in the word ...?	fun (/u/); yes (/e/); ant (/n/)
Phoneme Isolation (Final sounds)	What is the last sound in the word ...?	bed (/d/); wash (/sh/); hop (/p/)
Phoneme Blending	What does the word / / / / / make?	/t/ /p/ /t/ (/tapt); /t/ /p/ /t/ (/tapt); /t/ /p/ (/tapt)
Phoneme Segmenting	Can you separate the word ... into its individual sounds?	yes (/p/ /t/ /t/); pink (/p/ /i/ /n/); thumb (/t/ /h/ /b/ /b/)
Phoneme Manipulation (Adding phonemes)	If you add / / to the word ..., what would the new word be?	/b/ +ash brush; /t/ +ape tap; /t/ +erter
Phoneme Manipulation (Deleting phonemes)	If I took the / / off ..., what would the new word be?	/b/ +lance lend; /t/ +erase rash; /t/ +stake tick
Phoneme Manipulation (Substituting phonemes)	If I changed out the / / in the word ..., what would the new word be?	e /g/ + /s/ + /t/ (/st); sh /d/ + /g/ (/dsh); ben /t/ + /n/ (/nt)



# What's Inside

## Assessing Kindergarten Reading Readiness

### Teacher assessment pages

1. Word Awareness

Materials: chips, ten frames

Directions: Say I am going to say an easy word. Please the correct one from the following sentences: (Use "Jack fell down." 13 chips) • Jill went up the hill. (2) • Shey here. (2 chips)

Sentences

Dead in hat	1
May I go with	2
Jack fell	3
It is time	4
I want to	5

2. Rhyming Identification

Directions: Say: Rhyming words are ones or "pair-words." If you going to rhyme or "go" if they do not rhyme (say) rhy-met (no) rhy-not (yes)

Words	Response	+/-
beef/goat		
ank/cat		
mild/wild		
old/young		
fair/rain		

3. Rhyming Production

Directions: Say: I am going to say a word, and I would like you to give me a word that rhymes with it. Remember that rhyming words sound alike at the end. For example, rain rhymes with train because they both have the same final. Can you give me a word that rhymes with... • hot (let us, etc.) • fun (fun, sun, etc.) • red (red, Ted, head, etc.)

Words	Response	+/-
rub		
bake		
light		
fall		
ten		

4. Alliteration

Directions: Say: I am going to say a sentence with several words that all start with the same sound. Can you give me one of the following sentences: (Use 13 before saying one) • The pretty zebra ate zesty zesty (13) • The girl named the golden giraffe (13) • The girl named the golden giraffe (13)

Sentences	Assessment	R
Lazy leopards like licking lily-pops.		
Bronze bronzed the ball into the basket.		
Good gnomes gave really gnash.		
Good ate golden grapes, and glib after grapes.		
The gnash glib glibly around in a grille.		

5. Syllable Blending

Directions: Say: I am going to say some one-syllable words. Here are in each word: • hack • hack (like this one) • hack (like this one) • hack (like this one)

Words	Response
mop	
light	
celery	
cat	
handy	

6. Syllable Segmenting

Directions: Say: I am going to say some one-syllable words you hear in the word. Trace the dots and say each part of the word.

Words	Assessment	Response
bat		
big		
mouth		
out		
fall		

7. Onsets and Rimes Blending

Directions: Say: I am going to say the sounds of a word. Listen to the sounds and put them together to make a word.

Words	Assessment	Response
h-ump		
h-ump		
l-ump		
sh-ump		
b-ump		

8. Onsets and Rimes Segmenting

Directions: Say: I am going to say some words. I would like you to separate (Give the first example to the student) • hat. What is the first part of this word? (h) (onset) and the (at) (rime) • hat. What is the first part of this word? (hat) (onset) and the (at) (rime)

Words	Assessment	Response
bat		
big		
mouth		
out		
fall		

9. Phoneme Isolation (beginning)

Directions: Say: I am going to say a word. Listen to the first sound in the word.

Words	Assessment	Response
gate		
foam		
horse		
ride		
pig		

10. Phoneme Isolation (middle)

Directions: Say: I am going to say a word. Listen to the middle sound in the word.

Words	Assessment	Response
bin		
end		
juke		
hop		
take		

11. Phoneme Isolation (final)

Directions: Say: I am going to say a word, and I would like you to give me the last sound you hear in the word.

Words	Assessment	Response
truck		
line		
safe		
sun		
kid		

12. Phoneme Manipulation (deleting phonemes)

Directions: Say: Now I am going to take a sound out of a word to make a new word.

Words	Response	+/-
inf-ramp		
inf-ness		
inf-boat		
inf-alk		
inf-ground		

13. Phoneme Manipulation (substituting phonemes)

Directions: Say: This time I am going to change out one sound for another to make a new word.

Words	Response	+/-
gnk-/h/		
shp-/l/		
gnp-/r/		
hnp-/h/		
hnp-/l/		

14. Phoneme Manipulation (blending)

Directions: Say: I am going to say a word, and I would like you to give me the last sound you hear in the word.

Words	Assessment	Response
bin		
end		
juke		
hop		
take		

Assess the following skills:

- word awareness
- rhyming: identification and production
- alliteration
- syllabication: blending and segmenting
- onsets and rimes: blending and segmenting
- phoneme isolation: beginning, middle, final sounds
- phoneme blending and segmenting
- phoneme manipulation: adding, deleting, and substituting phonemes



# What's Inside

## Assessing Kindergarten Reading Readiness

### Student record forms

for individual students

Name: \_\_\_\_\_

### Phonological Awareness

Individual Student Record

Place student scores of 0-5 in box

Word Awareness		Phoneme Isolation (beginning sounds)	
Rhyming Identification		Phoneme Isolation (middle sounds)	
Rhyming Production		Phoneme Isolation (final sounds)	
Alliteration		Phoneme Blending	
Syllable Blending		Phoneme Segmenting	
Syllable Segmenting		Phoneme Manipulation (adding phonemes)	
Onsets and Rimes Blending		Phoneme Manipulation (deleting phonemes)	
Onsets and Rimes Segmenting		Phoneme Manipulation (substituting phonemes)	

0-1= orange  
2-3= yellow  
4-5= blue

for groups of students

### Phonological Awareness

Class Record Form

Place student scores of 0-5 in box

Students	Word Awareness	Rhyming Identification	Rhyming Production	Alliteration	Syllable Blending	Syllable Segmenting	Onsets and Rimes Blending	Onsets and Rimes Segmenting	Phoneme Isolation (beginning sounds)	Phoneme Isolation (middle sounds)	Phoneme Isolation (final sounds)	Phoneme Blending	Phoneme Segmenting	Phoneme Manipulation (Adding phonemes)	Phoneme Manipulation (Deleting phonemes)	Phoneme Manipulation (Substituting phonemes)

0-1= orange  
2-3= yellow  
4-5= blue



includes ten frame for use in assessment

