



Phoneme Awareness Assessment Probes (Adapted from Stahl and Murray, 1994)

Stahl, S. A., & Murray, B. A. (1994). DEFINING PHONOLOGICAL AWARENESS AND ITS RELATIONSHIP TO EARLY READING. *Journal of Educational Psychology*, 86(2), 221-234.
doi: 10.1037//0022-0663.86.2.221

For each item use the following sentence structure
 “Say ----- Now say it again, but don’t say -----“
 Practice words make (ache) learn (earn)

Set 1	Child’s response	Required response	Correct/incorrect
face, don’t say /f/		ace	
kin, don’t say /k/		in	
sat, don’t say /s/		at	
page, don’t say p		age	
Set 2			
flight, don’t say /f/		light	
crash, don’t say /c/		rash	
spot, don’t say /s/		pot	
plug, don’t say /p/		lug	
stone, don’t say /s/		tone	

Phoneme deletion continued

Now listen for the sound at the end of the word

[(r)3(e)4(s)-1(pon(67.44)Tj ET Q q 297.36 395.64 90.36 481 re f 196.56 40970.44 120.49 1 Tf 5

Set 1:	Child’s response	Required response	Correct/incorrect
lime, don’t say /m/		lie	

Set 1: onset-rime and vowel- coda	Child's response	Required response: what sounds you should hear	Correct/incorrect
move		"m- oo- v"	
time		t- ie- m	
sick		s- i- ck	