



**BEST** **FOR**  
**ALL**

We will set all students on a path to success.

**TN Foundational Skills  
Curriculum Supplement  
Sounds First Assessments  
First Grade**

The following materials can also be found within the TN Foundational Skills Curriculum Supplement Unit Teacher Guides. They have been pulled out here as a separate set of materials in the event that users find it helpful to have the sounds-first activities published as an ancillary material.

# TN Foundational Skills Curriculum Supplement

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## TN Phonemic Awareness Sequence: Assessment Overview

### Introduction

With any essential foundational skill, it is important to know how well your students are mastering different aspects of the skill. This is true in phonemic awareness, where automaticity in perceiving, blending, segmenting, isolating, and manipulating phonemes are part of the bedrock for becoming successful readers. Speedy phonemic skill and successful decoding signal that students are well on their way to gaining automatic word recognition so their brains can be freed for all the other aspects of successful reading.

This program has been designed to be lively and fun every step of the way. It has also been designed to build accuracy and automaticity through a developmental progression that stretches from pre-K through 2nd grade.

To help you keep track of each of your student's progress, there are two different kinds of assessments available to you:

- 'Whip Around' Assessments
- Cumulative Assessment (one per year)

### The Whip Around Assessments

There is a Whip Around Assessment to use during every Mastering week, which is the final week of focus for each skill when students are supposed to be fully automatic (throughout the program, 'automatic' is defined as responding accurately in less than two seconds). As the name 'Whip Around' implies, these are designed to be very fast so as not to interrupt teaching and learning too much. We recommend gathering your students in groups of 5 to be assessed lightning fast. Each student will get 3 chances to demonstrate speed and ability with just that one skill. The forms are easy to use, with simple directions and easy scoring. You should take a moment between groups to make notes on which students need follow-up, but still, you should easily be able to assess each group of 5 students in 6-7 minutes or less.

- **Pre-K** – There are 3 optional Whip Arouns to assess students' skill with rhyming. There is no expectation of mastery with any of the phonemic awareness skills during pre-K. The work children do here will pay off in speed and accuracy (and expanded vocabulary!) all the years to follow.
- **Kindergarten** – Students are asked to demonstrate mastery (speed and accuracy) with the 3 rhyming Whip Arouns and 6 phonemic awareness skills (total of 9).
- **First Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip Arouns with 7 phonemic awareness skills.
- **Second Grade** – Students are asked to demonstrate mastery (speed and accuracy) in Whip Arouns with 6 phonemic awareness skills. Second graders also have extra time built in after the lesson sequences end (after 90 lessons) to gain mastery with any earlier skills they did not yet achieve.

Note: there a few weeks in K and 1<sup>st</sup> grade where two skills come to mastery the same week. Please feel free to adjust the timing of the Whip Around so you do no more than one in a week!

### Cumulative Assessment (A 'rolling' process throughout the year)

There is a comprehensive assessment available for each grade. These will let you get a full picture of your students' progress in phonemic awareness up to 4 times during the year. Below is a sample assessment schedule to consider. However, you may already have well-established protocols for foundational skills assessment.

SAMPLE SCHEDULE	Baseline, beginning of year	Before second grading period	Before third grading period	Before final grading period
Pre-K				
Kindergarten				
First Grade				
Second Grade				

Pre-K, of course, has fewer skills to assess than the other grades, mastery is not expected. Students in *any* grade assessed early in each school year will not yet have been exposed to all the skills taught and practiced in their grade. As a result, the comprehensive assessment should be given just for the skills you've already taught to mastery at the point of giving and the assessment. If, however, you administer the full assessment, understand the results to be simply a snapshot of where the student is at that point in the year.

The assessment is designed to be cumulative. You will not re-test skills a student has already displayed mastery in. Because of this, the process of assessing your students 1:1 in the cumulative assessment will get lighter and faster each time.

The final assessment done each school year will ideally be shared with the students' next teachers so the skills can accumulate coherently across the 4 years of the program.

It is strongly recommended that 2nd grade teachers do a baseline assessment using the cumulative assessment as early in the school year as possible so that students who aren't automatic in skills from lower grades get the practice and exposure they need to the skills so they can attain mastery by the end of the year.

2nd graders are introduced to fewer skills in their advanced phonemic awareness sequence. This is by design so that second graders who need more practice with any of the skills to achieve mastery with them can continue to practice in small groups.

The ability to manipulate phonemes rapidly is essential. 2nd graders should ideally demonstrate mastery (speed and accuracy) with all skills in the sequence by the end of the year, and most will.

If phonemic awareness mastery is not achieved by the end of 2nd grade, older students should be supported in getting additional phonemic awareness skills practice until they too can speedily manipulate phonemes. That ability will carry over to greater decoding speed and accuracy as well as reading success!

# 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 Final Phoneme in 1st Syllable**

Week 5 Skill: Delete the Final Phoneme in 1st 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 → <b>f</b> (lock)			prime→ <b>c</b> (rime)			cream→ <b>d</b> (ream)			brown→ <b>c</b> (rown)			brush→ <b>c</b> (rush)
		slide→ <b>g</b> (lide)			float→ <b>g</b> (loat)			click→ <b>s</b> (lick)			tried→ <b>f</b> (ried)			trays→ <b>b</b> (raise)
		drain→ <b>c</b> (rane)			drip→ <b>t</b> (rip)			freeze→ <b>t</b> (rees)			cry→ <b>t</b> (ry)			flash→ <b>c</b> (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.



Date Administered: \_\_\_\_\_ **Whip Around Assessment - Delete the First Syllable From a 3-Syllable Word**

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.



Date Administered: \_\_\_\_\_ **Whip Around Assessment - Delete Final Phoneme in 1- Syllable Word (Split Final Blend)**

**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

Foundational Skills

#### 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:

**(M)** 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.

**(K)** 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 (K) and (M) practice in small groups with those students.

**(K)** If the student can't do this skill at any speed, that student needs more experiencing time. Do more (K) 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.

First Grade Assessments



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: 1<sup>st</sup> 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.

<b>Basic Phonemic Awareness</b>			“One thousand one, one thousand two”	No Time Limit
<b>Prompt:</b>	<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>		
<b>Basic Phonemic Awareness:</b>				

<b>Advanced Phonemic Awareness</b>				
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>		
<b>Advanced Phonemic Awareness Score:</b>				
<b>Total Score:</b>				

**Notes on scoring and interpretation:**

*There are 42 total points available for 1<sup>st</sup> 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.*