

Assessment Identifying Rime • Form 1

Name _____ Date _____ Number of errors _____

DIRECTIONS: Slowly and clearly say each pair of words. Ask the student to repeat each word in the pair. Then ask him or her to say the sounds (rime) that are the same. Place an X in the box at the right for each error. Practice with the first pair of words.

PRACTICE: Say: *I am going to read two words and listen carefully to the sounds. After listening I will say the sound that is the same in the words.* Slowly and clearly read the words *dog* and *log*. Say: *I hear the "og" sound in both words. "Og" is the rime in dog and log. Now you try the next pair of words.*

dog • log	X
can • ran	
hot • trot	
fit • sit	
run • fun	
name • same	
bake • fake	
boat • goat	
duck • truck	
wet • set	
seed • feed	
kite • bite	

Assessment Identifying Rime • Form 2

Name _____ Date _____ Number of errors _____

DIRECTIONS: Slowly and clearly say each word in a row to the student. Then tell him or her to say each word and to listen for the rime sound at the end of each word. Tell him or her to name the word that does not have the same rime sound. Place an X in the box next to each set of words if he or she makes an incorrect response. Practice with the first row of words.

PRACTICE: Say: *I will read three words. Slowly and clearly read hit, sit, and fat. Say: Fit and sit have the same ending or rime sound. The rime sound is /it/. Fat has a different rime sound. It has the rime sound /at/. Now it is your turn to listen and name the word that has the different rime sound.*

1	hit, sit, fat	X
2	cake, bike, bake	
3	hit, cat, rat	
4	hot, bat, trot	
5	see, bee, buy	
6	pot, pet, set	
7	jump, stump, damp	
8	trash, catch, cash	
9	table, tumble, cable	
10	fight, might, fit	
11	bang, king, cling	
12	truck, track, duck	

Assessment Blending Onset and Rime • Form 3

Name _____ Date _____ Number of errors _____

DIRECTIONS: Say the onset and the rime for each word, one at a time. Following your segmentation of the onset and rime, have the student blend the word. Place an X in the box next to each word the student incorrectly blends. Practice with the first word.

PRACTICE: Say: *I am going to slowly say the beginning sound and the ending rime sound of a word.*
 Say: /s/ /at/. Say: *Now I will blend the sounds together to make a word.* Say: Sat. Now it is your turn to blend a word. Listen carefully to the beginning and ending parts.

/s/ /at/ (sat)	X
/m/ /op/ (mop)	
/n/ /ap/ (nap)	
/r/ /un/ (run)	
/t/ /ip/ (tip)	
/v/ /an/ (van)	
/d/ /ot/ (dot)	
/sh/ /ut/ (shut)	
/p/ /at/ (pat)	
/w/ /in/ (win)	
/ch/ /op/ (chop)	

Assessment Segmenting Onset and Rime • Form 4

Name _____ Date _____ Number of errors _____

DIRECTIONS: Say each word slowly one at a time. After you say a word have the student segment the word into its beginning sound and its rime. Mark an X in the box next to each word the student incorrectly segments. Practice with the first word.

PRACTICE: Say: *I am going to say a word. Then I am going to segment the word into its beginning sound and its rime sound.* Say: Run. *The beginning sound is /r/ and the rime sound is /un/: /r/ /un/.* Now it is your turn to try to segment a word. Say the next word.

run /r/ /un/	X
Sam /s/ /am/	
map /m/ /ap/	
nut /n/ /ut/	
fit /f/ /it/	
vet /v/ /et/	
kite /k/ /ite/	
rot /r/ /ot/	
dad /d/ /ad/	
ship /sh/ /ip/	
bath /b/ /ath/	

Assessment Manipulating Onset and Rime • Form 5

Name _____ Date _____ Number of errors _____

DIRECTIONS: Say a word to the student. Then say a different beginning sound. Have the student substitute the beginning sound in the word to make a new word with the same rime. Mark an X in the box next to each word the student incorrectly substitutes the beginning sound for. Practice with the first word.

PRACTICE: Say: *I am going to say a word. Then I am going to say a different beginning sound. Say: Run. The beginning sound is /r/ and the rime is /un/: /r/ /un/. Now I am going to say a different beginning sound. I am going to say /s/. I am going to substitute the /s/ sound for the /r/ sound in run to make the word sun. Now it is your turn to try to substitute a beginning sound to make a new word. Say the next word and new beginning sound.*

word	onset	new word	X
run	s	sun	<input type="checkbox"/>
fan	r	ran	<input type="checkbox"/>
tap	m	map	<input type="checkbox"/>
sob	j	job	<input type="checkbox"/>
hit	f	fit	<input type="checkbox"/>
pet	v	vet	<input type="checkbox"/>
fight	k	kite	<input type="checkbox"/>
nap	t	tap	<input type="checkbox"/>
fox	b	box	<input type="checkbox"/>
chip	sh	ship	<input type="checkbox"/>
sink	th	think	<input type="checkbox"/>