

Phonological Awareness Continuum Adapted from 95%

Skill	Explanation	Example	Clarification and Deeper Development
Words in a Sentence	Distinguish individual words in oral sentences	<p>Teacher: Step for each word you hear in this sentence: <i>The bird sings</i>.</p> <p>Student: 1st step and say <i>The</i>, 2nd step and say <i>bird</i>, 3rd step and say <i>sings</i></p>	
Syllables	Identify syllables in a word spoken orally	<p>Teacher: Clap for each chunk/syllable of the word: <i>computer</i></p> <p>Student: <i>e</i>l (clap) <i>e</i> (clap) <i>phant</i> (clap) -3 claps</p>	<p>Baseline: Begin with 2-3 syllable words.</p> <p>Students in grade 1 and above will need to be able to identify 5+ syllables in words.</p>
Onset-Rime/Rhyme	Separate sounds before the vowel sound from the rest of the word	<p>Teacher: The first part / onset of <i>take</i> is /t/. What is the rest of the word /rime?</p> <p>Student: <i>ake</i></p>	<p>Before a student can rhyme they must be able to manipulate rimes.</p> <p>The next level of rhyming is to identify if the words they hear rhyme.</p> <p>Teacher: Do <i>sat</i> and <i>mat</i> rhyme?</p> <p>Student: Yes, <i>sat</i> and <i>mat</i> rhyme?</p> <p>Teacher: I am going to say 3 words and I want you to tell me which words rhyme: <i>fit</i>, <i>big</i>, <i>hit</i>.</p> <p>Student: <i>Fit</i> and <i>hit</i> rhyme.</p> <p>The hardest level of rhyming is to produce a word that rhymes given a word prompt.</p> <p>Teacher: Can you give me a word that rhymes with <i>late</i>?</p> <p>Student: <i>rate</i></p>

Basic Phonemic Awareness			
Identification	Recognize the same sound in different words	<p>Teacher: What are the first sounds in <i>fan</i>, <i>fistl</i>, and <i>phone</i>?</p> <p>Student: /f/</p>	<p><i>Ability to identify the first sound in words develops before ability to identify the last sound.</i></p> <p>Teacher: What is the last sound in <i>bed</i>, <i>had</i>, and <i>pad</i>?</p> <p>Student: /d/</p>
Categorization	Recognize the word in a set of 3 or 4 words that has the odd sound	<p>Teacher: Which word doesn't belong? <i>top</i>, <i>see</i>, <i>tan</i>, <i>took</i></p> <p>Student: <i>see</i> because it starts with /s/, the others start with /t/</p>	<p><i>Remember that a student's ability to hear the first sound in words develops earlier than the ability to hear the final sound. Mastery of first sound manipulation for identification, categorization and isolation is focused before final sound manipulation.</i></p>
Isolation	Recognize individual sounds in words	<p>Teacher: What is the first sound in <i>hat</i>?</p> <p>Student: /h/</p>	<p>Teacher: What is the final/last sound in <i>stop</i>?</p> <p>Student: /p/</p>
Blending	Combine phonemes to make a word	<p>Teacher: What word is /th/ /u/ /m/?</p> <p>Student: <i>thumb</i></p>	<p><i>For some students it is beneficial to start with words that begin with a sustaining sound (such as /s/, /m/, /f/)</i></p>
Segmentation	Orally break a word into individual phonemes	<p>Teacher: What are the sounds in <i>stop</i>?</p> <p>Student: /s/ /t/ /o/ /p/</p>	<p><i>Begin with simple syllables which have 2-3 phonemes (no blends) then move to words with blends and 4+ phonemes in a word.</i></p> <p>Teacher: Say each sound in the word as you move a chip for each sound: /m/- /a/ - /t/.</p>

Advanced Phonemic Awareness			
Deletion	Recognize new words are created when phonemes are deleted from an existing word	<p>Teacher: What is <i>start</i> without /s/?</p> <p>Student: <i>tart</i></p>	<p>Baseline: <i>begin with sound deletion in initial and final position</i></p> <p>Teacher: Say <i>safe</i>.</p> <p>Student: <i>safe</i></p> <p>Teacher: Now say <i>safe</i> without /f/.</p> <p>Student: say</p> <p>Sound deletion using blends is usually not developed until age 8 or later.</p> <p>Teacher: Say <i>slope</i>.</p> <p>Student: <i>slope</i></p> <p>Teacher: Now say <i>slope</i> without /l/.</p> <p>Student: <i>soap</i></p> <p>Sound deletion for medial and final positions is usually not developed until age 9 or later.</p> <p>Teacher: Say <i>stroke</i> without /r/.</p>
Addition	Create a new word by adding a new phoneme to an existing word	<p>Teacher: What word do you have if you add /s/ to the beginning of <i>pace</i>?</p> <p>Student: <i>space</i></p>	
Substitution	Create a new word by changing one of the phonemes to an existing word	<p>Teacher: The word is <i>pot</i> -change /p/ to /h/. What's the new word?</p> <p>Student: <i>hot</i></p>	<p>Medial substitution is the last to develop.</p> <p>Teacher: The word is <i>lane</i> – change /a/ to /i/. What is the new word?</p> <p>student: <i>line</i></p> <p>Substitution skills can be enhanced by doing “phoneme chaining”. Provide students with a series of words that change only one sound at a time, use colored blocks/chips to show addition deletion, and substitution.</p> <p>Teacher: Place chips to represent the sounds in <i>line</i>. Now change <i>line</i> to <i>lune</i>. Which chip did we move out and replace with another chip?</p> <p>Now we have <i>lune</i>. Let's move the chip to make <i>moon</i>. Now make <i>moon</i> – the word man.</p>