

## Phonological Awareness Continuum Adapted from 95%

Skill	Explanation	Example	Clarification and Deeper Development
<b>Words in a Sentence</b>	Distinguish individual words in oral sentences	<p><b>Teacher:</b> Step for each word you hear in this sentence: <i>The bird sings</i>.</p> <p><b>Student:</b> 1<sup>st</sup> step and say <i>The</i>, 2<sup>nd</sup> step and say <i>bird</i>, 3<sup>rd</sup> step and say <i>sings</i></p>	
<b>Syllables</b>	Identify syllables in a word spoken orally	<p><b>Teacher:</b> Clap for each chunk/syllable of the word: <i>elephant</i></p> <p><b>Student:</b> <i>el</i> (clap) <i>e</i> (clap) <i>phant</i> (clap) -3 claps</p>	<b>Baseline: Begin with 2-3 syllable words.</b>
<b>Onset-Rime/Rhyme</b>	Separate sounds before the vowel sound from the rest of the word	<p><b>Teacher:</b> The first part / onset of <i>take</i> is /t/. What is the rest of the word /rime?</p> <p><b>Student:</b> <i>ake</i></p>	<p><b>Before a student can rhyme they must be able to manipulate rimes.</b></p> <p><b>Teacher:</b> Do <i>sat</i> and <i>mat</i> rhyme?</p> <p><b>Student:</b> Yes, <i>sat</i> and <i>mat</i> rhyme?</p> <p><b>Teacher:</b> 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><b>Student:</b> <i>Fit</i> and <i>hit</i> rhyme.</p> <p><b>Teacher:</b> Can you give me a word that rhymes with <i>late</i>?</p>

			<b>Student:</b> rate
<b>Basic Phonemic Awareness</b>			
<b>Identification</b>	Recognize the same sound in different words	<b>Teacher:</b> What are the first sounds in <i>fan</i> , <i>fist</i> , and <i>phone</i> ? <b>Student:</b> /f/	<b>Teacher:</b> What is the last sound in <i>bed</i> , <i>had</i> , and <i>pad</i> ? <b>Student:</b> /d/
<b>Categorization</b>	Recognize the word in a set of 3 or 4 words that has the odd sound	<b>Teacher:</b> Which word doesn't belong? <i>top, see, tan</i> <b>Student:</b> <i>see</i> because it starts with /s/, the others start with /t/	
<b>Isolation</b>	Recognize individual sounds in words	<b>Teacher:</b> What is the first sound in <i>hat</i> ? <b>Student:</b> /h/	<b>Teacher:</b> What is the final/last sound in <i>stop</i> ? <b>Student:</b> /p/
<b>Blending</b>	Combine phonemes to make a word	<b>Teacher:</b> What word is /th/ /u/ /m/? <b>Student:</b> <i>thumb</i>	
<b>Segmentation</b>	Orally break a word into individual phonemes	<b>Teacher:</b> What are the sounds in <i>stop</i> ? <b>Student:</b> /s/ /t/ /o/ /p/	<b>Teacher:</b> Say each sound in the word as you move a chip for each sound: /m/- /a/ - /t/.

Advanced Phonemic Awareness			
<b>Deletion</b>	Recognize new words are created when phonemes are deleted from an existing word	<p><b>Teacher:</b> What is <i>start</i> without /s/?</p> <p><b>Student:</b> <i>tart</i></p>	<p><b>Teacher:</b> Say <i>safe</i>.  <b>Student:</b> <i>safe</i>  <b>Teacher:</b> Now say <i>safe</i> without /f/.  <b>Student:</b> say</p> <p><b>Teacher:</b> Say <i>slope</i>.  <b>Student:</b> slope  <b>Teacher:</b> Now say <i>slope</i> without /l/.  <b>Student:</b> soap</p> <p><b>Teacher:</b> Say stroke without /r/.</p>
<b>Addition</b>	Create a new word by adding a new phoneme to an existing word	<p><b>Teacher:</b> What word do you have if you add /s/ to the beginning of <i>pace</i>?</p> <p><b>Student:</b> <i>space</i></p>	

Handout #1 Phonological Awareness Continuum

<b>Substitution</b>	Create a new word by changing one of the phonemes to an existing word	<p><b>Teacher:</b> The word is <i>pot</i> -change /p/ to /h/. What's the new word?</p> <p><b>Student:</b> <i>hot</i></p>	<p><b>Teacher:</b> The word is <i>lane</i> – change /a/ to /i/. What is the new word?</p> <p><b>student:</b> <i>line</i></p> <p>.</p> <p><b>Teacher:</b> 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>
---------------------	---	--	---