Phonological Awareness

General Progression of Phonological Awareness Skills (PreK–1)

Word Awareness (Spoken Language)
Move a chip or marker to stand for each word in a spoken sentence.
The dog barks. (3)
The brown dog barks. (4)
The brown dog barks loudly. (5)

Rhyme Recognition during Word Play
Say “yes” if the words have the same last sounds (rhyme):
clock/dock (y)
red/said (y)
down/boy (n)

Repetition and Creation of Alliteration during Word Play
Nice, neat Nathan
Chewy, chunky chocolate

Syllable Counting or Identification (Spoken Language)
A spoken syllable is a unit of speech organized around a vowel sound.
Repeat the word, say each syllable loudly, and feel the jaw drop on the
vowel sound:
chair (1) table (2) gymnasium (4)

Onset and Rime Manipulation (Spoken Language)
Within a single syllable, onset is the consonant sound or sounds that may
precede the vowel; rime is the vowel and all
other consonant sounds that may follow the vowel.
Say the two parts slowly and then blend into a whole word:
school onset - /sch/; rime - /ool/
star onset - /st/; rime - /ar/
place onset - /pl/; rime - /ace/
all onset (none); rime - /all/
General Progression of Phoneme Awareness Skills (K–2)

Phonemes are individual speech sounds that are combined to create words in a language system. Phoneme awareness requires progressive differentiation of sounds in spoken words and the ability to think about and manipulate those sounds. Activities should lead to the pairing of phonemes (speech sounds) with graphemes (letters and letter combinations that represent those sounds) for the purposes of word recognition and spelling.

Phoneme Identity
Say the sound that begins these words. What is your mouth doing when you make that sound?
milk, mouth, monster /m/ — The lips are together, and the sound goes through the nose.
thick, thimble, thank /th/ — The tongue is between the teeth, and a hissy sound is produced.
octopus, otter, opposite /o/ — The mouth is wide open, and we can sing that sound.

Phoneme Isolation
What is the first speech sound in this word?
ship /sh/
van /v/
king /k/
echo /e/
What is the last speech sound in this word?
comb /m/
sink /k/
rag /g/
go /o/
Phoneme Blending (Spoken Language)
Blend the sounds to make a word:
(Provide these sounds slowly.)
/s/ /ay/ say
/ou/ /t/ out
/sh/ /ar/ /k/ shark
/p/ /o/ /s/ /t/ post

Phoneme Segmentation (Spoken Language)
Say each sound as you move a chip onto a line or sound box:
no /n/ /o/
rag /r/ /a/ /g/
socks /s/ /o/ /k/ /s/
float /f/ /l/ /oa/ /t/
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects appendix A 1 20

Phoneme Addition (Spoken Language)
What word would you have if you added /th/ to the beginning of “ink”? (think)
What word would you have if you added /d/ to the end of the word “fine”? (find)
What word would you have if you added /z/ to the end of the word “frog”? (frogs)

Phoneme Substitution (Spoken Language)
Say “rope.” Change /r/ to /m/. What word would you get? (mope)
Say “chum.” Change /u/ to /ar/. What word would you get? (charm)
Say “sing.” Change /ng/ to /t/. What word would you get? (sit)

Phoneme Deletion (Spoken Language)
Say “park.” Now say “park” without /p/. (ark)
Say “four.” Now say “four” without /f/. (or)