



# Phonemic Awareness Skills

Skill Area	Evidence of Skill	Evidence of Need	Strategies
<b>Identification</b> Ability to hear and discriminate each isolated sound that makes up a word	<b>Phoneme isolation</b> <ul style="list-style-type: none"> <li>first sound in Dan is /D/</li> <li>last sound in trap is /p/</li> <li>medial sound in men is /e/</li> </ul>	<b>Phoneme isolation</b> <ul style="list-style-type: none"> <li>first sound in Dan is /b/</li> <li>first sound in black is /bl/</li> <li>last sound in trap is /b/</li> <li>medial sound in men is /a/</li> </ul>	1, 2
	<b>Beginning Sounds: Alliteration</b> <ul style="list-style-type: none"> <li>tip, toe, tub all have the same beginning sound /t/</li> </ul>	<b>Beginning Sounds: Alliteration</b> <ul style="list-style-type: none"> <li>student does not agree that the words have the same beginning sound</li> </ul>	
	<b>Phoneme Categorization</b> Teacher: Tell me which of these 3 words does not begin the same. dog, dot, cup. Student: cup Teacher: check, chocolate, thick Student: thick	<b>Phoneme Categorization</b> Teacher: Tell me which of these 3 words does not begin the same. dog, dot, cup. Student: dot Teacher: check, chocolate, thick Student: check	3
<b>Phoneme Manipulation</b> Ability to move, add, and delete sounds in words	<b>Phoneme Substitution</b> Student can change a letter in a given word to make a new word. <ul style="list-style-type: none"> <li>change the /g/ in bug to /n/ = bun</li> </ul>	<b>Phoneme Substitution</b> Student cannot change a letter in a given word to make a new word <ul style="list-style-type: none"> <li>change the /g/ in bug to /n/ = nug or nub.</li> </ul>	4
	<b>Phoneme Addition</b> Student is able to add phonemes to form words: <ul style="list-style-type: none"> <li>/b/ /i/ /g/ = big</li> <li>add /s/ to "park" to get "spark"</li> </ul>	<b>Phoneme Addition</b> Student is unable to add phonemes to form words: <ul style="list-style-type: none"> <li>/b/ /i/ /g/ = gib</li> <li>add /s/ to "park" to get "parks"</li> </ul>	5, 6
	<b>Phoneme Deletion</b> Student is able to delete phonemes to form words: <ul style="list-style-type: none"> <li>say fields without the "s" = field</li> <li>say pant without the "p" = ant</li> </ul>	<b>Phoneme Deletion</b> Student is unable to delete phonemes to form words: <ul style="list-style-type: none"> <li>say fields without the "s" = ields</li> <li>say pant without the "p" = pan</li> </ul>	7
<b>Segmentation</b> Ability to break a word into its individual sounds	<b>Segmenting Phonemes</b> Student breaks words into individual parts. <ul style="list-style-type: none"> <li>can=/c/ /a/ /n/</li> <li>ship=/sh/ /i/ /p/</li> </ul>	<b>Segmenting Phonemes</b> Student cannot break words into individual parts. <ul style="list-style-type: none"> <li>can=/ca/ /n/</li> <li>ship=/s/ /i/ /p/</li> </ul>	8, 9
<b>Auditory Sequencing</b> Ability to keep a string of phonemes or items in auditory memory long enough to recall and recite them	Student keeps segmented sounds in memory and blends them back together to form the word. <ul style="list-style-type: none"> <li>/p/ /a/ /n/ /t/ = pant</li> <li>/f/ /i/ /n/ = fin</li> </ul> Student keeps a sequence of items in auditory memory in the order they were said <ul style="list-style-type: none"> <li>cat, pan, table</li> <li>boy, apple, sun, television</li> </ul>	Student cannot keep segmented sounds in memory and blend them back together to form the word. <ul style="list-style-type: none"> <li>/p/ /a/ /n/ /t/ = pan</li> <li>/f/ /i/ /n/ = fun</li> </ul> Student is unable to keep a sequence of items in auditory memory in the order they were said <ul style="list-style-type: none"> <li>cat, table, pan (switched the order of "pan" and "table")</li> <li>boy, apple, sun (could not recall television)</li> </ul>	10