

**Cut up and have participants place skills in order of phonological awareness development**

Hears sounds of oral language.



Produces oral language



Blends units of sound

D-O-G



Segments units of sound

Dog

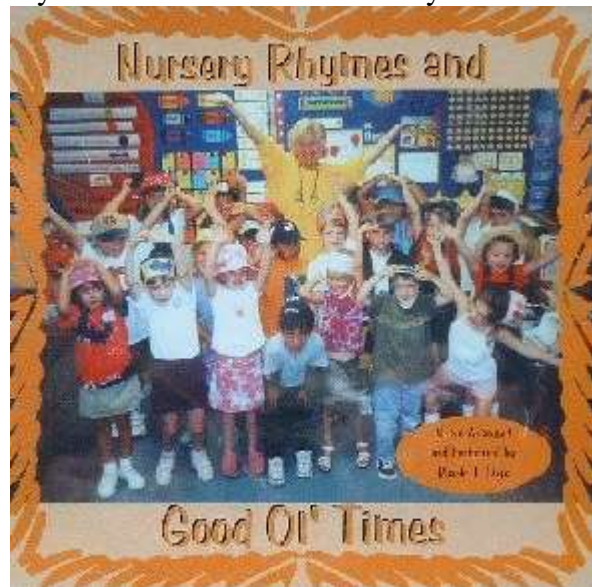


D-O-G




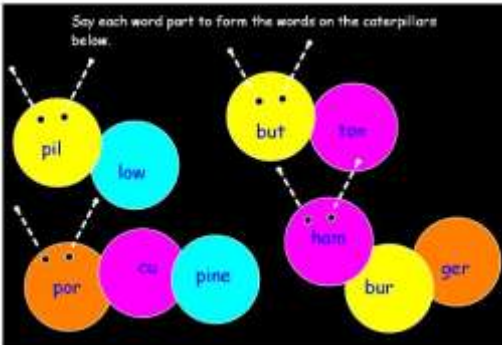

Rhyming: Responds to rhyme in songs, nursery rhymes, stories, fingerplays and poems.



Rhyming: Thinks of other words and nonsense syllables that rhyme with a given word. Makes up own rhymes. Can tell if two words rhyme or not.



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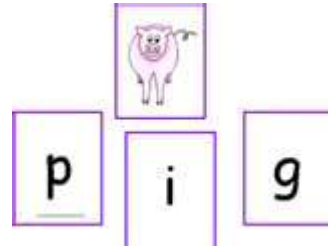
<p>Alliteration: Responds to songs, poems, and games with repeated initial sounds(e.g., Peter Piper picked a peck of pickled peppers.</p> 	<p>Alliteration: Identifies words that begin with the same sound (Lisa, lion, lips, lucky); Can sing songs what manipulate initial sounds (e.g., the name game: Mary Mary Bobary, Bonanafanafafary; Willaby, Wallaby, Woo)</p> 
<p>Sentence segmenting: Identify individual words that compose a sentence; can take away a word (e.g., My hat it has 3 corners...).</p> 	<p>Syllable blending: combining the parts/syllables of words to form one word. Can combine words to make compound words (base/ball, girl/friend), and combine syllables to make whole words (pen-cil, but-ton)</p> 
<p>Syllable segmenting: identifying units of sound that make up a word. Can clap the syllables of their names.</p> 	<p>Onset rime blending: Child can identify the beginning sound or sound cluster of a word (onset) and the rime or the part of the word that come after the initial sound (b-oat; br-ake, r-ed).</p>

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Onset-rime: Segmenting breaking a word down into its onset and rime.



Phoneme blending combining the phonemes of the word into a word. P-I-G pig.



Phoneme segmenting breaking word down into phonemes. Tell me the name that begins with Ba?

