ASDN Webinar Series

Evidence-Based Strategies for Improving Early Literacy, Part 1

Phonological Awareness

Reading Rockets Phonemic Awareness: Pre-Test

Phonemic awareness is:

○ a. a strong predictor of future reading success

○ b. a sub skill of phonological awareness

○ c. a foundational reading skill

○ d. all of the above

There are _____ sounds in the English language:

○ a. exactly 26

○ b. more than 60

○ c. more than 40

○ d. exactly 52

Phoneme blending is:

○ a. easier than syllable blending

○ b. harder than onset and rime

○ c. easier than identifying rhyming words

○ d. easier than phoneme addition, deletion, and substitution

The onset sound(s) is the:

○ a. last sound in a syllable

○ b. the vowel and any following consonant sounds at the end of a syllable

○ c. the vowel sound in a syllable

○ d. sounds before the vowel in a syllable

The definition of phoneme is, "The smallest part of _____ language."

○ a. spoken

○ b. written

○ c. informal

○ d. formal

The word eight has how many phonemes?

○ a. 5

b. 4

c. 3

d. 2

Phonological awareness is:

a. a person's ability to hear sound structures of speech

b. a person's ability to manipulate sound structures of speech

c. a print-free skill set

d. all of the above

How are phonemes represented in writing to differentiate them from actual words?

a. by placing the letters between slashes /b/

b. by placing the letters between asterisks *b*

c. by placing the letters in parentheses (b)

d. by placing the letters between percent signs %b%

How many syllables do you hear in the word submerges?

a. 1

b. 2

c. 3

d. 4

Which of the following is an example of phoneme segmentation?

a. a child telling his teacher that the first sound in run is /r/

b. a child sounding out an unknown word ("/b/ /e/ /s/ /t/ ... best")

c. a child telling his teacher there are four sounds in truck, /t/ /r/ /u/ /ck/

d. a child telling his teacher that the last sound in cup is /p/

Phonological Awareness Skills

The following table shows how the specific phonological awareness standards fall into the four developmental levels: word, syllable, onset-rime, and phoneme. The table shows the specific skills (standards) within each level and provides an example for each skill.

	Less Complex		→	*More Complex*
	Word Awareness	**Syllable Awareness**	**Onset-Rime Awareness**	**Phoneme Awareness**
Less Complex	**Sentence Segmentation** Tap one time for every word you hear in the sentence: *I like cookies.*		**Rhyme Recognition** Do these two words rhyme: *ham, jam?* (yes)	**Isolation** What is the first sound in *fan?* (/f/) What is the last sound in *fan?* (/n/) What is the middle sound in *fan?* (/a/)
			Rhyme Generation Tell me a word that rhymes with *nut.* (cut)	**Identification** Which word has the same first sound as *car: fan, corn,* or *map?* (corn)
			Categorization Which word does not belong: *mat, sun, cat, fat?* (sun)	**Categorization** Which word does not belong? *bus, ball, house?* (house)
	Blending Listen as I say two small words: *rain … bow.* Put the two words together to make a bigger word. (rainbow)	**Blending** Put these word parts together to make a whole word: *rock•et.* (rocket)	**Blending** What word am I saying? /b/ … /ig/? (big)	***Blending** What word am I saying /b/ /ĭ/ /g/? (big)
	Segmentation Clap the word parts in *rainbow.* (rain•bow) How many times did you clap? (two)	**Segmentation** Clap the word parts in *rocket.* (roc•ket)	**Segmentation** Say *big* in two parts. (/b/ … /ig/)	***Segmentation** How many sounds in *big?* (three) Say the sounds in *big.* (/b/ /ĭ/ /g/)
	Deletion Say *rainbow.* Now say *rainbow* without the *bow.* (rain)	**Deletion** Say *pepper.* Now say *pepper* without the /er/. (pep)	**Deletion** Say *mat.* Now say mat without the /m/. (at)	**Deletion** Say *spark.* Now say *spark* without the /s/. (park)
				Addition Say *park.* Now add /s/ to the beginning of *park.* (spark)
More Complex				**Substitution** The word is *mug.* Change /m/ to /r/. What is the new word? (rug)

*Integrated instruction in phoneme segmenting and blending provides the greatest benefit to reading acquisition (Snider, 1995).