

## Barksdale Reading Institute

### Phonological Awareness (all oral; no print)

When students know how to manipulate phonemes easily and can identify their corresponding graphemes, they have the foundation to become good readers and spellers.

Basic Phonological Skills		Phonemic Awareness Skills		
Syllables	Onset-Rime	Phoneme Identification	Phoneme Blending & Segmenting	Phoneme Manipulation
<ul style="list-style-type: none"> <li>• blend</li> <li>• segment</li> <li>• manipulation (delete, add, substitute)</li> </ul>	<ul style="list-style-type: none"> <li>• blend</li> <li>• segment</li> <li>• recognize rhyming words</li> <li>• produce rhyming words</li> </ul>	<ul style="list-style-type: none"> <li>• isolate</li> <li>• identify</li> <li>• categorize</li> </ul> <p style="text-align: center;">initial, final, and medial position</p>	<ul style="list-style-type: none"> <li>• segment 2, 3, and 4 sounds</li> <li>• blend 2, 3, and 4 sounds</li> </ul>	<ul style="list-style-type: none"> <li>• delete</li> <li>• add</li> <li>• substitute</li> </ul>
<p>Examples:</p> <p><b>Blend:</b> <i>base ball = baseball</i></p> <p><b>Segment:</b> <i>baseball = base + ball</i></p> <p><b>Add:</b> add <i>win</i> before <i>dow = window</i></p> <p><b>Delete:</b> <i>window</i> without <i>dow = win</i></p> <p><b>Substitution:</b> Change the first syllable in <i>caption</i> to <i>nay</i> (<i>nation</i>)</p>	<p>Examples:</p> <p><b>Blend:</b> /m/ /ad/ = <i>mad</i></p> <p><b>Segment:</b> <i>mad = /m/ /ad/</i></p> <p><b>Recognize:</b> Which two words rhyme? <i>mad rag bad</i></p> <p><b>Produce:</b> Name a word that rhymes with <i>mad</i>.</p>	<p>Examples:</p> <p><b>Isolate:</b> What is the first sound in <i>eight</i>? /ā/; What is the last sound in <i>boot</i>? /t/; What is the medial sound in <i>sip</i>? /i/</p> <p><b>Identify:</b> Which sound is the same in <i>phone, fall, fast</i>? /f/; Which sound is the same in <i>Mike, book, peek</i>? /k/; Which sound is the same in <i>pan, tag, lad</i>? /ā/</p> <p><b>Categorize:</b> Which word starts with a different sound? <i>wrong, rest, bed</i> (<i>bed</i>); Which word ends with a different sound? <i>soap, sit, flap</i> (<i>sit</i>); Which word has a different middle sound? <i>make, rock, made</i></p>	<p>Examples:</p> <p><b>Blend:</b>                  2 phonemes- /m/ /i/ = <i>my</i>;                  3 phonemes- /c/ /ă/ /tch/ = <i>catch</i>;                  4 phonemes- /d/ /r/ / ŭ/ /m/ = <i>drum</i></p> <p><b>Segment:</b>                  2 phonemes- <i>ache = /ā/ /k/</i>;                  3 phonemes- /f/ /ō/ /n/ = <i>phone</i>;                  4 phonemes- <i>sharp = /sh/ /ar/ /p/</i></p>	<p>Examples:</p> <p><b>Delete:</b> What is <i>rich</i> without /r/? (<i>itch</i>)</p> <p><b>Add:</b> Add /w/ to the beginning of <i>ate</i>. (<i>wait</i>)</p> <p><b>Change:</b> In <i>note</i>, change /t/ to /z/. (<i>nose</i>)</p>
<b>Phoneme Articulation</b>				
<b>Teach these skills simultaneously.</b>			<b>Teach these skills after students master those to the left.</b>	