

# PHONOLOGICAL AWARENESS CHECKLIST

| <b>Standard-Content Knowledge</b><br><b>The student...</b>  | <b>Skills</b>  |
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| <b>1. understands the general and specific goals of Phonological Awareness Training.</b>  | <i>-The student understands the relationship between the sounds and sound patterns in spoken words and the development of reading and spelling.</i>  |
| <b>2. uses all of the skills of Early Phonological Development.</b> The student can identify and express...                             | <b>-Rhyme</b><br><i>eg – map/tap/cap bake/take/rake</i><br><b>-Syllable</b><br><i>eg – base-ball fan-tas-tic</i><br><b>-Onset-Rime</b><br><i>eg – s-ad h-ot b-ig</i><br><b>-Phoneme Differentiation</b><br><i>eg – What is the first sound in ball?</i>  |
| <b>3. uses all of the later skills of Phonological Awareness Development.</b>   | <b>-Identify Sounds in Words</b><br><i>eg – Where is /m/ in ham?</i><br><b>-Match Sounds in Words</b><br><i>eg – Do you hear /s/ in sun?</i><br><b>-Blend Sounds in Words</b><br><i>eg - /s/-/t/-/o/-/p/ &gt; stop</i><br><b>-Segment Sounds in Words</b><br><i>eg – fish &gt; /f/-/i/-/sh/</i><br><b>-Delete Sounds in Words</b><br><i>eg – Say cap without /c/ &gt; ap</i><br><b>-Add Sounds in Words</b><br><i>eg – Add /p/ to the end of so &gt; soap</i><br><b>-Substitute Sounds in Words</b><br><i>eg – Change the /b/ in cap to /t/ &gt; cat</i> |
| <b>4. has taken part in appropriate Phonological Skill Instruction, which is brief, multi-sensory, conceptual, and auditory-verbal.</b> | <i>-Mirrors to show how <b>sounds are produced</b> and explain <b>the use of voice and air when making sounds</b></i><br><i>-Claps or places hands on jaw to <b>identify syllables</b></i><br><i>-Uses Elkonin Boxes (with blocks) or Finger-Taps to <b>segment sounds in words</b></i><br><i>-Stretches and isolates sounds to <b>better hear the sounds in words</b></i>   |

5. understands the reciprocal relationships among **Phonological Awareness, Reading, Spelling,** and **Vocabulary.**

**Phonological Awareness** impacts **Reading** and **Spelling.**

-Syllable Knowledge

-Decoding Words

-Spelling Words

-Knowledge of Word Families

**Phonological Processing** impacts **Vocabulary** development.

*-Sound Patterns of vocabulary words help to form knowledge-meaning.*

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