

# Teacher Training Book

## Phonics Foundations



**CHRISTIAN LIGHT**  
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Phonics Foundations | Christian Light Reading

# Teacher Training Book

## INTRODUCTION



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# Course Overview

*Books and material included, what they contain, and the order to use them:*

## 1. Teacher Training Book

- a. Introduction to the Course (*page 6*)  
*Provides background and training for the teacher*
- b. Six-Part Lesson Description and Guidelines (*page 19*)  
*Provides an explanation of the lesson components*
- c. Appendix (*page 37*)
  - i. Reproducibles and Tips  
*Reproducibles and tips to aid in teaching the lessons in Units 2–6*

## 2. Assessments

- a. Introduction (*page 3*)  
*Explains the theory of assessments*
- b. Phonological Awareness Assessment (*page 5*)  
*Tests the student's ability to hear, replace, and manipulate distinct sounds*
- c. Letter, Sound, and Red Word Assessment (*page 17*)  
*Tests the student's ability to recognize and represent sounds with letters*
  - i. Unit Checklists  
*Track assessment results, reveal placement, and progressively update these lists after testing as student masters concepts*

## 3. Unit 1: Phonological Awareness

- a. Skill Lessons  
*Develops the student's ability to hear, replace, and manipulate specific sounds*
- b. Unit 1 Posttest  
*Posttests the student's mastery of skills taught in the Unit*

## 4. Unit 2: Consonants and Short Vowels

- Develops the student's ability to recognize and represent sounds with letters*
- a. Unit 2 Student Book  
*Worksheets and activities that reinforce Unit 2 concepts*
- b. Unit 2 Posttest  
*Posttests the student's mastery of skills taught in the Unit*

## 5. Unit 3: Affixes, Blends, and Syllables

- Develops the student's ability to recognize and represent sounds with letters*
- a. Unit 3 Student Book  
*Worksheets and activities that reinforce Unit 3 concepts*
- b. Unit 3 Posttest  
*Posttests the student's mastery of skills taught in the Unit*

## 6. Unit 4: Long Vowels and Homophones

*Develops the student's ability to recognize and represent sounds with letters*

### a. Unit 4 Student Book

*Worksheets and activities that reinforce Unit 4 concepts*

### b. Unit 4 Posttest

*Posttests the student's mastery of skills taught in the Unit*

## 7. Unit 5: Diphthongs and Spelling Rules

*Develops the student's ability to recognize and represent sounds with letters*

### a. Unit 5 Student Book

*Worksheets and activities that reinforce Unit 5 concepts*

### b. Unit 5 Posttest

*Posttests the student's mastery of skills taught in the Unit*

## 8. Unit 6: Unstressed Vowels and Advanced Digraphs

*Develops the student's ability to recognize and represent sounds with letters*

### a. Unit 6 Student Book

*Worksheets and activities that reinforce Unit 6 concepts*

### b. Unit 6 Posttest

*Posttests the student's mastery of skills taught in the Unit*

## 9. Flash cards

### a. Teacher Flash cards

*Introduce a new phoneme or rule using the key word, rule, or memory aids on the card*

### b. Student Flash cards

*Introduce and add to the student's deck to use in the daily drill and review*

### c. Instruction Cards

*Reference the Instruction Cards while teaching the six parts of the lesson*

### d. Rule Review Cards

*Introduce with new spelling rules and use for daily review*

# Phonics Foundations Terms

**auditory:** relating to the sense of hearing

**blending:** the process of fusing individual phonemes represented by graphemes into one continuous sound

**closed syllable:** a syllable that has one short vowel sound and ends with a consonant

Examples: ham, ship-wreck, fan-tas-tic, ant-hill

**cognitive:** relating to or involving mental activities

Example: a cognitive activity involves skills such as thinking, understanding, and remembering

**consonant blend:** two or three-letter consonant combinations that retain their individual sounds

Examples: **cl**ap, **fast**, **street**

**decode:** to apply knowledge of phonics to letter symbols and discover the proper pronunciation of a word; read

**digraph:** a pair of letters that creates a single new phoneme

Consonant digraphs: ch, ph, sh, th, wh

Vowel digraph examples: ea, ai, ie, oa, ue

**diphthong:** a phoneme beginning in one vowel sound that, with a change of tongue position, slides into another vowel sound

Examples: **oy** in **toy**, **ou** in **out**

**encode:** to break apart the sounds of a spoken word and express them with individual phonemes; spell

**grapheme:** the smallest meaningful unit in a writing system; a letter or digraph

Examples: 1-letter grapheme (f), 2-letter grapheme (sh), 3-letter grapheme (igh)

**homophone:** a word that sounds like another but is different in meaning and spelling

Examples: to, too, and two

**IEP:** Individualized Educational Plan; a detailed plan designed to meet the educational needs of a specific student by targeting the student's weakest areas

**kinesthetic:** relating to action and body movement

Example: a kinesthetic activity involves manipulating or touching materials to enhance learning

**miscue:** a mistake or blunder

Example: reader says /cad/ when reading the word cab

**morpheme:** a word or word part that cannot be divided into a smaller unit of meaning

Example: the word *redo* is made of two morphemes *re*, *do*

**multisensory:** involving more than one sense at a time

Example: a multisensory activity involves the use of visual, auditory, and kinesthetic pathways

**onset:** the initial consonant or consonant blend in a word (**cl**ap)

**open syllable:** a syllable that ends with a long vowel

Examples: me, re-ply, may-be

**phoneme:** an individual speech unit that helps to form words; a sound

Example: graphemes *f* and *ph* are both used to create the phoneme /f/

**phonemic awareness:** the awareness of individual phonemes in words and the way the phonemes of spoken language can be manipulated

**phonological awareness:** the awareness of all units of speech—words, syllables, and phonemes—and the ways each part can be manipulated

**phonics:** an approach to teaching reading and spelling in which students learn the correspondence between graphemes and phonemes

**phonogram:** a symbol that represents a vocal sound, word, syllable, or phoneme  
Examples: a, all, the, sh

**prefix:** a letter or group of letters added to the beginning of a word  
Examples: **unlock**, **reset**

**Red Word:** a word that cannot be sounded out phonetically, sometimes called a sight word.

**rime:** the vowel and remaining consonant sounds in a word (**clap**)

**Student Book:** A book of student worksheets is included for Units 2-6. The  icon in a Teacher's Guide or on an Instruction Card indicates that the activity described requires a worksheet from the *Student Book*.

**suffix:** a letter or group of letters added to the end of a word  
Examples: **running**, **seated**

**syllable:** a part of a word that is pronounced with one uninterrupted sound  
Seven syllable types: open, closed, electric e, bubble, vowel team, bossy r, lazy vowel

**syllabication:** the process or method of dividing words into syllables

#### **syllable patterns**

**CVC:** Consonant, Vowel, Consonant closed syllable. There is no division in the CVC pattern. (map)

**VCCV:** divide between two consonants (bas-ket)

**VCV:** divide before the consonant (hu-mid) sometimes, divide after the consonant (fin-ish)

**VCCCV:** scoop the blend (see Unit 3 Teacher's Guide, page 4) and divide between the consonants (ham-ster)

**CVVC:** divide between the vowels (li-on)

**tactile surface:** a textured surface that stimulates the sense of touch  
Examples: carpet, sandpaper, plastic craft grid

**unvoiced:** sounds that are pronounced without using the vocal cords  
Examples: unvoiced consonants include f, k, p, s, t, ch, sh, th

**voiced:** sounds that are pronounced by vibrating the vocal cords  
Examples: all vowel sounds; consonants b, d, g, j, l, m, n, ng, r, z, th, v, w, y, z

**Note:** It is helpful to be aware of these technical terms, but for the sake of user-friendliness they may be replaced with simpler terms in the teacher instructions and daily lessons. For example, the word *phoneme* may be replaced with the word *sound*; the words *grapheme* or *phonogram* may be replaced with the word *letter*.

# Using this Course – Step by Step

## STEP 1 – Phonological Awareness Assessment

1. First, read the Introduction in the Teacher Training Book.
2. Next, read the instructions for the Phonological Awareness Assessment in the Phonics Foundations Assessment book.
3. Administer the Phonological Awareness Assessment to your student.
4. Evaluate each section of the assessment to determine areas of weakness to target.
  - a. If the student does well on the assessment, advance to the Letter, Sound, and Red Word Assessment.
  - b. If the student scores low on specific skills, complete needed lessons from Unit 1.
  - c. If the student scores low on all skills, complete all of Unit 1.

## STEP 2 – Letter, Sound, and Red Word Assessment

5. Read the instructions in the Phonics Foundations Assessment book for administering the Letter, Sound, and Red Word (sight word) Assessment.
6. Administer the Letter, Sound, and Red Word Assessment.
7. Mark the student's known phonemes on the Letter and Sound Checklist for Units 2-6 from pages 93-97 of the *Assessments* book.

## STEP 3 – Teaching the Lessons

8. Read in the Teacher Training Book the Six-Part Lesson: Description and Guidelines section.
9. Begin with first unknown phoneme on the Letter and Sound Checklists that was problematic and prepare to teach that lesson.
  - a. Copy the Teacher's Daily Preparation and Assessment Record from pages 52-53 of this book.
  - b. Prepare to teach your first lesson by filling out the Teacher's Daily Preparation and Assessment Record. Referencing the student's completed "Letter and Sound Checklist", mark all known sounds on the Teacher's Daily Preparation and Assessment Record.
  - c. Gather supplies, flash cards, Auditory Drill Chart and Instruction Cards.
10. Follow the Teacher's Guide and your prepared lesson plan to teach the lesson.
11. Assess and note the student's progress on the Teacher's Daily Preparation and Assessment Record.
12. Mark the mastered lesson on the Letter and Sound Checklist and the Auditory Drill Chart and place the student flash card into the student deck to use in the daily drill and review.
13. Prepare to teach the lesson for the next unknown phoneme on the Letter and Sound Checklist. Remember to daily update the Letter and Sound Checklist, the Auditory Drill Chart, and a new Teacher's Daily Preparation and Assessment Record with each successfully completed lesson.
14. Administer the posttest once all lessons in a unit have been taught. Mastery of the posttest is required before moving on to the following unit.



# Introduction to Phonics Foundations

## The Reading Process

The phonological model for language processing is based on a series of units that most people process automatically as they read text or hear spoken language. These units, beginning from the narrowest to the broadest, are as follows:

- **Phonology** (the science of sounds in spoken language)
- **Semantics** (the vocabulary and associated meaning of words)
- **Syntax** (the understood grammatical structure of language)
- **Discourse** (the connected sentences that convey an idea)

**Phonology** deals with the smallest specific sound elements in words. This word has three sounds: /b/a/t/. **Semantics** deals with the vocabulary and meaning of words: *bat* = “a sports tool used for hitting a ball.” **Syntax** relates to the grammatical structure of language: when *bat* is used as a noun, the structure of the sentence tells us the bat *did* an action. When *bat* is used as a verb, the structure of the sentence tells us it’s describing an action. **Discourse** deals with the connected sentences we use in language to relay a message: “Tom’s bat whipped the ball into the grandstands. The crowd cheered.”

Most people simultaneously process the four parts of spoken language. However, phonology—the lowest level—trips people with dyslexia. For readers with dyslexia, the phonemes of language are particularly difficult to manipulate.

Phonemes—the /b/a/t/ building pieces that form the word *bat*—are the building blocks of language. We recognize and store the phonemes in the brain’s sound lexicon and then choose, combine, and manipulate these sounds when we speak. When we want to communicate, our brain searches the sound lexicon and chooses the sounds that form the word we want to say. Word mix-ups such as “aminal” for “animal,” “ledicious” for “delicious,” and “pacific” for “specific” are common for readers with dyslexia because of their weakness in manipulating sounds. This weakness is not an ignorance of vocabulary or comprehension of words. Rather, the weakness in phonology creates a tendency to make phonological mistakes.

Reading is the inverse of speaking: while reading converts words into sounds, speaking converts sounds into words. In reading, the words are intact. The letters are lined up in order to represent the sounds as we hear them in the spoken word. In speaking, we must pull the right sounds from our mental lexicons and order them correctly to form spoken words. Speaking is an innate skill, while reading is a man-made invention with a code that takes effort to learn. The code of letters that corresponds with spoken sounds must be internalized so that a person can read fluently.

## Phonological Awareness Development

Students are ready to learn to read when they understand the alphabetic principle. The alphabetic principle is based on the ability to hear the distinct phonemes in spoken words and then to connect those sounds to printed symbols. The alphabetic principle is acquired in four steps.

1. Students learn to hear the individual phonemes that form words.
2. Students understand that the individual sounds form words.
3. Students learn to connect the letter symbols on paper to the sounds they hear. They understand that printed words reflect the same sounds as spoken words.
4. Students understand the relationship between spoken words and written words. When they reach this step, they are ready to read words on a page.

Children normally develop phonological awareness between the ages of four to six. They can detect the number of syllables in a word. They can identify /b/ as the first sound, /t/ as the last sound, and /a/ as the middle sound in the word *bat*. They can remove and replace the first, last, or middle sounds, and tell you the new word. Studies indicate that phonological awareness skills predict a person's ability to decode words. A weakness in these skills at a young age predicts reading difficulties.

Dyslexic students trip on the first skill in the alphabetic principle. They struggle to detect a word's individual sounds and instead hear a word as a single chunk of sound. These students require more intentional and multisensory teaching to develop this skill. They must develop phonemic awareness through auditory training before they can connect the sounds they hear with symbols on a page.

Nearly all dyslexic students can become more proficient readers through targeted multisensory instruction. Phonological awareness training at the preschool age can help to avoid reading difficulties later. If a child shows phonological weakness, early intervention is the best thing to offer them. This can help to rewire the neurological pathways so the child can learn to read at a similar speed to other classmates.<sup>1</sup>

## First Steps

Not all literacy problems stem from phonological weakness. Other factors to rule out include the following:

- Visual impairment: Test the child's vision early to exclude a learning difficulty that stems from visual impairment.
- Hearing impairment: A professional should test the child's hearing. A hearing problem can appear first as a literacy problem because the child has difficulty hearing words and phonemes clearly.
- Other illnesses that have caused a loss of class time or the development of normal skills.
- Lack of parental interaction and exposure to literature.
- Speaking a different language at home than the language of literacy instruction.
- Emotional stress not related to learning.
- Various mental limitations.

## The Dyslexia Difference

Scientists now know from brain scans that the process of reading relies on tens of thousands of neurological circuits. These circuits are laid down before birth. Dyslexia is a weakness in language processing caused by a difference in the neurological hardwiring of the brain, a difference that is genetically inherited.

The areas that are activated in the brain during reading or other activities can be identified by monitoring blood flow. Energy must be metabolized to fuel these activities, with blood carrying the fuel to the location in the brain where it is needed. Functional magnetic resonance imaging (fMRI) is based on monitoring the oxygenated blood flow to an activated region of the brain. Using fMRI, scientists can observe where brain activity is occurring. Functional MRI measures the magnetic properties of oxygenated hemoglobin. Red blood cells loaded with highly oxygenated hemoglobin have a higher level of magnetic signal than blood with depleted oxygen supplies. As neurological areas in the brain are activated by reading, highly oxygenated blood flows to these regions. Scans detect the regions where neurological activity is taking place.<sup>2</sup>

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<sup>1</sup>Sally Shaywitz, M.D., *Overcoming Dyslexia* (New York: Alfred A. Knopf, 2012), pp. 22-45.

<sup>2</sup>*Ibid.*, pp. 74-80.

Brain scans have demonstrated that fast readers use different neurological pathways than slower readers. These neural systems connect areas in the back and front of the left side of the brain. Both sides are used in reading; however, the primary reading center is toward the back of the brain. This center is composed of two parts: the word-form center (parieto-temporal) and the word-analysis center (occipito-temporal). Fast readers mostly use the word-form center while slow readers mostly utilize the word-analysis center and Broca's area. The areas used in reading are connected by a myriad of interconnected pathways.

Studies indicate that most people develop a neurological model after being exposed to words and sounds several times. Once that neurological model is formed, the word-form center processes the word or sound automatically. Dyslexic readers continue to analyze words rather than utilizing the word-form area, which would allow them to process words automatically. Scans show that fast and slow readers use different pathways to process words. However, the pathways can be rewired in dyslexic students by using targeted, repeated, and multisensory instruction.<sup>3</sup>

### Detecting Dyslexia

Dyslexic students have adequate intelligence to learn to read; in fact, they often display above average intelligence. But the difference they experience in processing language causes them to have trouble with word recognition, spelling, decoding, and fluency. This trouble with literacy often results in a secondary problem with comprehension and vocabulary. The comprehension and vocabulary difficulties arise from the reading deficiency, not a lack of intelligence. They simply have difficulty with language despite adequate instruction and opportunity as compared to other students.

For dyslexic students, reading and language skills are persistently weak areas. Many times, these children are labeled as lazy, hyperactive, and distracted. In reality, they must put forth much more effort than the average child to learn the same material. Because of this, they tire quickly and are distracted easily. Symptoms of language learning difficulties include the following:

- Difficulty learning to read, write, spell, and sometimes do arithmetic
- Problems understanding and following oral instructions
- Letter swaps: *w* for *m*, *n* for *u*, and *b* for *p*
- Reversals: *was* for *saw*, *quite* for *quiet*, *23* for *32*
- Omissions: *sting* becomes *sing*
- Mispronunciations: *aminal* for *animal*, *Ramen noodle* for *Roman numeral*
- Frustration and anxiety about studies, particularly testing and timed drills
- Immature, easily distracted, and difficulty with remembering information
- "Laziness" or bursts of productivity that fade quickly
- Delayed spoken language as a child
- General language weakness
- Family members with a related weakness

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<sup>3</sup> Ibid., pp. 76-79.

# Assessments

## Phonics Foundations



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# Phonological Awareness

## Assessments



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# Phonological Awareness Assessment

## About this assessment

- **Phonological awareness** is the basis for learning phonics. It is the ability to hear, identify, and manipulate individual phonemes. Phonological awareness predicts a child's reading success. If a student is having difficulty with literacy, he should be tested to determine his level of phonological awareness. This assessment can be used for the following:
  - Any preschool-aged child to check for reading readiness.
  - Any struggling reader, no matter what age.

## Directions for the teacher

- Before administering this test, copy the assessment scoring sheets and become familiar with the content and procedures. This is an oral test. Students should not read or write at any time. Read directions clearly and practice the example with students for each new exercise. Mark and record the correct number or responses for each section.
- Words or sounds inside brackets indicate student answers. *Example:* [eat]
- Examples to practice with students are found beneath the direction line.
- Letters or segmented words inside slash marks indicate sounds, not letter names. *Example:* /s/
- Pronunciation marks are provided for long vowel sounds, vowel digraphs, etc. Refer to the pronunciation key on this page as needed.
- See specific instructions for each part of the assessment on the teacher's copy of each section.

**Note:** After scoring each section of the assessment, three scoring outcomes are as follows:

- The student scores high on all sections of the test and can skip the phonological awareness lessons and proceed directly to the Letter, Sound, and Red Word Assessment for Unit 2.
- The student scores low in one or more sections and works through the phonological awareness lessons suggested in the scoring box.
- The student scores low on all sections of the test and works through all the phonological awareness lessons.
- After working on targeted weaknesses, administer the Phonological Awareness Posttest before moving on to the Letter, Sound, and Red Word Assessments and lessons.

### Pronunciation Key

/a/ bat; /ā/ acorn; /är/ star; /e/ pet; /ē/ eagle; /er/ bear; /ər/ her;  
/l/ blt; /l/ Ivy; /lr/ deer; /ä/ top; /ō/ go; /ò/ lost; /òl/ coln; /aù/ out;  
/òr/ corn; /ə/ but; /ü/ boot; /yü/ use; /ü/ foot; /th/ thick; /th/ this;  
/ŋ/ bang; /zh/ measure



Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

# Phonological Awareness Assessment

If the student misses three consecutive answers, stop testing and move on to the next section of the assessment.

## A. Word Awareness

Part 1: Teacher: *I will say a sentence. You will repeat the sentence and tell me how many words are in it.*

Teacher: *The sentence is, A pig is in the pen. [A pig is in the pen]. How many words are in the sentence? [6]*

1. My cup is full of tea. \_\_\_\_\_(6)
2. Have you seen the cat? \_\_\_\_\_(5)
3. Mark sat still. \_\_\_\_\_(3)
4. The big cow is named Blackie. \_\_\_\_\_(6)
5. Charlotte is coming to see my pony. \_\_\_\_\_(7)

Part 2: Teacher: *I will say a word. You will repeat the word and then say a word that rhymes with it.*

Teacher: *The word is fish. [fish] What is a word that rhymes with fish? [any reasonable answer]*

- |           |         |  |       |       |
|-----------|---------|--|-------|-------|
| 6. snap   | [snap]  | What is a word that rhymes with <i>snap</i> ?  | _____ | _____ |
| 7. play   | [play]  | What is a word that rhymes with <i>play</i> ?  | _____ | _____ |
| 8. jump   | [jump]  | What is a word that rhymes with <i>jump</i> ?  | _____ | _____ |
| 9. cone   | [cone]  | What is a word that rhymes with <i>cone</i> ?  | _____ | _____ |
| 10. guess | [guess] | What is a word that rhymes with <i>guess</i> ? | _____ | _____ |

Total	Minimum	Student
20	16	/20

**Scoring instructions:** Use the following scoring scale to evaluate the student's word awareness skills.

2 = counted words correctly; provided a rhyming word quickly and accurately

1 = self-corrected on word count; hesitated more than 3 seconds or provided a partial rhyme

0 = miscounted words; could not provide a rhyming word

If the student's total score is below 16, he should complete the Lessons 1-5 in Unit 1.

## B. Syllable Awareness

Part 1: Teacher: *I will say the parts of a word. You put the word parts together and say the word to me.*

Teacher: *The word parts are cup, cake. When you put the parts together, what word do they make?* [cupcake]

- |                 |  |       |
|-----------------|--|-------|
| 1. foot, ball   | What word do the word parts make? [football] | _____ |
| 2. sand, box    | What word do the word parts make? [sandbox]  | _____ |
| 3. un, pin      | What word do the word parts make? [unpin]    | _____ |
| 4. num, ber     | What word do the word parts make? [number]   | _____ |
| 5. um, brell, a | What word do the word parts make? [umbrella] | _____ |

Part 2: Teacher: *I will say a word that is made up of two parts. You repeat the word after me and then break the word into its two parts.*

Teacher: *The word is airplane. [airplane] What are the two parts of the word?* [air-plane]

- |             |            |   |       |
|-------------|------------|---|-------|
| 6. sunshine | [sunshine] | What are the two parts of the word? [sun-shine] | _____ |
| 7. pancake  | [pancake]  | What are the two parts of the word? [pan-cake]  | _____ |
| 8. table    | [table]    | What are the two parts of the word? [ta-ble]    | _____ |
| 9. basket   | [basket]   | What are the two parts of the word? [bas-ket]   | _____ |
| 10. picnic  | [picnic]   | What are the two parts of the word? [pic-nic]   | _____ |

Part 3: Teacher: *I will say a word made of two parts. You will repeat the word. Then I will tell you to say the word, leaving off part of the word.*

Teacher: *Say toothpick. [toothpick] Now say toothpick without saying pick. [tooth]*

- |             |           |   |        |       |
|-------------|-----------|---|--------|-------|
| 11. snowman | [snowman] | Say the word <i>snowman</i> without saying <i>man</i> . | [snow] | _____ |
| 12. runway  | [runway]  | Say the word <i>runway</i> without saying <i>run</i> .  | [way]  | _____ |
| 13. spider  | [spider]  | Say the word <i>spider</i> without saying <i>der</i> .  | [spi]  | _____ |
| 14. window  | [window]  | Say the word <i>window</i> without saying <i>dow</i> .  | [win]  | _____ |
| 15. napkin  | [napkin]  | Say the word <i>napkin</i> without saying <i>nap</i> .  | [kin]  | _____ |

Total	Minimum	Student
30	24	/30



**Scoring instructions:** Use the following scoring scale to evaluate the student's syllable awareness skills.

2 = blended, segmented, or deleted the word quickly and accurately

1 = hesitated more than 3 seconds or self-corrected

0 = could not blend, segment, or delete the word accurately

If the student's total score is below 24, he should complete Lessons 6-8 in Unit 1.

## C. Phonemic Awareness: Blending

Teacher: *I will say a word broken into sounds. You put the sounds back together and say the word to me.*

Teacher: *The sounds are /m-a-tch/. When you put them together, what word do they make?* [match]

1. /s-i-k/      [sick]      \_\_\_\_\_
2. /sh-ī-n/      [shine]      \_\_\_\_\_
3. /ch-i-p/      [chip]      \_\_\_\_\_
4. /f-i-l/      [fill]      \_\_\_\_\_
5. /w-i-th/      [with]      \_\_\_\_\_
6. /h-a-z/      [has]      \_\_\_\_\_
7. /s-t-o-p/      [stop]      \_\_\_\_\_
8. /s-a-n-d/      [sand]      \_\_\_\_\_
9. /s-l-ē-t/      [sleet]      \_\_\_\_\_
10. /b-r-ā-n/      [brain]      \_\_\_\_\_

Total	Minimum	Student
20	16	/20

**Scoring instructions:** Use the following scoring scale to evaluate the student's blending skills.

2 = repeated word quickly and accurately

1 = hesitated more than 3 seconds (circle any troublesome sound)

0 = could not repeat the word accurately

If the student's total score is below 16, he should complete Lessons 9-25 in Unit 1.

**D. Phonemic Awareness: Segmentation**

Teacher: *I will say a word. You repeat the word, and then say it one sound at a time.*

Teacher: *Say dog. [dog] Now say dog, one sound at a time. [d-o-g]*

- |                   |                        |                                |
|-------------------|------------------------|--------------------------------|
| 1. at [a-t] _____ | 6. sun [s-ə-n] _____   | 11. rain [r-ā-n] _____         |
| 2. so [s-ō] _____ | 7. dop [d-ä-p] _____   | 12. smell [s-m-e-l] _____      |
| 3. up [ə-p] _____ | 8. math [m-a-th] _____ | 13. fence [f-e-n-s] _____      |
| 4. in [i-n] _____ | 9. rage [r-ā-j] _____  | 14. piffle [p-i-f-əl] _____    |
| 5. hi [h-ī] _____ | 10. less [l-e-s] _____ | 15. kitlet [k-i-t-l-e-t] _____ |

Total	Minimum	Student
30	24	/30

**Scoring instructions:** Use the following scoring scale to evaluate the student's ability to segment words into phonemes.

2 = segmented word quickly and accurately

1 = hesitated more than 3 seconds (circle any troublesome sound)

0 = could not segment the word accurately

If the student's total score is below 24, he should complete Lessons 9-25 in Unit 1.

## E. Phonemic Awareness: Isolation

Teacher: *I will say a word and break it into its sounds. I will ask you to tell me the beginning, ending, or middle sound.*

Teacher: *The word is cat, /c-a-t/. What is the beginning sound in the word cat? [k]*

- |           |             |  |     |
|-----------|-------------|--|-----|
| 1. at     | /a-t/       | What is the beginning sound in the word <i>at</i> ? /a/    | ___ |
| 2. rug    | /r-ə-g/     | What is the beginning sound in the word <i>rug</i> ? /r/   | ___ |
| 3. name   | /n-ā-m/     | What is the beginning sound in the word <i>name</i> ? /n/  | ___ |
| 4. cost   | /c-o-s-t/   | What is the beginning sound in the word <i>cost</i> ? /k/  | ___ |
| 5. plant  | /p-l-a-n-t/ | What is the beginning sound in the word <i>plant</i> ? /p/ | ___ |
| 6. if     | /i-f/       | What is the ending sound in the word <i>if</i> ? /f/       | ___ |
| 7. call   | /k-ō-l/     | What is the ending sound in the word <i>call</i> ? /l/     | ___ |
| 8. wish   | /w-i-sh/    | What is the ending sound in the word <i>wish</i> ? /sh/    | ___ |
| 9. sneeze | /s-n-ē-z/   | What is the ending sound in the word <i>sneeze</i> ? /z/   | ___ |
| 10. must  | /m-ə-s-t/   | What is the ending sound in the word <i>must</i> ? /t/     | ___ |
| 11. red   | /r-e-d/     | What is the middle sound in the word <i>red</i> ? /e/      | ___ |
| 12. mitt  | /m-i-t/     | What is the middle sound in the word <i>mitt</i> ? /i/     | ___ |
| 13. bead  | /b-ē-d/     | What is the middle sound in the word <i>bead</i> ? /ē/     | ___ |
| 14. coin  | /k-oi-n/    | What is the middle sound in the word <i>coin</i> ? /oi/    | ___ |
| 15. storm | /s-t-ör-m/  | What is the middle sound in the word <i>storm</i> ? /ör/   | ___ |
| 16. speed | /s-p-ē-d/   | What is the ending sound in the word <i>speed</i> ? /d/    | ___ |
| 17. goat  | /g-ō-t/     | What is the beginning sound in the word <i>goat</i> ? /g/  | ___ |
| 18. beat  | /b-ē-t/     | What is the beginning sound in the word <i>beat</i> ? /b/  | ___ |
| 19. mouth | /m-au-th/   | What is the ending sound in the word <i>mouth</i> ? /th/   | ___ |
| 20. shout | /sh-au-t/   | What is the middle sound in the word <i>shout</i> ? /au/   | ___ |

Total	Minimum	Student
40	32	/40

**Scoring instructions:** Use the following scoring scale to evaluate the student's ability to isolate phonemes.

2 = isolated sounds in a word quickly and accurately

1 = hesitated more than 3 seconds

0 = could not repeat the word accurately (circle any skipped sound)

If the student's total score is below 32, he should complete Lessons 9-25 in Unit 1.

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## F. Phonemic Awareness: Deletion

Teacher: *I will say a word. You will repeat the word. I will tell you to take a sound away and say the word that is left.*

Teacher: *The word is pin. [pin] Without /p/ the word is [in].*

1. cup	[cup]	Without /c/ the word is	[up]	—
2. beach	[beach]	Without /b/ the word is	[each]	—
3. fit	[fit]	Without /f/ the word is	[it]	—
4. shout	[shout]	Without /sh/ the word is	[out]	—
5. light	[light]	Without /t/ the word is	[lie]	—
6. plane	[plane]	Without /n/ the word is	[play]	—
7. farm	[farm]	Without /m/ the word is	[far]	—
8. plant	[plant]	Without /t/ the word is	[plan]	—
9. grasp	[grasp]	Without /p/ the word is	[grass]	—
10. flake	[flake]	Without /f/ the word is	[lake]	—
11. prize	[prize]	Without /p/ the word is	[rise]	—
12. rant	[rant]	Without /t/ the word is	[ran]	—

Total	Minimum	Student
24	19	/24

**Scoring instructions:** Use the following scoring scale to evaluate the student's ability to delete phonemes.

2 = deleted sound and repeated word quickly and accurately

1 = hesitated more than 3 seconds (circle any troublesome sound)

0 = could not delete sound and repeat the word accurately

If the student's total score is below 19, he should complete Lessons 9-25 in Unit 1.

**G. Phonemic Awareness: Addition**

Teacher: *I will say a word. You will repeat the word. I will tell you to add one or more sounds to it and then say the new word.*

Teacher: *The word is eat. [eat] Add /f/ to the beginning and the word is [feet].*

- |          |                            |   |         |   |
|----------|----------------------------|---|---------|---|
| 1. in    | [in]                       | Add /f/ to the beginning and the word is  | [fin]   | — |
| 2. eat   | [eat]                      | Add /m/ to the beginning and the word is  | [meat]  | — |
| 3. am    | [am]                       | Add /j/ to the beginning and the word is  | [jam]   | — |
| 4. us    | [us]                       | Add /b/ to the beginning and the word is  | [bus]   | — |
| 5. old   | [old]                      | Add /k/ to the beginning and the word is  | [cold]  | — |
| 6. air   | [air]                      | Add /ch/ to the beginning and the word is | [chair] | — |
| 7. ink   | [ink]                      | Add /th/ to the beginning and the word is | [think] | — |
| 8. ice   | [ice]                      | Add /pr/ to the beginning and the word is | [price] | — |
| 9. age   | [age]                      | Add /st/ to the beginning and the word is | [stage] | — |
| 10. ease | [ e ending and the word is |   | [foam]  | — |
| 11. mar  | [mar]                      | Add /k/ to the ending and the word is     | [mark]  | — |
| 12. win  | [win]                      | Add /d/ to the ending and the word is     | [wind]  | — |
| 13. rat  | [rat]                      | Add /s/ to the ending and the word is     | [rats]  | — |
| 14. cow  | [cow]                      | Add /ch/ to the ending and the word is    | [couch] | — |
| 15. low  | [low]                      | Add /b/ to the beginning and the word is  | [blow]  | — |
| 16. plan | [plan]                     | Add /t/ to the ending and the word is     | [plant] | — |
| 17. raw  | [raw]                      | Add /d/ to the beginning and the word is  | [draw]  | — |
| 18. top  | [top]                      | Add /s/ to the ending and the word is     | [tops]  | — |

Total	Minimum	Student
40	32	/40

**Scoring instructions:** Use the following scoring scale to evaluate the student's ability to add phonemes.

2 = added phoneme and repeated word quickly and accurately

1 = hesitated more than 3 seconds (circle any troublesome sound)

0 = could not add phoneme and repeat the word accurately

If the student's total score is below 32, he should complete Lessons 9-25 in Unit 1.

## H. Phonemic Awareness: Substitution

Teacher: *I will say a word. You will repeat the word. I will tell you to replace one sound with another and then say the new word.*

Teacher: *The word is cat. [cat] Change the /c/ to /s/ and the word is [sat].*

1. pick	[pick]	Change /p/ to /s/ and the word is	[sick]	—
2. fast	[fast]	Change /f/ to /l/ and the word is	[last]	—
3. crew	[crew]	Change /cr/ to /bl/ and the word is	[blew]	—
4. play	[play]	Change /pl/ to /th/ and the word is	[they]	—
5. fridge	[fridge]	Change /fr/ to /br/ and the word is	[bridge]	—
6. dart	[dart]	Change /är/ to /ər/ and the word is	[dirt]	—
7. fed	[fed]	Change /e/ to /ē/ and the word is	[feed]	—
8. spin	[spin]	Change /i/ to /ī/ and the word is	[spine]	—
9. hop	[hop]	Change /o/ to /ō/ and the word is	[hope]	—
10. sell	[sell]	Change /e/ to /ē/ and the word is	[seal]	—

Total	Minimum	Student
20	16	/20

**Scoring instructions:** Use the following scoring scale to evaluate the student's ability to substitute phonemes.

2 = substituted phoneme and repeated word quickly and accurately

1 = hesitated more than 3 seconds (circle any troublesome sound)

0 = could not substitute phoneme and repeat the word accurately

If the student's total score is below 32, he should complete Lessons 9-25 in Unit 1.