

**LLD 8: Phonological Awareness**

Child shows increasing awareness of the sounds (elements) that make up language, including the ability to manipulate them in language

**HANDOUT 8****Mark the latest developmental level the child has mastered:**

<b>Building</b>			<b>Integrating</b>		
Earlier ○	Middle ○	Later ○	Earlier ○	Middle ○	Later ○
<b>Engages actively in play with sounds in words or rhymes,</b>  <b>or</b>  <b>Sings simple songs,</b>  <b>or</b>  <b>Repeats simple nursery rhymes</b>  <b>Possible Examples</b>	<b>Demonstrates awareness of larger units of language (e.g., words, syllables)</b>	<b>Blends larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects;</b>  <b>and</b>  <b>Segments larger units of language (e.g., compound words and syllables) with or without the support of pictures or objects</b>	<b>Blends smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects;</b>  <b>and</b>  <b>Segments smaller units of language (e.g., onsets and rimes), with or without the support of pictures or objects</b>	<b>Matches initial and final sounds of words;</b>  <b>and</b>  <b>Segments and blends initial and final phonemes of words</b>	<b>Isolates the initial sound, middle vowel, and final sound in three-phoneme (consonant-vowel-consonant) words</b>
<ul style="list-style-type: none"> <li>▶ Rhymes children's names with other words during a group sing-along.</li> <li>▶ Sings "Twinkle, Twinkle, Little Star" with a group.</li> <li>▶ Communicates the rhyming word "fall" after an adult says, "Humpty Dumpty sat on a wall. Humpty Dumpty had a great . . .?"</li> <li>▶ Uses signs to participate in a song such as "The Wheels on the Bus."</li> </ul>	<ul style="list-style-type: none"> <li>▶ Drums out each word in "I am Matt" in a name game in the classroom, after an adult has modeled drumming while saying single words.</li> <li>▶ Claps the syllables in familiar words, such as children's names or days of the week with adult and peers.</li> <li>▶ Moves arms each time the word "row" is said in the song "Row, Row, Row Your Boat" with adult and peers.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Answers, "Goldfish," after an adult asks, "If you put together the words 'gold' and 'fish,' what word does that make?"</li> <li>▶ Communicates, "Rain," after an adult communicates, "There are two words in 'raincoat.' What happens when we take away the word 'coat'?" while moving a picture of a coat away from a picture of rain.</li> <li>▶ Communicates, "Zebra," after an adult separates the word into syllables, and says, "Ze—" and "—bra," while looking at a wordless picture book about the zoo.</li> <li>▶ Communicates, "Marker," after an adult communicates, "What happens when I put the two syllables 'mark-' and '-er,' together?"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Communicates, "Cup," at the snack table, after an adult says, "I have a c— up. What do I have?"</li> <li>▶ Communicates, "Ice," after an adult asks what word is left when the m— is removed from the word "mice," while playing a word game.</li> <li>▶ Communicates, "d" (letter sound), while looking at a picture of a dog, after an adult says, "What is the first sound you hear when you say 'dog'?" while looking at pictures of dogs together.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Chooses the picture of a mouse after an adult shows her a picture of milk and asks her to find another picture that begins with the same initial sound as milk.</li> <li>▶ Selects a picture of a bat when asked to find the word that ends the same as 'pet'.</li> <li>▶ Points to and says the name of three objects found in the classroom as the teacher sounds out the individual phonemes of each object, (e.g., /c/-/u/-/p/ for cup; e.g., /j/-/u/-/g/ for jug).</li> <li>▶ Communicates, "Ink, pink ink," when adult playing sound game asks, "What little word do you have if I take off the initial sound of /P/ from the word pink?"</li> </ul>	<ul style="list-style-type: none"> <li>▶ Sounds out the word cat, "/c/ /a/ /t/," when adult playing sound game asks, "What are the sounds in 'cat'?"</li> <li>▶ Sings the name "Mary" then sings the name "Gary" by substituting "/G/" for "/M/" to make Gary, when playing the name game.</li> <li>▶ Communicates to a peer, "No, my name is pronounced 'Kim,' not 'Kam.'"</li> </ul>
<p>Note: Children who are deaf and learning American Sign Language will attend to elements of language (hand shapes and movements) in the early levels of learning, but eventually will be able to use finger spelling in relation to learning about sounds. For a child who is hard of hearing, has a cochlear implant, or is using cued speech, the sequence is very similar to that of a hearing child.</p>					

- Child is emerging to the next developmental level  
 ○ Unable to rate this measure due to extended absence