

Map of the Foundations

Language and Literacy

64 | Reading

2.0 Phonological Awareness

At around 60 months of age

Children develop age-appropriate phonological awareness.*

2.1 Orally blend and delete words and syllables without the aid of pictures or objects.†

Examples

Orally puts together two familiar words, making a compound word.

- The child plays the "What's That Word?" game while on a swing. With each push of the swing, the teacher says one part of a compound word (e.g., *sun, shine*) and then asks the child, "What's that word?" The child responds, "Sunshine."
- While playing in the dramatic play area, the child responds, "hairbrush" when asked, "What word do you get when you say 'hair' and 'brush' together?"

Orally puts together the two syllables of two-syllable words that are familiar to the child.

- During mealtime conversation, the child participates in the guess-the-food game. The teacher says two-syllable words (*ta-co, su-shi, crack-er, ap-ple, but-ter*) and says each syllable distinctly. The teacher asks, "What food is this?" The child responds, "Taco."
- The child chants, "sister" after singing along to, "What word do you get when you say 'sis' and 'ter' together?"
- The child responds, "Amit" in unison with other classmates during circle time when the teacher says, "I'm thinking of a classmate's name that has two parts, like 'A-mit.' Whose name is that?"

* "Phonological awareness" is defined for the preschool learning foundations as an oral language skill: an individual's sensitivity to the sound (or phonological) structure of spoken language. Phonological awareness is an important skill that children start to acquire during preschool and continue to build in early elementary school as they learn to read. Even though it is defined as an oral language skill, it is also an important skill for children who are deaf or hard of hearing. A teacher of the deaf should be consulted for strategies for facilitating phonological awareness in individual children who are deaf or hard of hearing.

† Some children may need assistance in holding a book or turning the pages, either through assistive technology or through the help of an adult or a peer. For example, a book can be mounted so that it does not have to be held, and sturdy tabs can be placed on the pages so that they are easier to turn. Some children may need to have an adult or a peer hold the book and turn the pages.

‡ The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.