PHONOLOGICAL AWARENESS
Sensitivity to Any Size Unit of Sound

PHONEMIC AWARENESS
Sensitivity To and Control Over The Phonemes

- **Phoneme Isolation** – Recognizing Individual Sounds in a Word: *"What's the first sound in van?"*
- **Phoneme Identity** – Recognizing the Same Sound in Different Words: *"What sound is the same in fix, fall, and fun?"*
- **Phoneme Categorization** - Recognizing a Sound That Does Not Belong in a Set of Words (Oddity Task):
  "Which word doesn't belong- ball, baby, jump?"
- **Phoneme Blending** – Combining a Sequence of Phonemes to Form a Spoken Word: *"Which word is /b/ /i/ /g/?"*
- **Phoneme Segmentation** – Stretching Out a Spoken Word into Separate Sounds: *"How many sounds are there in grab?*
    Now let's write the sounds."
- **Phoneme Deletion** – Recognizing the Spoken Word That Remains When a Phoneme is Removed:
  "What is smile without the /s/?"
- **Phoneme Addition** – Creating a New Spoken Word by Adding a Phoneme:
  "What new word do you have when you add /s/ to the beginning of park?"
- **Phoneme Substitution** - Substituting One Phoneme for Another to Make a New Word:
  "The word is bug. Change the /g/ to /n/. What is the new word?"

- **Rhyming**- Listening to Rhymes, Recognizing Whether or Not Words Rhyme, Completing Rhymes
- **Alliteration**- Listening for and Identifying the Initial Sound in Spoken Words
- **Segmenting Sentences into Words**- Identifying the Number of Spoken Words in a Sentence Through Clapping, Jumping, Tapping, Singing, etc.
- **Segmenting Words into Syllables**- Identifying the Number of Syllables Heard in a Word Through Clapping, Tapping, Jumping, etc.
- **Onset and Rime**- Listening to and Recognizing Rhyming Word Families (/h/-/at/, /f/-/at/)

Sources
Armbuster, B., F. Lehr, and J. Osborn (2001) *Put Reading First.* CIERA
Hart-Paulson, L., et al (2001) *Building Early Literacy and Language Skills.* Sopris West