

Module 19: Phonemic Awareness Tasks

Phonemic awareness is assessed **orally** through tasks that ask learners to demonstrate their ability to manipulate the sounds in spoken words. The National Reading Panel (NRP, 2000, p. 2-10) provides the following summary of these kinds of tasks:

Phoneme isolation:

Recognizing individual sounds in words, for example, "Tell me the first sound in *paste*." (/p/)

Phoneme identity:

Recognizing the common sound in different words, for example, "Tell me the sound that is the same in *bike*, *boy*, and *bell*." (/b/)

Phoneme categorization:

Recognizing the odd sounding word in a sequence of three or four words, for example, "Which word does not belong? *bus*, *bun*, *rug*." (*rug*)

Phoneme blending:

Listening to a sequence of separately spoken sounds and combining them to form a recognizable word. For example, "What word is /s/ /k/ /u/ /l/?" (*school*)

Phoneme segmentation:

Breaking a word into its sounds by tapping out or counting the sounds, or by pronouncing and positioning a marker for each sound, for example, "How many sounds are there in *ship*?" (*three*: /sh/ /i/ /p/)

Phoneme deletion:

Recognizing what word remains when a specified phoneme is removed, for example, "What is *smile* without the /s/?" (*mile*)

For more information, go to:

<http://lincs.ed.gov/adult/adultteach.html>