

## **Early Phonological Awareness Intervention:** **Scope and Sequence**

1. **LISTENING** – *the ability to attend to and distinguish both environmental and speech sounds from one another.*
  - alertness (includes location)
  - discrimination
  - memory (sound pattern concepts)
  - sequencing
  - figure-ground
  - sound-symbol
2. **RHYME** – *the correspondence of ending sounds of words or lines of verse. Rhyming is the ability to identify words that have identical final sound segments.*
  - exposure
  - judgment (identify same or different)
  - production (produce word with the same final sounds)
3. **WORD AWARENESS** – *the knowledge that sentences consist of words and that these words can be manipulated.*
  - pointing (words on page--notice spaces)
  - counting (number of words in sentence or phrase)
4. **SYLLABLE AWARENESS** – *the ability to hear parts or segments of phonemes that comprise the rhythm of the word.*
  - counting
  - segmenting
  - blending
  - deletion
5. **PHONEMIC AWARENESS** – *the ability to attend to, identify, and manipulate the sounds that are representative of graphemes in the English language.*
  - exposure to alliteration in text
  - initial sound identification/comparison
  - sound/symbol correspondence
  - final sound identification
  - phoneme counting (with and without visual aids)
  - phoneme segmentation
  - phoneme blending (synthesis)
  - phoneme deletion
  - phoneme substitution

While this scope and sequence reflects an increasing level of difficulty in phonological tasks and represents the approximate order that students develop specific phonological skills, it should be noted that overlap among areas does occur in the learning process. For example, a student could be working at the syllable level for segmentation and, at the same time, continue to address production of rhymes.