

Isolation

Initial

“I’m going to say a word, and I want you to tell me the beginning or first sound in the word. What’s the beginning sound in the word *cat*?” /k/

Stimulus: “What’s the beginning sound in the word _____?”

Item	Response	Score	Item	Response	Score	
1. bite	/b/	1 0	6. apple	/a/	1 0	
2. toy	/t/	1 0	7. garage	/g/	1 0	
3. dinosaur	/d/	1 0	8. happy	/h/	1 0	
4. fudge	/f/	1 0	9. chalk	/ch/	1 0	
5. nose	/n/	1 0	10. laugh	/l/	1 0	
					TOTAL	_____

Final

“I’m going to say a word, and I want you to tell me the ending or last sound in the word. What’s the ending sound in the word *cat*?” /t/

Stimulus: “What’s the ending sound in the word _____?”

Item	Response	Score	Item	Response	Score	
1. bug	/g/	1 0	6. wish	/sh/	1 0	
2. rat	/t/	1 0	7. bear	/r/	1 0	
3. math	/th/	1 0	8. plum	/m/	1 0	
4. pitch	/ch/	1 0	9. cute	/t/	1 0	
5. tub	/b/	1 0	10. please	/z/	1 0	
					TOTAL	_____

Medial

This task may not be appropriate for most five-year-olds.

“I’m going to say a word, and I want you to tell me the middle sound in the word. What’s the middle sound in the word *cat*?” (a)

Stimulus: “What’s the middle sound in the word _____?”

(See page 23 in the Examiner’s Manual.)

Item	Response	Score	Item	Response	Score	
1. cup	/u/	1 0	6. pod	/o/	1 0	
2. mouse	/ou/	1 0	7. sky	/k/	1 0	
3. and	/n/	1 0	8. bait	/ā/	1 0	
4. coin	/oi/	1 0	9. moon	/ū/	1 0	
5. gas	/a/	1 0	10. cone	/ō/	1 0	
					TOTAL	_____

ISOLATION SUBTEST

The Isolation Subtest measures the ability to identify one phoneme by position in a word. The three tasks in this subtest measure the student's ability to isolate initial, final, and medial phonemes in words.

INITIAL

Procedure

Say to the student,

“I’m going to say a word, and I want you to tell me the beginning or first sound in the word. What’s the beginning sound in the word *cat*?”

The student should respond with /k/ or “kuh.” Acknowledge a correct response. If the student responds incorrectly, say, **“The beginning sound in *cat* is /k/.”** Give no other prompts. Proceed to the test items.

Use the stimulus phrase **“What’s the beginning sound in the word _____?”**

If the student gives letter names, not sounds, emphasize the word “sound” in the stimulus phrase, but score the item as incorrect and do not repeat the item.

Prompts

The stimulus phrase may be repeated, but no other prompts may be given.

Recording and Scoring Responses

Record the student's responses by writing them on the test form or circling the ones provided.

Give a score of 1 for a correct response.

Give a score of 0 for an incorrect response.

FINAL

Procedure

Say to the student,

“I’m going to say a word, and I want you to tell me the ending or last sound in the word. What’s the ending sound in the word *cat*?”

The student should respond with /t/ or “tuh.” Acknowledge a correct response. If the student responds incorrectly, say, **“The ending sound in *cat* is /t/.”** Give no other prompts. Proceed to the test items.

Use the stimulus phrase **“What’s the ending sound in the word _____?”**

If the student gives initial sounds, emphasize the word “ending” in the stimulus phrase, but score the item as incorrect and do not repeat the item.

Prompts

The stimulus phrase may be repeated, but no other prompts may be given.

Recording and Scoring Responses

Record the student's responses by writing them on the test form or circling the ones provided.

Give a score of 1 for a correct response.

Give a score of 0 for an incorrect response.

MEDIAL

This task may not be appropriate for most five-year-olds. If you decide not to administer this task to a five-year-old, the raw score for this portion of the subtest will be 0. Subtest, section, and total test normative data may still be computed and reported.

Procedure

Say to the student,

“I’m going to say a word, and I want you to tell me the middle sound in the word. What’s the middle sound in the word *cat*?”

The student should respond with /a/. Acknowledge a correct response. If the student responds incorrectly, say, **“The middle sound in *cat* is /a/.”** Give no other prompts. Proceed to the test items.

Use the stimulus phrase **“What’s the middle sound in the word _____?”**

If the student gives initial or final sounds, emphasize the word “middle” in the stimulus phrase, but score the item as incorrect and do not repeat the item.

Prompts

The stimulus phrase may be repeated, but no other prompts may be given.

Recording and Scoring Responses

Record the student’s responses by writing them on the test form or circling the ones provided.

Give a score of 1 for a correct response.

Give a score of 0 for an incorrect response.

My student's level of performance was below the 25th percentile on the test. What should I do for intervention?

Analyze his performance on each subtest. Where does he begin to have difficulty? Phonological awareness tasks can be classified into four developmental levels.

The word level includes rhyming and sentence segmentation as well as the isolation, segmentation, deletion, and blending of compound words.

The syllable level includes isolation, segmentation, deletion, and blending.

The phoneme level includes isolation, segmentation, deletion, blending, and substitution.

The grapheme level includes sound/symbol correspondence for consonants, short and long vowels, vowel and consonant digraphs, blends, and diphthongs. It also includes blending sounds to form words.

The following sample activities are designed to increase students' awareness of how sounds form syllables and words, and how these sounds are represented by letters. In general, it is important for a student to be successful at activities from one level before moving to the next; however, this is not always the case. For example, many children are introduced to letters (grapheme level) prior to mastery of all activities from the phoneme level.

Begin instruction at the earliest level in which the student demonstrates difficulty. If instruction is warranted at the syllable level, continue instruction at this level until the student is proficient. Then begin instruction at the phoneme level. *The Phonological Awareness Kit*¹ and *The Phonological Awareness Kit: Intermediate*² provide a comprehensive program of activities for each level of phonological awareness, in addition to activities designed to improve knowledge of phoneme/grapheme correspondence.

Following are some sample activities at each developmental level.

Word Level

Word level activities are first in the sequence. The student needs to understand that the word is a basic unit of language. He needs to develop a concept of each word as a separate entity. Knowing about word boundaries (i.e., where one word ends and the next begins in the context of a phrase or sentence) is basic to the reading and writing process. Activities at the word level include discrimination and production of rhyming or alliterative words; segmentation of sentences into words; and segmentation, blending, and deletion of compound words into or from their root words. Sample IEP goals and activities at the word level are as follows.

Goal: The student will discriminate among rhyming and non-rhyming word pairs.

Sample activity:

Collect objects which can be sorted into rhyming families (e.g., sock, lock, clock; fan, can, pan). Yarn circles placed on the floor make good places to put items from a given family. Ask students to sort the objects and put those that rhyme in each circle.

Goal: The student will segment sentences into words.

Sample activity:

Play Giant Steps (a variation of Mother May I?). Line up the students side-by-side. Read a stimulus sentence of three to six words in length. Each student, in turn, takes one giant step toward a designated goal for each word as he repeats the sentence.

Syllable Level

When a student is proficient at the word level, introduce syllable level activities. At this level, the student will begin breaking words into their constituent parts. Activities at this level include syllable segmenting of words with varying numbers of syllables and syllable blending, isolation, and deletion activities. Sample IEP goals and activities at the syllable level are as follows.

¹ Robertson, Carolyn and Salter, Wanda (1995). *The Phonological Awareness Kit*. East Moline, IL: LinguiSystems, Inc.

² Robertson, Carolyn and Salter, Wanda (1995). *The Phonological Awareness Kit: Intermediate*. East Moline, IL: LinguiSystems, Inc.