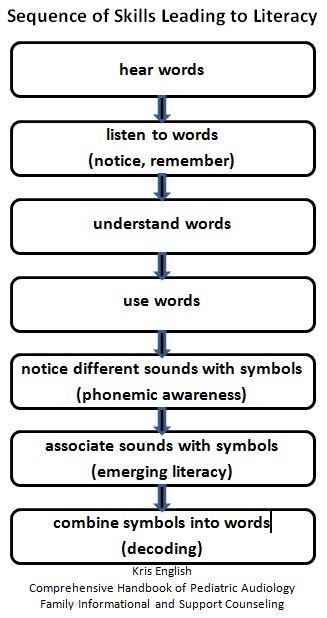
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| **Phonological Awareness Skills Acquisition** | |
| **Age** | **Skill** |
| **Rhyming** | **Examples: cat, bat, sat, mat** |
| 2-3 years | Participates in nursery rhymes, finger plays, jingles, songs, reading books |
| 3-5 years | Matches words that rhyme |
| 4-5 years | Produces words that rhyme |
| **Alliteration** | **Examples: ball, bounce, bath, bug** |
| 3-5 years | Recognizes words with a common initial sound |
| 5-7 years | Produces words with a common initial sound |
| **Blending** |  |
| 3-5 years | Combines sequences of isolated *syllables* to produce words (hot-dog; air-plane) |
| 5-7 years | Combines sequences of isolated *sounds* to produce words (d-o-g; t-r-e-e) |
| **Segmentation** |  |
| 3-4 years | Counts number of syllables in words |
| 4-5 years | Identifies initial sounds in words |
| 5-6 years | Isolates and pronounces initial, medial, and final sounds in 3-phoneme (CVC) words |
| Lori Wiley, AuD & Kris English, PhD © 2012. *Audiologists on the Literacy Team: A Natural Fit.* Journal of Educational Audiology, vol. 18, 2012. <http://gozips.uakron.edu/~ke3/AudiologistChecklist2012.pdf>  Adapted from Paulson, L.H. & Moats, L. (2010). L*ETRS for early childhood educators*. Cambium Learning Sopris West. | |

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