Appendix A
PHONOLOGICAL AWARENESS DEVELOPMENT CHART
(See Chapter 8 for more details)

Student Name _____   School Year or Semester _____

Degree of Proficiency

SYLLABLE LEVEL PROCESSING

Basic Syllable Skills (Pre-K to first grade)*

		Multisensory Stage				Knowledge Stage	Automatic Stage
		L/S	VSp	VSeq	Oral		
D1	Delete: (cow)boy → boy						
D2	Delete: (un)der → der						
E1	Delete: (pine)apple → apple						
E2	Delete: (de)liver → liver						

Advanced Syllable Skills (first to second grade and older, struggling readers)*

E3	Delete: (tri)angle → angle						
E4	Delete: (an)imal → imal						
E5	Delete: ele(phant) → ele						

ONSET-RIME LEVEL PROCESSING *(kindergarten to first grade and some older, struggling readers)**

F1	Delete: (c)at → at						
F2	Delete: m(an) → m						
G1	Substitute: (n)ot → (h)ot						
G2	Substitute: t(an) → t(oy)						

PHONEME LEVEL PROCESSING

Basic Phoneme Skills (first to early second grade and older, struggling readers)*

H1	Delete: (p)lane → lane						
H2	Substitute: (c)lass → (g)lass						
I1	Delete: car(t) → car						
I2	Delete: shee(p) → she						

Advanced Phoneme Skills (early second to early third and older, struggling readers)*

J	Substitute: b(a)g → b(i)g						
K1	Delete: c(l)ub → cub						
K2	Substitute: g(r)ow → g(l)ow						
L1	Substitute: pe(t) → pe(n)						
L2	Substitute: sen(t) → sen(d)						
M1	Delete: be(s)t → bet						
M2	Substitute: li(f)t → li(s)t						

*Grade estimates represent when most students become competent in the respective skill. Individual rates of development will vary.

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