

**The Barksdale Reading Institute**  
**Phonological and Phonics Strands from The Reading Universe©**

**Phonological Awareness (no print)**

*Recognizing and manipulating the units of sound in words prepares students to match letters and sounds when they learn to decode.*

<b>Syllable</b> <ul style="list-style-type: none"> <li>• count</li> <li>• segment &amp; blend</li> <li>• add, delete</li> </ul>	<b>Initial Phoneme</b> <ul style="list-style-type: none"> <li>• match</li> <li>• categorize</li> <li>• isolate</li> </ul> <p style="font-size: small; margin-top: 10px;"><i>Note: include 2-sound words with initial vowel sounds</i></p>	<b>Onset-Rime</b> <ul style="list-style-type: none"> <li>• blend</li> <li>• complete</li> <li>• identify rhyming words</li> <li>• create rhyming words</li> </ul> <p style="font-size: small; margin-top: 10px;"><i>Note: rhyming is an activity to demonstrate understanding of onset-rime.</i></p>	<b>Final Phoneme</b> <ul style="list-style-type: none"> <li>• match</li> <li>• categorize</li> <li>• isolate</li> </ul> <p style="font-size: small; margin-top: 10px;"><i>Note: include 2-sound words with initial vowel sounds</i></p>	<b>Phoneme Blending &amp; Segmenting</b>  <p style="font-size: small; margin-top: 10px;"><i>Note: students should identify vowel sound and its label (short, long, r-controlled, or other) when segmenting and blending</i></p>	<b>Phoneme Manipulation</b> <ul style="list-style-type: none"> <li>• add</li> <li>• delete</li> <li>• substitute</li> </ul>
--	--	---	--	---	--

**Beginning Phonics and Spelling**

*Before phonics instruction begins, students need to:*

- (1) *understand concepts of print*
- (2) *demonstrate strong phonological awareness*
- (3) *know all letter names to automaticity*
- (4) *know most letter sounds.*

<b>Short Vowels: vc and cvc words</b>  <i>at, pet, did, mop, cut</i>	<b>Consonant Digraphs &amp; Trigraphs</b>  <i>mash, them, with, shop, chuck</i>  <i>hatch, edge, pitch, lodge, fudge</i>	<b>Blends</b>  <i>clap, bend, trim, slop, must</i>	<b>Inflectional suffixes: s, es, ed, ing, er, est</b>  <i>kicks, mashes, jumped, rented, lasting, faster, fastest</i>	<b>1-1-1 Doubling Rule for Vowel Suffixes</b>  <i>banned, running, hopper, maddest</i>	<b>Suffix y</b>  <i>happy, funny,</i>	<b>Changing y to i</b>  <i>happiest, funnier</i>	<b>Two syllable words with short vowels</b>  <i>cobweb, bathtub, picnic, cactus, until, habit, limit</i>
--	--	--	---	--	---	--	--