



# Targeted Phonemic Awareness Activities with Word Lists & Progress Checklist

## Activities for Difficulty with Segmenting:

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- Articulatory Features..... p.8
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## Word lists: ..... p.10-21

- Level 1: VC, CV, CV
- Level 2: Beginning Consonant Blends CCVC
  - a. Both Consonants are continuous sounds
  - b. External Sound is Stop, Internal Sound is Continuous
  - c. External Sound is Continuous, Internal Sound is Stop
- Level 3: Ending Consonant Blends CVCC
  - a. Internal Sound: Nasal
  - b. Internal Sound: Continuous
  - c. Internal/External Sound: Stop
- Level 4: Triple Beginning Blend
- Level 5: Beginning and Ending Blend
- Level 6: Beginning Triple Blend and Ending Blend

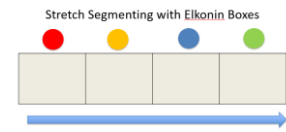
## Phonemic Awareness Checklist..... p.22-23





	Teacher	Student
<b>WE DO:</b>	T: "Now let's do that same word together. The word is slug. What word?"	S: "Slug"
	T: "Let's stretch it":  [Both stretch slinky slowly as you say each sound in a smooth continuous way without pausing between sounds. Only stretch slinky as wide as shoulders]:  /sssssssss/llllllllllllllllllll/uuuuuuuuuu/g	[Both stretch slinky slowly as you say each sound in a smooth continuous way without pausing between sounds. Only stretch slinky as wide as shoulders]:  /sssssssss/llllllllllllllllllll/uuuuuuuuuu/g
	T: "slug" [bringing slinky back together]	S: "slug" [bringing slinky back together]

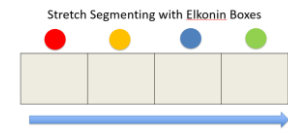
	Teacher	Student
<b>YOU DO:</b>	T: "Now do it by yourself. The word is slug. What word?"	S: "slug"
	T: "Stretch it" [Watch to make sure student stretches slinky slowly as he/she says each sound in a smooth continuous way without pausing between sounds. Only stretch slinky as wide as shoulders.]	/sssssssss/llllllllllllllllllll/uuuuuuuuuu/g
	T: "Say it"	"slug" [bringing slinky back together]
	T: "Wonderful, you've got it! Now I will give you some more words to do...." [Provide additional words at that particular level providing scaffolding and corrective feedback as necessary]	



### Stretched Segmenting Using Elkonin Boxes with Tokens

<b>I DO:</b>	<p>T: "You have gotten so good at stretching sounds using the slinky. Now we are going to do the same thing, but this time we are going to slide a token into a box, for each sound we stretch:"</p>
	<p>T:" I'll go first. Watch me. The word is 'flat'.</p>
	<p>Teacher moves 1<sup>st</sup> token in WHILE extending the sound "/fffffffffffff/" <i>Does not pause and immediately</i></p>
	<p>Moves the 2<sup>nd</sup> token in WHILE extending the sound /lllllllllllll/ <i>Does not pause and immediately</i></p>
	<p>Moves the 3<sup>rd</sup> sound in WHILE extending the sound /aaaaaaaaaaaaa/ <i>Does not pause and immediately</i></p>
	<p>Moves the last sound and says the sound /t/</p>
	<p>Teacher then runs finger from left to right under the boxes and says the whole word together: "flat"</p>

	Teacher	Student
<b>WE DO:</b>	<p>T: "Now let's do that same word together. The word is flat. What word?"</p>	<p>S: "flat"</p>
	<b>Teacher and student on their own separate sheets with tokens:</b>	
	<p>Move 1<sup>st</sup> token in WHILE extending the sound /fffffffffffff/ <i>Do not pause and immediately</i></p>	<p>Move 1<sup>st</sup> token in WHILE extending the sound /fffffffffffff/ <i>Do not pause and immediately</i></p>
	<p>Move the second sound in WHILE extending the sound /lllllllllllll/ <i>Do not pause and immediately</i></p>	<p>Move the second sound in WHILE extending the sound /lllllllllllll/ <i>Do not pause and immediately</i></p>
	<p>Move the third sound in WHILE extending the sound /aaaaaaaaaaaaa/ <i>Do not pause and immediately</i></p>	<p>Move the third sound in WHILE extending the sound /aaaaaaaaaaaaa/ <i>Do not pause and immediately</i></p>
	<p>Move the last sound in while saying /t/</p>	<p>Move the last sound in while saying /t/</p>
	<p>Teacher and student both run finger from left to right under the boxes and says the whole word together: "flat"</p>	



## Stretched Segmenting Using Elkonin Boxes with Tokens

Continued

	Teacher	Student
<b>YOU DO:</b>	T: <b>“Now do it by yourself. The word is flat. What word?”</b>	S: “slug”
	T: <b>“Stretch it”</b> [Watch to make sure student stretches slinky slowly as he/she says each sound in a smooth continuous way without pausing between sounds. Only stretch slinky as wide as shoulders.]	/sssssssss/llllllllllllllllllll/uuuuuuuuuu/g
	T: “Say it”	“slug” [bringing slinky back together]
	T: “Wonderful, you’ve got it! Now I will give you some more words to do....” [Provide additional words at that particular level providing scaffolding and corrective feedback as necessary]	

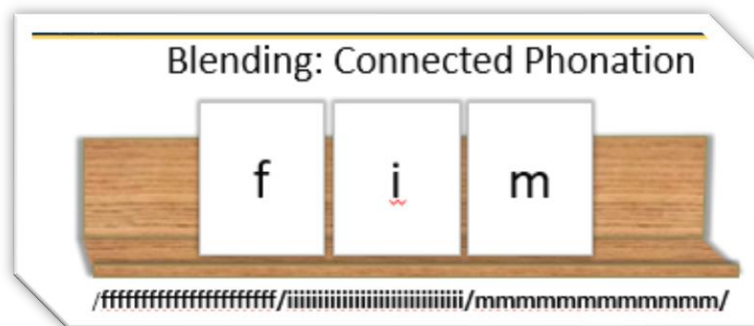
## Activities for Difficulty with Blending sounds to Read Words:

- Connected Phonation
- Mystery Word game

### Connected Phonation

#### DIRECTIONS:

1. Students who are reading words sound by sound and then recoding should use Connected Phonation during the blending drill and any time they are having to sound out individual words.
2. Teacher should explain that when we talk all of the sounds in our words blend together, and therefore we are going to do the same when reading.
3. Model and then have students blend by holding all sounds that can be held, and making sure not to pause between the sounds.
4. Do not clip each sound short and pause between the sounds.  
Do not use other reading program's method of "tapping out" sounds during reading
  - NO: /f/ /i/ /m/....."fim"
  - YES: /ffffffffffffffff/iuuuuuuuuuuuuuu/mmmmmmmmm/ "fim"
5. If a real or nonsense word contains a sound that cannot be held, that is ok. Just do not pause, and move on to the next sound. Example: /sssssssss/t/ooooooooo/p/ "stop"
6. PA word lists are not used for this activity.





## Mystery Word Game

### DIRECTIONS:

1. Teacher chooses word list from lowest PA level that the student has difficulty blending to read.
2. Teachers says the word using stretched segmenting. (Make small pauses between phonemes. Gradually increase the pause length between the phonemes to increase the difficulty of the task).
3. Student says the word as a whole word
4. Move to the next level PA level when the student is able to respond within 2 seconds with the correct word 9/10 times.
5. A puppet can be used to say the word, when age appropriate

	Teacher	Student
<b>I DO:</b>	<p>T: "I am going to say a word in a funny way. Then you tell me what the word is."</p> <p>T: "So if I said /fffffffff/ /iiiiiiiiii/ /sssssshhhh/, you would tell me "fish"</p>	{Just Listens}
<b>WE DO:</b>	<p>T: "Let's try that same one just for practice. Ready?"</p> <p>T: "/fffffffff/ /iiiiiiiiiiii/ /sssssshhhhhh/"</p> <p>T: Teacher then gestures to student by holding out hand palm up to provide full word, and asks "What word?"</p>	S: "Fish"
<b>YOU DO:</b>	<p>T: We will do more words, and each time I hold out my hand, that is the signal for you to say the word.</p> <p>T: Ready</p> <p>T: /llllllllll/aaaaaaaa/mmmmmmm</p> <p>T: Gestures with hand</p>	S: "lamb"

## Activities for when students insert or omit Liquids and Nasals

- Articulatory Features
- Word Chaining

### DIRECTIONS:

1. Either of these activities can be used when students confuse two words when reading or spelling by either inserting or omitting a liquid or nasal sound:

Liquid: /r/ /l/

Nasal: /n/ /m/ /ŋ/

2. Articulatory Features should be done “on the spot” as a form of corrective feedback.
3. Word Chaining should be planned in advanced so that the word list targets the confusion. Word chaining can be done with letter tiles or with paper and pencil.

## Articulatory Features

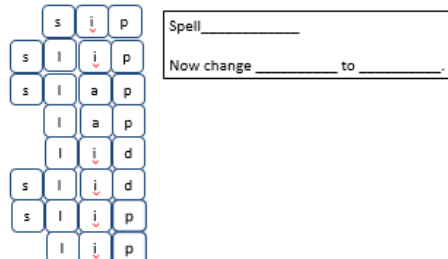


Teacher	Student
T: “Fingertap the Word slip”	S: “slip” /s/ /i/ /p/
T: [after one or more attempts of corrective feedback]: T: <b>Let’s look at what our mouth is doing.</b> T: The word is slip. <b>You’ve got the first sound /ssssss/. Then see what your mouth does.</b> T: <b>Stretch the word “slip”</b>	IN MIRROR: S: /ssssss/llllllll/iiiiiii/p
T: What is your mouth doing right after /ssssssss/	S: It is saying /llllllllll/ Or S: My tongue is lifting behind my teeth



## Word Chaining

### Word Chaining



Spell \_\_\_\_\_  
Now change \_\_\_\_\_ to \_\_\_\_\_.

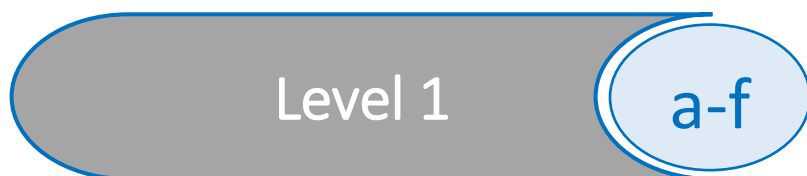
Teacher	Student
<p>T: We are going to use the tiles to make words and change words.</p> <p>T: Please choose the tiles to make the word "sip"</p>	<p>Student places tiles: sip</p>
<p>T: Now make the new word under the first word [or tiles can be changed out]. Change sip to slip</p>	<p>Tiles: Sip slip</p>
<p>T: Change slip to slap</p>	<p>Tiles: Sip Slip slap</p>
<p>T: Change slap to lap</p>	<p>Tiles: Sip Slip Slap lap</p>
<p>[Continue until word chain is complete and then]:</p> <p>T: Now read back the words that you made/wrote</p>	<p>S: "sip, slip, slap, lap....."</p>



# Word Lists for Phonemic Awareness Exercises

C= Continuous sound [easier]

S= Stop sound [harder]



**VC, CV, and CVC words in progression from easiest to most difficult**

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10	List 11	List 12
C+C	C+C	S +C	S+C	CCC	CCC	CCS	CCS	SCC	SCC	SCS	SCS
a	a	b	b	c	c	d	d	e	e	f	f
Am	moo	bee	doe	man	shine	make	shoot	boom	gush	tug	gut
if	lie	by	bow	noon	mash	hide	moon	tune	dash	cheat	pack
zoo	why	tie	tea	shove	sign	feet	said	gain	keen	got	badge
me	shoe	Joe	paw	lime	zone	sheep	late	push	pool	pat	dot
row	low	pie	bay	soon	thumb	thought	Zeke	bath	chime	bid	job
fee	is	toe	jay	wine	lash	late	foot	dish	tone	top	chop
no	of	two	boo	wave	phone	ride	light	team	pine	chug	jug
as	Knee	go	guy	maze	math	night	shade	bone	chain	did	kite
show	thigh	day	paw	nose	thin	fade	mode	choose	cone	kit	beat
say	law	toe	chew	fine	seem	wake	seed	time	dive	talk	code



Level 2 **a**

**Beginning Blends, both continuous sounds**

C= Continuous sound [easier]

S= Stop sound [harder]

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
CCC	CCCC	CCCC	CCCC+ CCCS	CCCC+ CCCS	CCCC+ CCCS	CCCC+ CCCS	CCCC+ CCCS	CCCC+ CCCS	CCCC+ CCCS
slow	slum	slim	smack	flick	sleet	flash	snack	smug	flag
flee	slave	flash	snake	smell	flick	slide	phlegm	snap	smile
snow	flame	slush	flesh	snuck	smoke	flown	slowed	flack	snip
flee	smile	flown	slowed	flute	snowed	smash	fled	slate	flute
sly	snail	smell	flash	sled	flip	snap	smug	flip	slack
flow	flesh	snack	smidge	flush	slide	flop	snitch	smack	flap
slow	slime	flame	snob	smack	flute	slim	Flick	snuck	smudge
sleigh	flame	slum	slim	sniff	smug	flood	slob	frack	snug
fly	smash	fluff	sleek	flame	snip	smoke	flop	slick	fleck
flu	sniff	small	flap	slope	flame	snag	smash	flash	slam



Level 2 **b**

**Beginning Blends, Second Sound Continuous**

C= Continuous sound [easier]

S= Stop sound [harder]

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
SCC	SCCC	SCCC	SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS
blow	plane	claim	plaid	plead	blown	blush	glass	class	clam
plea	blame	place	glad	plain	clues	clad	bloom	pled	played
glee	glean	blouse	bleed	glowed	please	pluck	clap	plug	glean
clay	clean	close	cloak	bloom	glass	plush	plod	glad	Blake
blue	please	glass	pluck	clap	blame	gleam	plane	bleed	claim
plough	blaze	plush	gloat	place	close	blaze	glob	ploughs	gloom
glue	clone	clash	blab	gleem	please	clip	bleed	glued	plume
clue	glum	blush	clad	blame	glaze	plan	class	black	glued
play	plume	gloom	plug	close	Blip	gloom	plaque	clash	bloom
ply	blown	plum	glued	pluck	clown	blab	gloat	plush	clone



Level 2 **b**

**Beginning Blends, Second Sound Continuous**

C= Continuous sound [easier]

S= Stop sound [harder]

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
SCC	SCCC	SCCC	SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS	SCCC + SCCS
blow	plane	claim	plaid	plead	blown	blush	glass	class	clam
plea	blame	place	glad	plain	clues	clad	bloom	pled	played
glee	glean	blouse	bleed	glowed	please	pluck	clap	plug	glean
clay	clean	close	cloak	bloom	glass	plush	plod	glad	Blake
blue	please	glass	pluck	clap	blame	gleam	plane	bleed	claim
plough	blaze	plush	gloat	place	close	blaze	glob	ploughs	gloom
glue	clone	clash	blab	gleem	please	clip	bleed	glued	plume
clue	glum	blush	clad	blame	glaze	plan	class	black	glued
play	plume	gloom	plug	close	Blip	gloom	plaque	clash	bloom
ply	blown	plum	glued	pluck	clown	blab	gloat	plush	clone



LEVEL 2 C

**Beginning Blends, First Sound Continuous, Second Sound Stop**

C= Continuous sound [easier]

S= Stop sound [harder]

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
3 phon. CSC	3 phon. CSC	4 Phon. CSCC	4 Phon. CSCC	4 Phon. CSCS	4 Phon. CSCS	4 Mixed	4 Mixed	4 Mixed	4 Mixed
ski	Sky	scam	spine	step	skid	spine	spook	scoop	speech
spy	Spy	spin	school	spook	spied	steep	stitch	spill	stoop
stew	sty	staff	space	skip	stood	stone	stage	stash	stage
sky	stow	steal	stain	spit	scooch	space	spoon	spike	Spain
stow	score	scuff	skim	stop	spout	skip	skin	spoke	scored
store	ski	spoon	sparce	scoop	steed	Spain	skill	stove	stone
sty	stay	stain	stone	stayed	speak	stag	spine	skate	stud
spar	spore	stem	still	speech	stage	speak	stork	spike	scoot
scar	sty	spooof	spill	scorch	stooge	stayed	storm	stark	spade
score	stew	skin	skill	spade	sport	stain	spark	skip	starch



Level 2 **d**

**Beginning R-Blends**

C= Continuous sound [easier]

S= Stop sound [harder]

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
CCC/SCC	CCCC/ SCCC	CCCC/ SCCC	C/S+ CCS	S/C+ CC/CS	S/C+ CC/CS	Tr/dr +C	Tr/dr+CC	Tr/dr+CS	Tr/dr+ mixed
free	prune	cries	fried	pride	bread	true	trim	trip	tree
dry	frame	fries	grade	frame	crease	try	train	track	droop
brew	green	braise	breed	grip	price	tray	trash	troop	train
grow	crane	crows	croak	broom	fridge	tree	trace	trade	dress
fry	preen	grass	prayed	creed	brave	drew	dream	drip	drag
brie	brain	praise	grab	price	crude	dry	drain	dread	trade
try	freeze	crash	Brad	grate	preen	draw	drawn	drug	drum
grew	grain	brush	Fred	brown	grub	true	drone	dries	trace
tree	broom	groom	prick	creep	brass	try	tram	trick	drain
fray	froze	prize	group	prawn	crush	tree	dress	treat	troop



LEVEL 3 a

**Ending Blends, Internal Continuous Sound**

C= Continuous sound [easier]

S= Stop sound [harder]

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
4 phon. CCCS	4 Phon. CCCS	4 Phon. SCCS	4 Phon. SCCS	4 Mixed	4 Mixed	4 Mixed	4 Mixed	4 Mixed	4 mixed
soft	shaft	gust	pest	left	husk	rest	nest	rest	musk
risk	lift	dust	dusk	whisk	shift	mask	task	fast	best
list	rust	clasp	desk	fist	risk	shaft	raft	husk	past
last	must	best	task	wasp	list	musk	theft	must	just
mist	musk	pest	bisque	test	whisp	wrist	dusk	soft	laughed
fast	nest	husk	gest	rest	tuft	lisp	must	mask	tuft
lift	fist	chest	tusk	sift	puffed	mist	lift	nest	husk
loft	whisk	past	dust	left	desk	gift	kissed	loft	dust
mask	wrist	cast	lisp	dust	rust	desk	Taft	hissed	shift
shift	sift	huffed	kissed	task	left	wasp	test	chest	last





LEVEL 3 **b**

**Ending Blends, Internal Nasal Sound**

C= Continuous sound [easier]

S= Stop sound [harder]

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
3 phon. CCS	4 phon. CCCS	4 Phon. CCCS	4 Phon. SCCS	4 Phon. SCCS	4 Mixed	4 Mixed	4 Mixed	4 Mixed	4 Mixed
and	sand	find	pound	dent	round	hint	sent	camp	ramp
end	land	lamp	bind	tint	wind	sound	land	bent	damp
ant	fanned	sent	bump	damp	rent	find	pound	sand	went
	wind	thump	dump	bend	land	dent	mind	hound	mend
	lump	round	hint	tent	lend	sand	sound	kind	found
	send	lend	pant	chomp	Can't	send	hound	saint	dined
	lend	lump	bent	band	bump	dump	bend	hand	lump
	mend	limp	Can't	jump	dent	limp	tend	mend	band
	rant	mind	timed	bend	limp	mend	dump	dent	lend
	whimp	sound	pint	tend	sand	round	hump	thump	sound



LEVEL 3 C

**Ending Blends, Both Sounds Stop Sounds**

C= Continuous sound [easier]

S= Stop sound [harder]

Dash=vowel (always continuous)

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
4 phon. C- <u>SS</u>	4 Phon. C- <u>SS</u>	4 Phon. S- <u>SS</u>	4 Phon. S- <u>SS</u>	4 mixed	4 Mixed	4 Mixed	4 Mixed	4 Mixed	4 Mixed
soaked	liked	tipped	picked	leapt	soaked	hoped	sipped	wreaked	napped
wrapped	wacked	dipped	taped	soaked	peaked	knocked	peaked	baked	hacked
shipped	licked	hopped	duped	wrapped	leaked	leapt	wrapped	licked	kept
wept	knocked	bopped	packed	ripped	shipped	packed	wept	soaked	baked
leapt	-rupt-	kept	decked	mopped	fact	wept	choked	shipped	kept
shopped	mopped	popped	peaked	hopped	sacked	wrecked	leapt	walked	wrapped
sipped	sacked	peeped	talked	poked	bopped	mocked	wacked	shopped	talked
ripped	mocked	poked	hacked	duped	joked	kept	zipped	licked	sipped
fact	zipped	joked	baked	talked	packed	tapped	popped	fact	knocked
wrecked	fact	tapped	kept	sipped	choked	decked	taped	peeped	dipped



LEVEL 4 a

**Beginning and Ending Blends**

C= Continuous sound [easier]

S= Stop sound [harder]

Dash=vowel (always continuous)

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
5 phon CC-CS	5 Phon SC-CS	5 phon CC-CS SC-CS	5 phon CS-CS	5 phon -SS	5 Phon mixed	5 phon mixed	5 phon mixed	5 phon mixed	5 mixed
slump	plant	plump	stamp	stopped	gripped	closed	scanned	slept	clamp
slant	blend	clamp	spanned	clapped	cropped	bland	spooned	gripped	skimp
flint	gland	trend	skimp	slept	slump	crust	plump	flint	bland
friend	grind	brand	scanned	dripped	cramp	placed	brand	clamp	dripped
flask	planned	crust	spooned	dropped	slant	slump	smashed	brunt	trend
thrust	trust	brunt	stomp	crept	smoked	flint	dropped	trend	pruned
smashed	crest	pruned	stand	grouped	sneezed	sliced	flask	brand	sliced
sneezed	blessed	placed	spend	blocked	grind	print	plant	thrust	grant
thrust	closed	slump	skinned	clicked	crest	stamp	planned	blend	smashed
sliced	bland	smashed	stump	grabbed	blessed	skimp	crept	crust	gland



**Beginning Triple Blend (no end blend)**

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
stream	splurge	squirt	straw	splash	squirm	scream	screw	splice	spleen
splash	scratch	street	squish	scram	strain	sprain	splurge	scratch	streak
squirm	screech	straight	scrap	squat	squawk	scrape	sprout	squeak	scrooge
scream	scrap	strike	squirt	stream	scratch	squawk	scrape	sprout	squeak
screw	squat	strange	Squirm	sprain	splash	scrooge	straw	scrap	squirt
splice	squawk	squeak	Screech	scrape	splurge	scream	squirm	screech	spry
spleen	scrape	squat	straight	strange	sprout	scratch	screw	sprout	squirt
squish	sprout	squish	scrap	scrape	squeak	squirt	screech	squish	splice
scram	scratch	sprayed	squat	stream	straw	squat	street	squat	scram
strain	squeak	scrape	squawk	splice	squish	stripe	squash	straight	squawk
sprain	scrooge	screw	scrape	strike	screw	spruce	strain	sprayed	strike



LEVEL 6 **a**

**Beginning Triple Blend with End Blend**

List 1	List 2	List 3	List 4	List 5	List 6	List 7	List 8	List 9	List 10
streamed	splurged	squint	splashed	squirmed	screamed	scraped	spliced	squawked	squished
splashed	scratched	streaked	scratched	strained	sprained	splurged	scratched	screeched	scrapped
squirmed	screeched	scrimp	squint	squawked	scrimp	sprained	script	sprint	strapped
screamed	scrapped	striped	squint	splint	streaked	scrimp	stroked	strange	squeaked
scraped	squint	strange	streamed	splashed	spliced	splashed	streamed	sprained	sprint
spliced	squawked	squeaked	splurged	scratched	squawked	screamed	squawked	splashed	sprint
squawked	scrimp	splint	screeched	streaked	splurged	squished	script	squished	squirmed
squished	sprained	squished	scrapped	sprained	streaked	strand	splint	screamed	scratched
scratched	script	sprint	scrimp	splurged	scrimp	splint	scrimp	spliced	script
strained	sprint	scraped	stretched	striped	splint	scratched	strange	scratched	splint
sprained	strapped	Script	scraped	script	squished	squeaked	strapped	streamed	scrimp



# Phonemic Awareness Skills Checklist

Check when mastered	Phonemic Awareness Skill	Date Mastery of Skill observed
Level 1: VC,CV,CVC		
<input type="checkbox"/>	Isolates beginning sounds in words	
<input type="checkbox"/>	Isolates ending sounds in words	
<input type="checkbox"/>	Isolates medial sounds in given words	
<input type="checkbox"/>	Blends 2 phonemes (given orally) to produce a word	
<input type="checkbox"/>	Blends 3 phonemes (given orally) to produce a word	
<input type="checkbox"/>	Segments words of 2 phonemes	
<input type="checkbox"/>	Segments words of 3 phonemes	
Level 2: CCVC		
<input type="checkbox"/>	a. Blends/Segments 4 phonemes Both sounds continuous: <i>/sl/,/f/, /, /sm/, /sn/</i>	
<input type="checkbox"/>	b. Blends/Segments 4 phonemes Internal (2 <sup>nd</sup> ) Sound Continuous <i>/bl/,/cl/,/gl/,/pl/,/fr,br,cr,gr,pr,dr/,/tw/</i>	
<input type="checkbox"/>	c. Blends/Segments 4 phonemes Neither sound continuous <i>/sc/sk/ /sp/ /st/</i>	
<input type="checkbox"/>	d. R-blends fr, br, cr, gr, pr, /dr, tr	



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Level 3: CVCC		
<input type="checkbox"/>	a. Blends/Segments 4 phonemes-End Blend Internal (1 <sup>st</sup> sound) Continuous /-sk/ /-sp/ /-ft/	
<input type="checkbox"/>	b. Blends/Segments 4 phonemes-End Blend Internal sound nasal /-nd // -nt/ /-mp/	
<input type="checkbox"/>	c. Blends/Segments 4 phonemes- End Blend Neither sound continuous (both stop) /p/t/ /k/t/	
Level 4: CCVCC		
<input type="checkbox"/>	a. Blends/Segments 5 phonemes Beginning and End Blends	
Level 5: CCCVC		
<input type="checkbox"/>	Blends/Segments Triple Beginning Blend	
Level 6: CCCVCC		
<input type="checkbox"/>	Blends/Segments Triple Beginning Blend with End Blend	