



New Mexico PreK Phonological Awareness Progression

Phonological awareness skill development is the ability to play with speech sounds. It is an important component to early literacy development as it positively impacts cognitive, oral language, and print knowledge skills. The progression of phonological awareness begins with first the detection of sounds, then the production of sounds (Paulson & Moats, 2010). As early childhood educators build on each of these steps and intentionally teach these skills children become better readers later in school (Paulson & Moats, 2018). Phonological awareness activities should actively engage children and should be embedded throughout daily routines.

(EI 7.4a Rhyme; 7.4b Phonological Awareness; 7.5a Letter Sounds; 7.5b Letter Sounds Correspondence)

Rhyming Developmental Progression

Words in Songs

Activity:

Five Little Ducks song



Matching Rhymes

Activity:

Name Rhymes - Carlos Farlos,
Molly Golly, Tyrone Byrone



Producing Rhymes

Activity:

Produce Silly Rhymes - bapple
for apple, racon for bacon,
manana for banana

Blending & Segmenting Developmental Progression

Words by Syllables

Activity:

Hickety Pickety Bumble Bee



Words by Initial Sound

Activity:

"Bounce" the initial sound of
children's names - /j/ /j/ /j/ Jason



Words by Sounds

Activity:

Picture Puzzle with the number
of sounds in the word (i.e. c-ar,
j-ee-p, b-u-s)

References:

Paulson, L. H., & Moats, L. C. (2010). LETRS for Early Childhood Educators. Boston, MA: Cambium Learning.
Paulson, L. H., & Moats, L. C. (2018). LETRS for Early Childhood Educators. Boston, MA: Cambium Learning.
PED. (2019). New Mexico Early Learning Guidelines.