**ABOUT THE STRATEGY**

PHONEME DELETION is a strategy that helps develop students’ phonemic awareness, which is part of phonological awareness. Phonoeme deletion involves having students manipulate spoken words by deleting specific phonemes. If this task is too difficult initially, you can begin by having students delete syllables in compound words. Phonoeme deletion tasks take place orally without the written word. Phonoeme deletion should be taught using direct and explicit instruction, but after such instruction, it can also be reinforced with educational games/activities. For additional information about Reading: Foundational Skills, see Common Core State Standards for English Language Arts Appendix A, pages 17-22 ([http://www.corestandards.org/assets/Appendix_A.pdf](http://www.corestandards.org/assets/Appendix_A.pdf)).

**IMPLEMENTATION OF THE STRATEGY**

- Select the word(s) to use for the phonoeme deletion.
- Tell students you are going to say some words out loud and ask them to say the words without specific sounds.
- Say the word out loud and prompt students to say the word without a specific sound (e.g., “What word do we have if we say bat without the /b/ sound?”). Practice deleting both beginning and ending sounds in words.
- Repeat the tasks until students can fluently delete phonemes with accuracy.
- Complete this activity with picture cards where students delete the beginning or ending sound in a word.

**MEASURING PROGRESS**

- Teacher observation
- Conferring
- Informal blending assessment

**RESEARCH**


### Direct Teaching of Phoneme Isolation

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<tr>
<th>Phoneme Deletion</th>
<th>Description</th>
<th>Example</th>
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| **Beginning Sound**    | The teacher says a spoken word or presents a picture card and asks the student to say the word without the initial phoneme. The student has to mentally delete the phoneme and say the word without it. | Example: Teacher: “What word would be left if the /b/ sound was taken away from bat?”  
   Student: “at”  
   Teacher: “What word would be left if the /k/ sound was taken away from clock?”  
   Student: “lock” |
| **Ending Sound**       | The teacher says a spoken word or presents a picture card and asks the student to say the word without the ending phoneme. The student has to mentally delete the phoneme and say the word without it. | Example: Teacher: “What word would be left if the /t/ sound was taken away from pant?”  
   Student: “pan”  
   Teacher: “What word would be left if the /s/ sound was taken away from pots?”  
   Student: “pot” |
| **Syllables**          | The teacher says a spoken compound word or presents a picture card and asks the student to say the word without a specific syllable. The student has to mentally delete the phoneme and say the word without it. | Example: Teacher: “What word would be left if base was taken away from baseball?”  
   Student: “ball”  
   Teacher: “What word would be left if cake was taken away from cupcake?”  
   Student: “cup” |
Examples of word picture cards that can be used during phoneme deletion tasks and games.