



# Phonemic Awareness

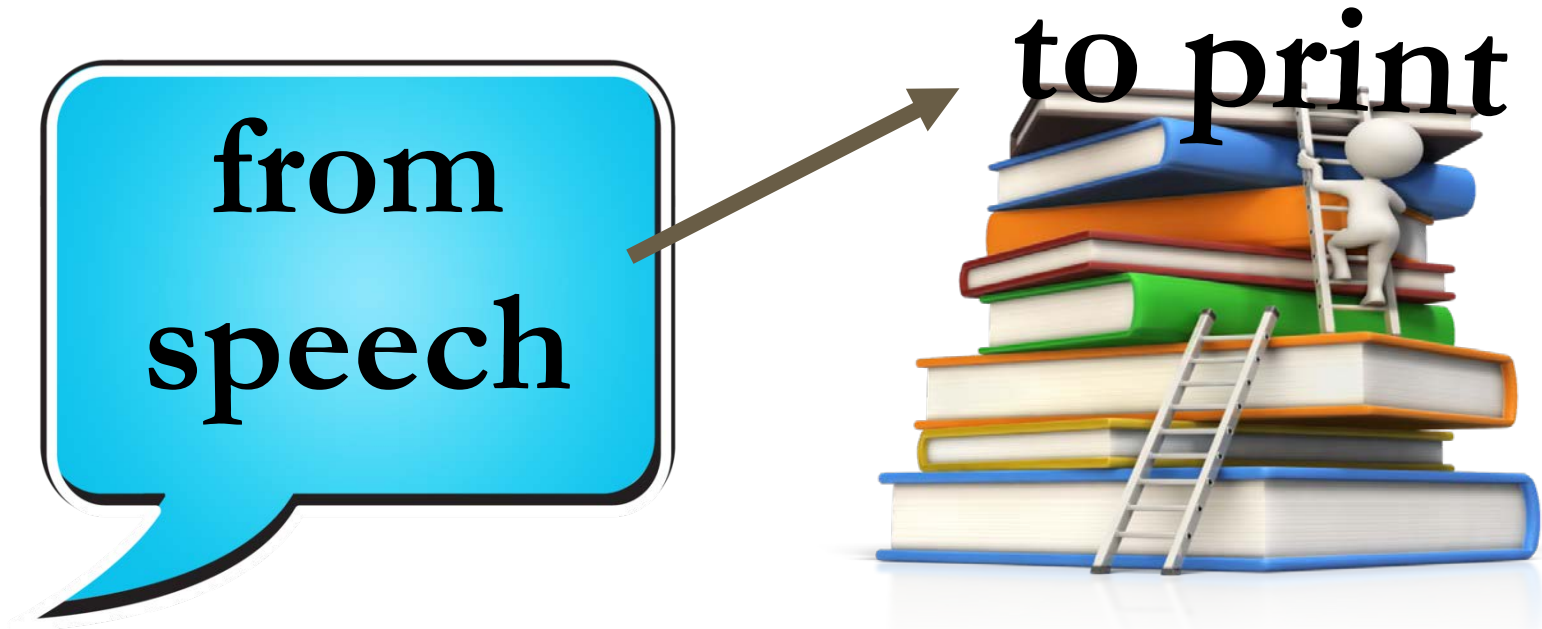
March  
2019

# Objectives - Participants Will:

- *In this session we will examine the sequence of phonological awareness skills in emergent readers.*
- *We will explore explicit and systematic instructional strategies for **all** learners.*
- *This session will provide engaging activities and look for administrators of evidence-based practices to use with **all** learners.*



# Students learn to read



# Why?



In the world of \_\_\_\_\_, nothing is \_\_\_\_\_. Some \_\_\_\_\_ create life -sized \_\_\_\_\_ out of tall bushes and shrubs. A \_\_\_\_\_ careful planning and clipping can \_\_\_\_\_ paths. \_\_\_\_\_ cut and shape plants into \_\_\_\_\_, larger-than-life and \_\_\_\_\_ leafy \_\_\_\_\_. What would you do if you \_\_\_\_\_ a \_\_\_\_\_ full of these animals? Would you walk right in?

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**80% Accurate**

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# 90% Accurate

In the world of gardens, nothing is \_\_\_\_\_. Some gardeners create life-sized \_\_\_\_\_ out of tall bushes and shrubs. A gardener's careful planning and clipping can \_\_\_\_\_ strange paths. Others cut and shape plants into awesome, larger-than-life and \_\_\_\_\_ leafy \_\_\_\_\_. What would you do if you discovered a garden full of these \_\_\_\_\_? Would you walk right in?

# Unusual Gardens

In the world of gardens, nothing is impossible. Some gardeners create life-size mazes out of tall bushes and shrubs. A gardener's careful planning and clipping can create strange paths. Others cut and shape plants into awesome, larger-than-life and incredible leafy animals. What would you do if you discovered a garden full of these animals? Would you walk right in?



# Language & Literacy in Many Modes



Speaking & body language



Sign

Expressive behaviors



Voice output switch



Braille

Icon Choice



Typing text



# Adapted Books



Slant Board Book

## PPT Switch Book

Switch Accessible PPT Books



Setbc - <http://www.setbc.org/access/blebooks/browse.aspx>

## Squishy Books



Talking Photo Book



Interest Book



Object Books

## Tactual books



## Experience Book



My First Experience Book

# Predicting Poor Reading

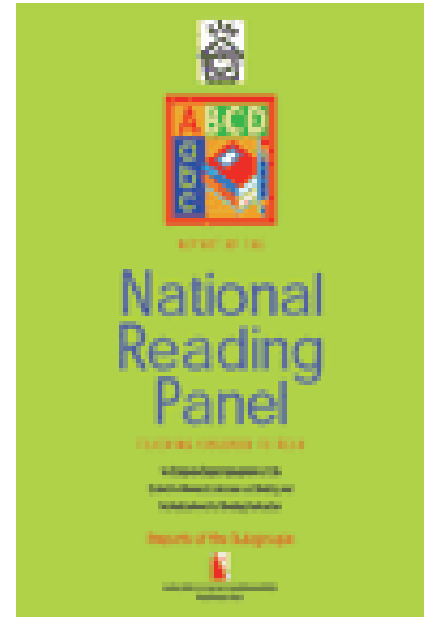
- We can determine with over 90% accuracy whether or not a child in kindergarten will be in the bottom 10% of readers in 2nd grade by looking at:
  - phonological awareness
  - semantics (vocabulary)
  - orthographic knowledge (print)





# The 5 Essential Components of Reading Instruction

- Phonemic Awareness
- Phonics, decoding, spelling and word recognition
- Text reading fluency
- Vocabulary (knowledge of word meanings)
- Comprehension of connected text



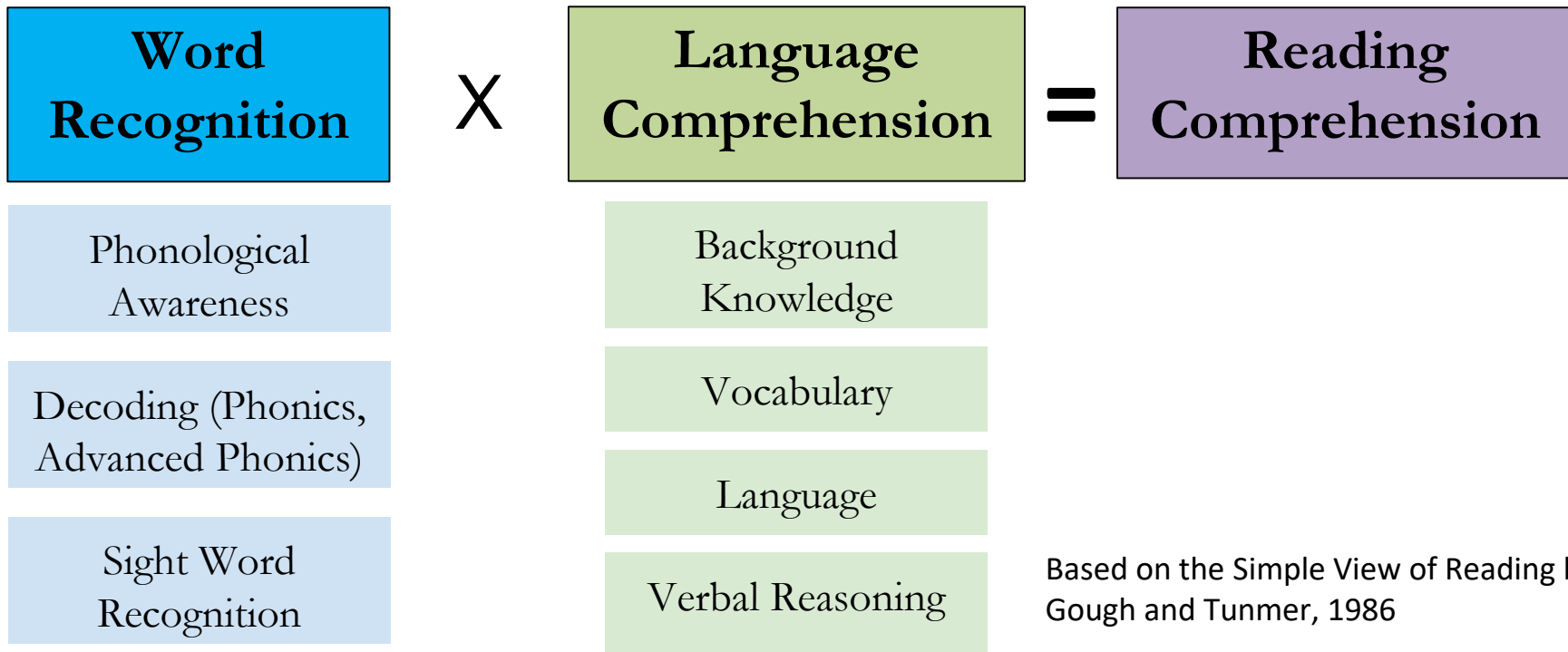
# Findings of the National Early Literacy Panel

Six variables representing early literacy skills had medium to large predictive relationships with later measures of literacy development. These six variables include:

1. Alphabet knowledge (AK): knowledge of the names and sounds associated with printed letters
2. Phonological awareness (PA): the ability to detect, manipulate, or analyze the auditory aspects of spoken language (including the ability to distinguish or segment words, syllables, or phonemes), independent of meaning
3. Rapid automatic naming (RAN) of letters or digits: the ability to rapidly name a sequence of random letters or digits.
4. RAN of objects or colors: the ability to rapidly name a sequence of repeating random sets of pictures of objects (e.g., “car,” “tree,” “house,” “man”) or colors
5. Writing or writing name: the ability to write letters in isolation on request or to write one’s own name
6. Phonological memory: the ability to remember spoken information for a short period of time

Executive Summary Developing Early Literacy: Report of the National Early Literacy Panel, 2009

<https://lincs.ed.gov/publications/pdf/NELPReport09.pdf>



# The Simple View of Reading



# Breaking It Down Further

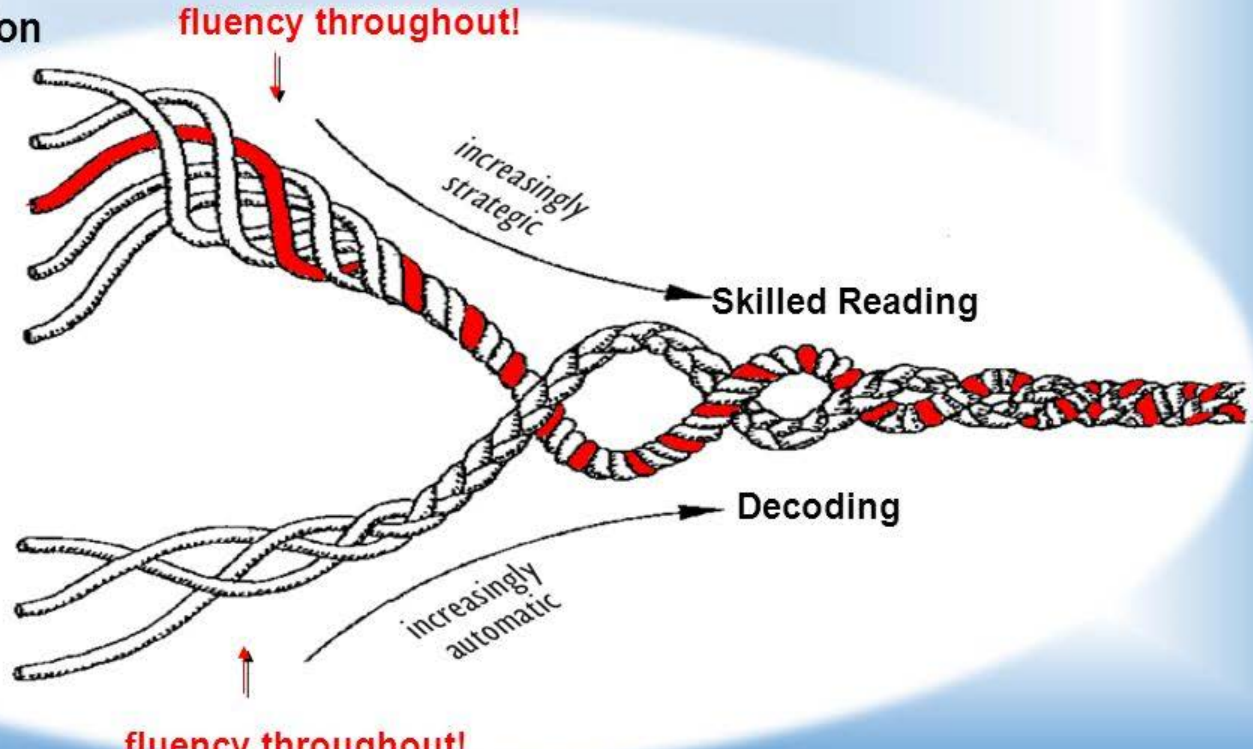
## – The Rope Model by Hollis Scarborough

### Language Comprehension

Background knowledge  
Language structures  
Vocabulary  
Verbal Reasoning  
Literacy Knowledge

### Word Recognition

Phonological awareness  
Decoding  
Sight word knowledge



## Changing Emphasis of the Subskills of the Five Components of Reading

Component	K	1st	2nd	3rd	4th	5th
Phonemic Awareness	Blend & Segment		Phoneme Analysis: Addition, Deletion & Substitution, Spelling Dictation			
Phonics	Sounds / Basic Phonics		Advanced Phonics & Multisyllabic Words		Multisyllabic & Word Study	
Fluency	Sounds & Words		Words & Connected Text		Connected Text	
Vocabulary	Speaking & Listening		Listening, Reading, & Writing		Reading & Writing	
Comprehension	Speaking & Listening		Listening, Reading, & Writing		Reading & Writing	

Adapted from Michigan's Integrated Behavior and Learning Support Initiative, 2017





# Phonological vs. Phonemic Awareness

**Phonological** = big units

- **Phonological awareness** is a broad skill that includes identifying and manipulating units of oral language – parts such as words, syllables, and onsets and rimes.
- Children who have phonological awareness are able to identify and make oral rhymes, can clap out the number of syllables in a word, and can recognize words with the same initial sounds like 'money' and 'mother.'

**Phonemic** = smallest unit of sound

- **Phonemic awareness** is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes, the smallest units of sound.
- Phonemes combine to form syllables and words.

**Phonemics awareness had an effect size of .86 (National Reading Panel)**

# Phonological Awareness

Early

syllables  
alliteration  
onset-rime

Basic

phoneme blending  
phoneme segmentation

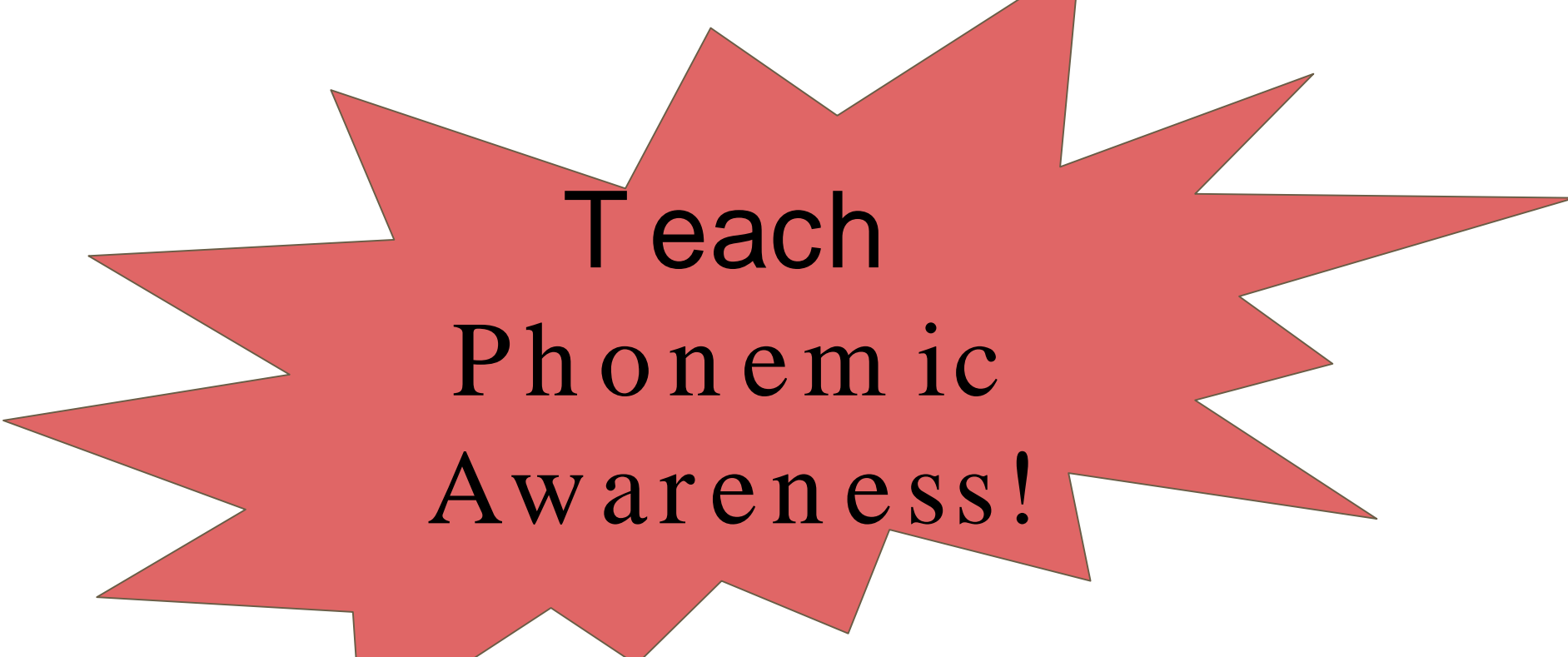
Advanced

phoneme deletion  
substitution  
reversal

1:1

Connect  
— Letters and Sounds

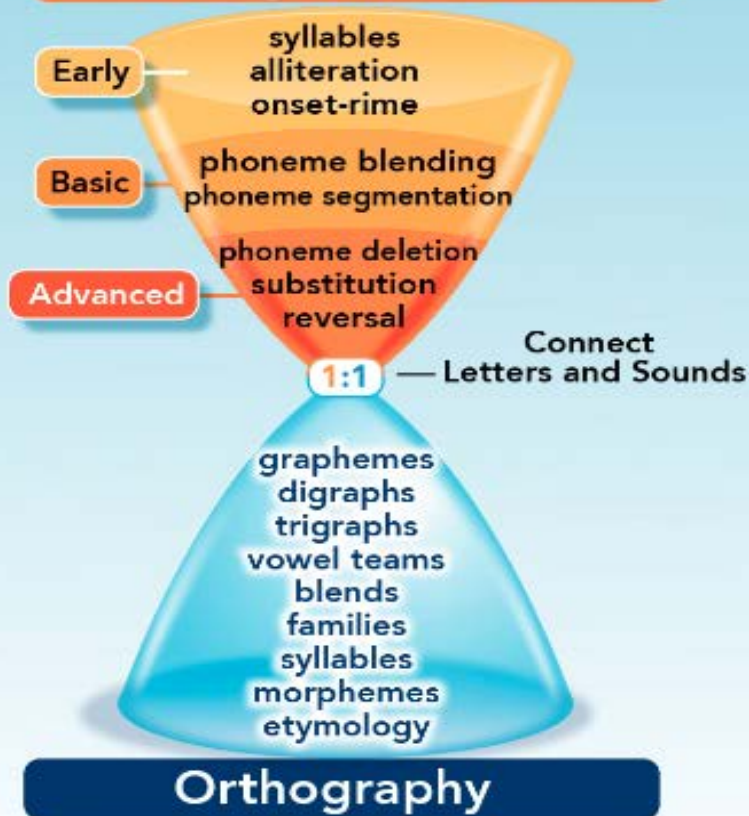
Dr. Carol Tolman, LETRS

A large, red, multi-pointed starburst graphic with a black outline, centered on the page. The text is written in a black, serif font within the starburst.

Teach  
Phonemic  
Awareness!

Want better word recognition and fluency????

# Phonological Awareness



*The Hourglass Figure  
(Courtesy of Carol A. Tolman)*

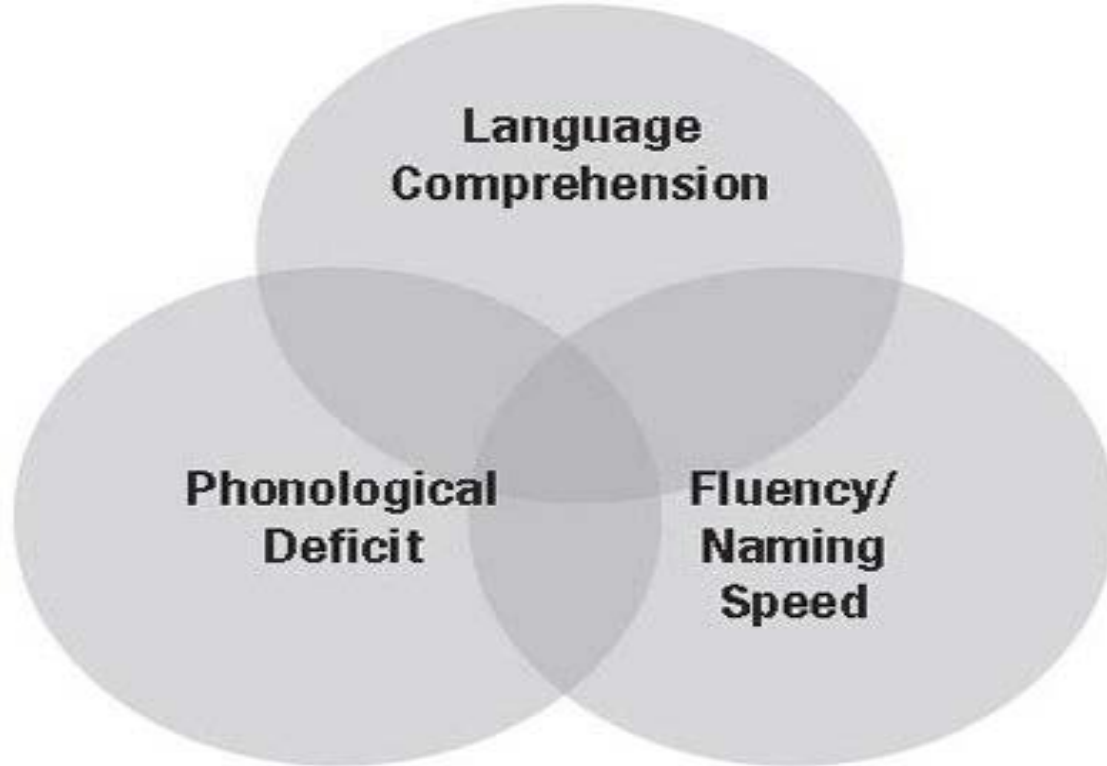


# The Job of the Phonological Processor

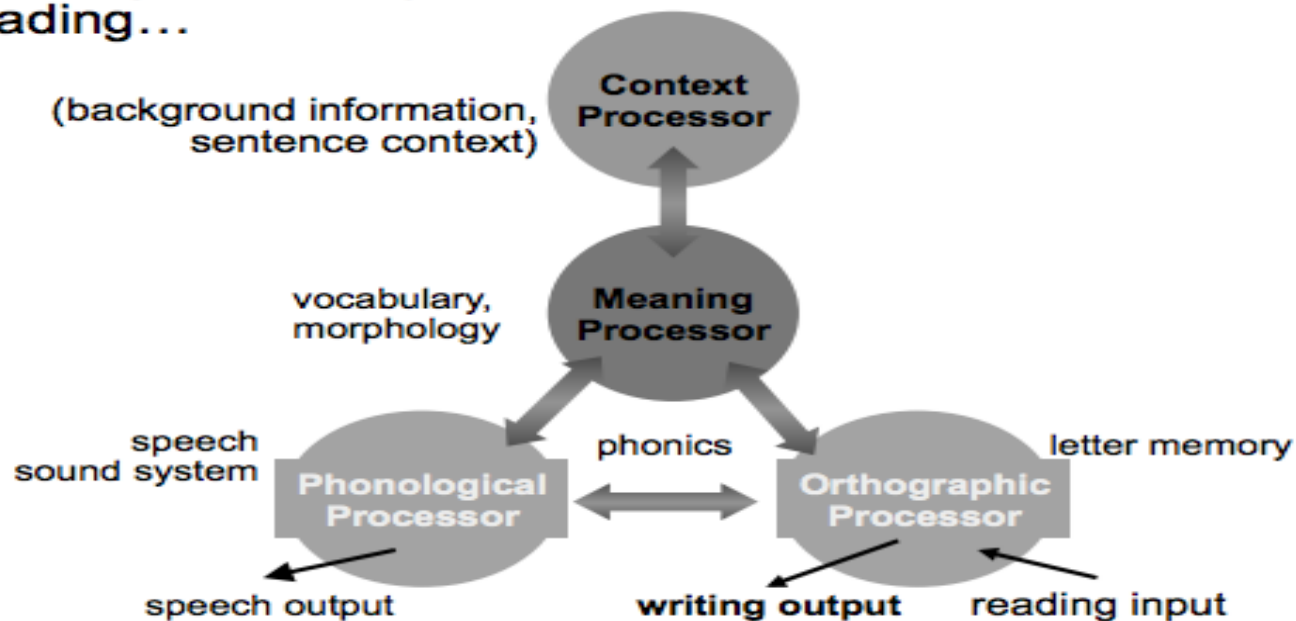


- The phonological processor has many jobs, all of them related to the perception, memory, and production of speech.
- *Phoneme awareness* is one job of the phonological processor.
- Children who have trouble with phonological processing show a variety of symptoms, such as difficulty remembering sounds for letters or blending them together, difficulty recognizing the subtle differences between similar words, and trouble spelling all the speech sounds in a word.

# Subtypes of Reading Difficulties ~ Dr. David Kilpatrick



## Four Major Brain Systems Recruited for Reading...



# Phonological Awareness

Early

syllables  
alliteration  
onset-rime

Pre-K, Kindergarten

Basic

phoneme blending  
phoneme segmentation

Kindergarten, First

Advanced

phoneme deletion  
substitution  
reversal

First, Second Grade +

1:1

Connect  
Letters and Sounds



# Emergent Literacy ... Early Literacy

Oral Language	Phonological Awareness	Print Knowledge
Speaking & Listening	Conscious awareness of/ability to manipulate the sound structures of spoken language	Print awareness, alphabet knowledge, being a writer

# Pre-K State Standards

## **STANDARD STATEMENT**

**With modeling and support, recognize and produce rhyming words.**

## **STANDARD STATEMENT**

**With Modeling and support, blend and segment onset and rhyme in single-syllable spoken words.**

## **STANDARD STATEMENT**

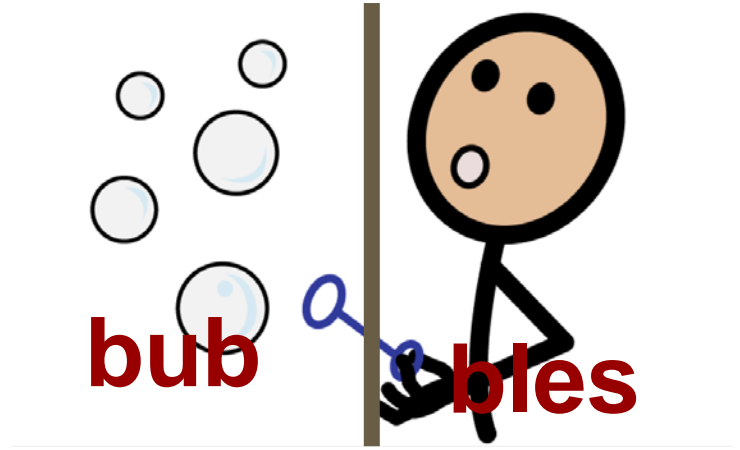
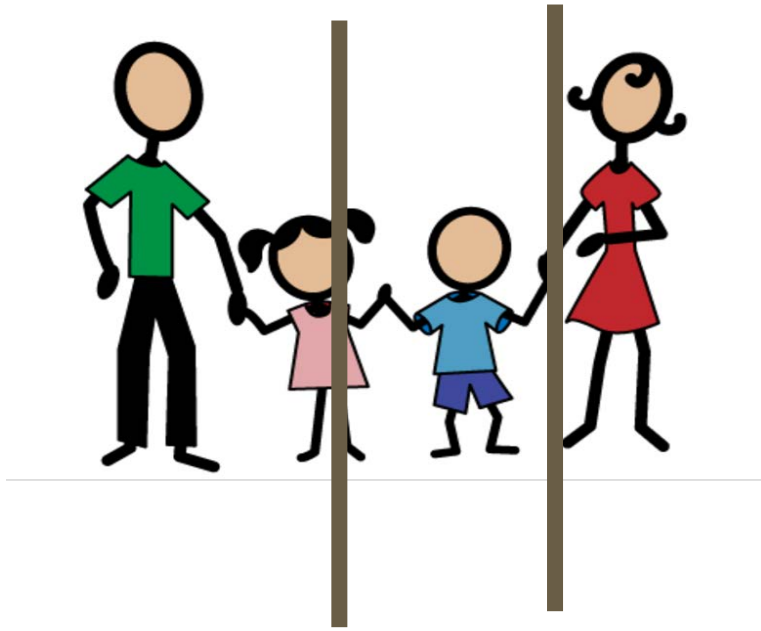
**With modeling and support identify, blend and segment syllables in spoken words.  
With modeling and support, orally blend and segment familiar compound words.**

## **STANDARD STATEMENT**

**With modeling and support identify initial and final sounds in spoken words.**

# Early Phonological Awareness Skills

- **Syllables** breaking apart words
- **Alliteration** same sound at the start (Silly Sally)
  - I need to know beginning sounds but also have an oral language vocabulary
- **Onset Rime:** The onset is the part of the word before the vowel; not all words have onsets. The rime is the part of the word including the vowel and what follows it. Digraphs stay together. Blends you can separate.
  - j-                    - ump (jump), r-                    - an (ran), m-                    - ake (make)
- **Rhyming:**
  - Rhyme Recognition
  - Rhyme Production



## Syllable Cards

- Using visual tools, aligned with what students with disabilities may be using in the inclusive environment.
- Teach the number of syllables in words.
- In PreK and kindergarten whole group, use the letters. For intervention, do NOT include the letters.

# Braille Shapes

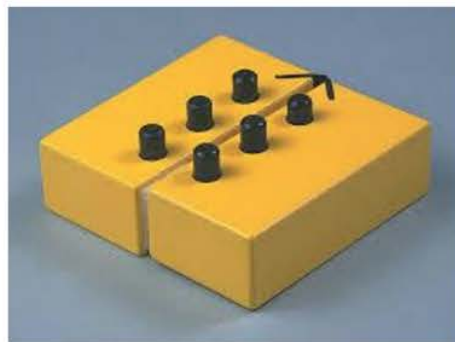


Braille Alphabet:

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z				
!	'	,	-	.	?	Capital			

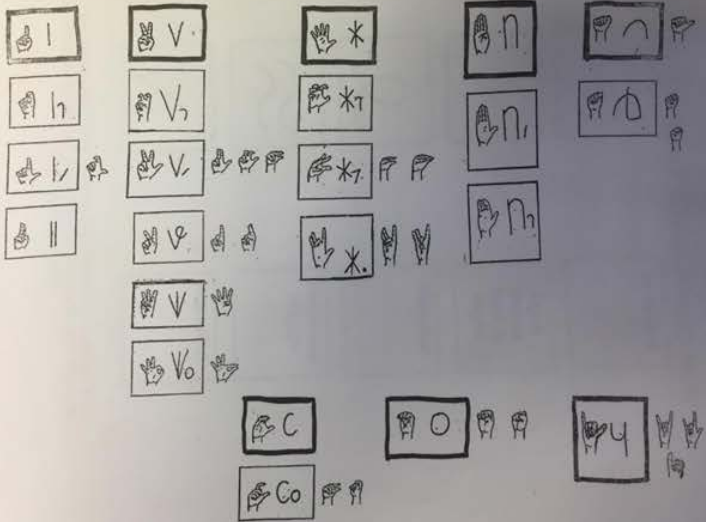
Numbers:

#	0	1	2	3	4	5	6	7	8	9

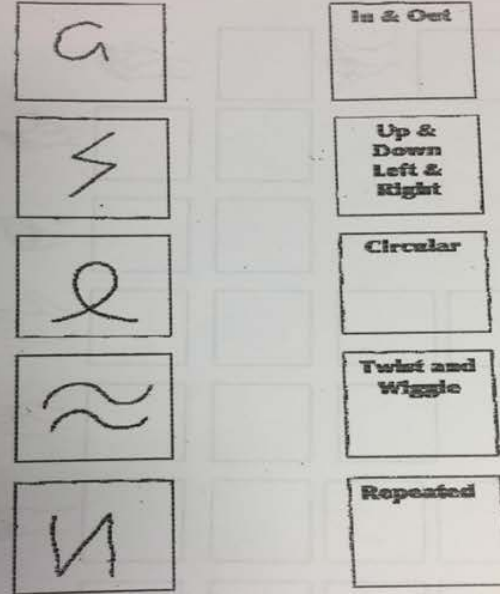


# ASL graphemes

## Handshape Graphemes



## MOVEMENT GRAPHEMES



BASED ON THE WORK OF SUPALLA AND WIX  
AT THE LAURENT CLERC ELEMENTARY SCHOOL  
IN TUCSON, AZ

# Hop the Hops

Pre-schooler demonstrating Phonological  
Awareness Skills

# Basic Phonological Awareness

- Phoneme Blending
- Phoneme Segmentation





# Phoneme Blending

## Tap it, Map it, Zap it

- Start by tapping the sounds in the word.
- Place a marker on the grid to map each sound.
- Then use your finger to blend the sounds.
- Finally, use your bingo wand to zap the sounds up, blending the word from left to right.



## Phoneme Segmenting & Blending

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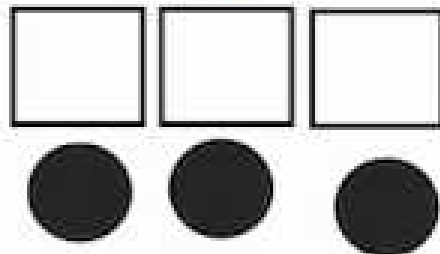
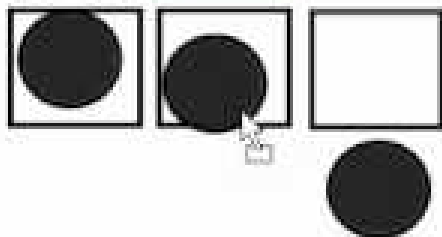
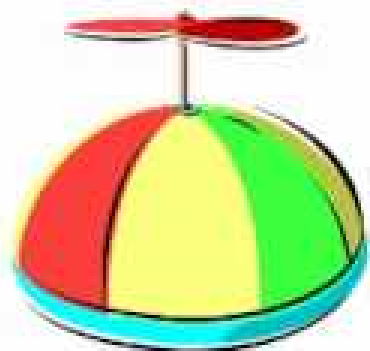
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## Phoneme Segmenting Grid:

- Use foam tiles (or other manipulative) to practice phoneme segmentation, blending, and syllables

Segmenting Words-  
saying each sound you hear in a word



# Phonics

sound=oral posture=letter



s



a



t



# Letter and word parts



# Phonological Awareness Hints



- Syllables are easier than sounds in words.
- Say each syllable or sound in 1-second intervals. Decrease the time interval to make the task easier as needed.
- Say only the sounds of individual letters in the word (e.g., say /d/ /aw/ /g/, not “d” “o” “g” or /dă/ /ŏ/ /gă/).
- Beginning sounds are easier to isolate than ending sounds; middle sounds are the hardest to isolate.
- Consonant clusters/blends are more difficult.
- [Alphabet Arc](#)

# Online Resources for Alphabet Flashcards and Alphabet Charts

- Alphabet chart on LRI website: [www.literacyresourcesinc.com](http://www.literacyresourcesinc.com)
- Website for ABC Ideas: <http://empoweringlittlelearners.blogspot.com/2011/09/alphabet-power.html>:
- Free Alphabet Chart: <https://www.teacherspayteachers.com/Product/Alphabet-and-Letter-Sounds-Charts-FREE-1755955>
- Chart with Letters and Pictures: <http://www.guruparents.com/support-files/alphabet-chart.pdf>
- Alphabet Printable Pack from Playdough to Plato: <http://www.playdoughtoplato.com/wp-content/uploads/2016/05/FREEAlphabetPrintablesChartClipCardsPuzzles.pdf>
- ABC Pocket Chart Activity: <http://thisreadingmama.com/wp-content/uploads/2012/04/AlphabetforPocketChartCubes.pdf>
- Alphabet Printable Activities: <http://www.first-school.ws/theme/alphabetp7.htm>
- Alphabet Flashcards: <https://mrprintables.com/alphabet-flash-cards.html>
- <http://www.123homeschool4me.com/2012/07/free-alphabet-wallcards-flashcards.html>
- Home School Creations: [www.homeschoolcreations.net](http://www.homeschoolcreations.net) Click on ABC tab for printable flashcards and posters
- <http://www.kinderalphabet.com/> Alphabet Clip Art
- Alphabet Flashcards with pictures <https://homemadebyjillfiles.files.wordpress.com/2011/06/alphabet-flashcards.pdf>

# Language Awareness

- Repeating a sentence & Nursery Rhymes  
*There is a strong link between the nursery rhyme knowledge of Pre-K children and their future success in reading and spelling.*  
- MacLean, Bryant, and Bradley (1987)
- Breaking a sentence into separate, spoken words
- Clapping words in a sentence
- Counting words in a sentence



# The Importance of Nursery Rhymes



There is a strong link between the nursery rhyme knowledge of Pre-K children and their future success in reading and spelling  
-MacLean, Bryant, and Bradley (1987)

Research shows that children who have memorized nursery rhymes become better readers because they develop an early sensitivity to the sounds of the language. (Marie Clay)

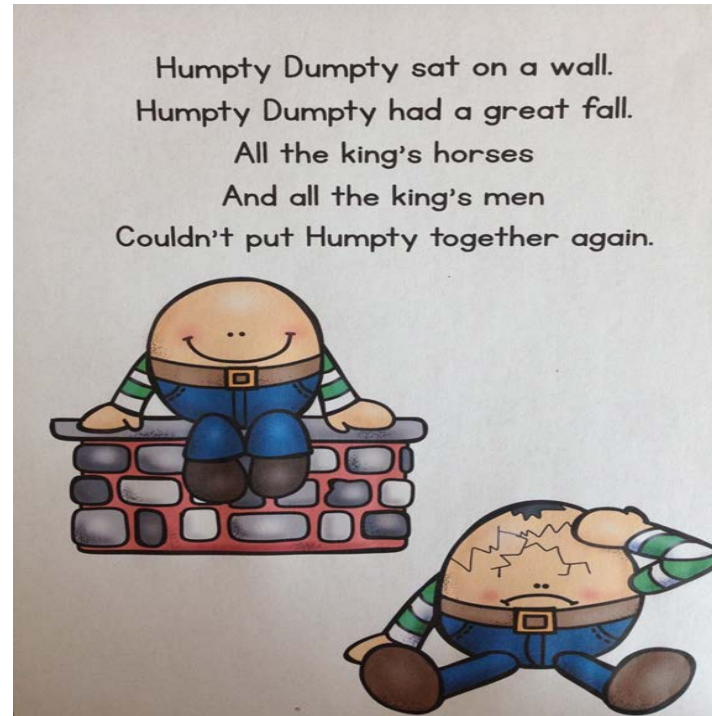
Every culture has its own “nursery rhymes: or “out-loud culture.”  
(Nellie Edge, 2012)

Memorizing nursery rhymes effortlessly plants the grammatical structure (or syntax) of language in the child’s long-term memory. This accelerates both language and literacy development. (Nellie Edge, 2012)

# Nursery Rhyme Resources

- PreKinders: <http://www.prekinders.com/nursery-rhymes>
- Mother Goose Club: <http://www.mothergooseclub.com/printables.php>
- Literacy Resources, Inc. [www.literacyresourcesinc.com](http://www.literacyresourcesinc.com)
- Fun with Mother Goose: <http://www.funwithmothergoose.com/rhymes/rhymes.htm>
- DLTk's Growing Together: <http://www.dltk-teach.com/rhymes/>
- Story It: [www.storyit.com](http://www.storyit.com)
- First-School Preschool Activities and Crafts:  
[http://www.first-school.ws/theme/cp\\_nursery\\_rhymes.htm](http://www.first-school.ws/theme/cp_nursery_rhymes.htm)
- Hubbard's Cupboard: Printable letter writing pages with nursery rhymes & art project ideas to match nursery rhymes: <http://www.hubbardscupboard.org/abcs-and-rhyme/>
- 24 Printable Nursery Rhymes Mini Books <http://www.state.lib.la.us/literacy-and-reading/early-literacy/nursery-rhyme-printable-mini-books>
- Nursery Rhyme Flip Chart: [www.scholastic.com](http://www.scholastic.com)

Show nursery rhyme to students to model one-to-one correspondence. Use nursery rhymes in a poetry folder to practice fluency in 1<sup>st</sup> grade classrooms.



Source: <http://www.prekinders.com/nursery-rhymes>

# Augmented phonemic sounds



# How do we know what to teach?

Assess Phonological Awareness Skills!

[Literacy Resources Inc: Phonemic Awareness, Literacy Skills ...](#)

[Equipped for Reading Success \(PAST\)](#)

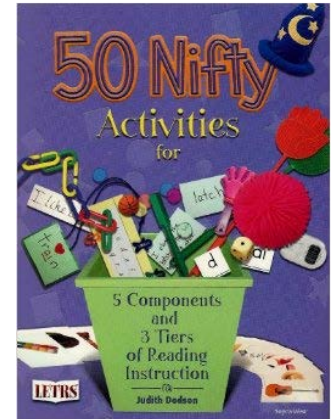
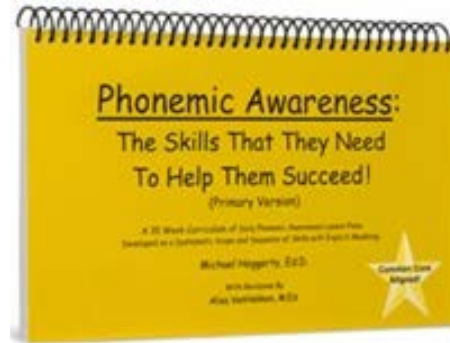
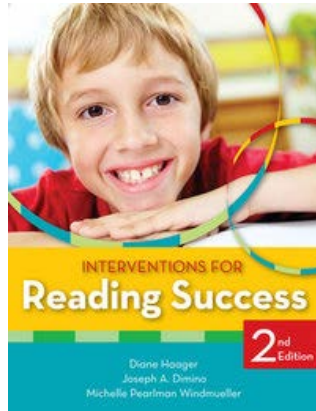
# Advanced Phonological Awareness

- Phoneme Deletion
- Phoneme Substitution
- Phoneme Reversal

Add Kilpatrick- both books, Equipped for Reading, other Heggerty books

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# Thank you!

— Nancy Osko, Regional Early Literacy Specialist, Region 2  
— Angie Schaal, Regional Early Literacy Specialist, Region 1  
— Lorie Lubman, Regional Early Literacy Specialist, Region 5

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