Goals for this session

Participants will be able to:
- Explain the importance of phonological awareness in learning to read an alphabetic language
- Describe development of phonological awareness skills birth to eight
- Plan intentional activities to support children’s phonological awareness

Phonological Awareness

University of Massachusetts Boston
ECHD 440 & 640
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Alphabetic Languages

- Phonological awareness, at the phoneme level, is the best single predictor of reading success
- Foundation of learning an alphabetic writing system

Phonological awareness

- Ability to attend to and manipulate units of sounds in speech
- The focus is on sounds in words rather than meaning (or letters)
- The smaller the sound unit the more difficult
- There are different types of manipulation
  - Recognition, substitution, blending

Phonological Units

<table>
<thead>
<tr>
<th>Word</th>
<th>spoken</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllables</td>
<td>spo</td>
</tr>
<tr>
<td>Onset &amp; Rimes</td>
<td>sp o</td>
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<tr>
<td>Phonemes</td>
<td>s p o</td>
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</tbody>
</table>

Terms

- **Phonological awareness** - a broad term that includes phonemic awareness
- **Phonemic awareness** - hearing, manipulating the smallest sounds within words
Phonological Awareness Continuum

Teach Rhyming
- Rhyming chants, songs, and finger plays, nursery rhymes and other poems
- Stories with rhyming text
- Use of word deletions during repeated readings
- Jump-rope rhymes

Alliteration
- Recite poems, chants, nursery rhymes, and songs with repeating initial sounds
- Read alliterative texts
- Group objects by beginning sounds
- Play with beginning sounds, i.e. name games
- Call attention to words with similar beginning sounds.

Syllable segmenting
- Have children clap or tap out the syllables of their name and other familiar word
- Use markers to show syllables
  - El-e-phant = 3 syllables & 3 chips

Syllable fun

Matching
- Do these start the same? sandwich

Isolation
- What do you hear at the beginning of under? (under)

Substitution
- What word would you have if you changed the /bæ/ in baby to /may/? (maybe)

Blending
- What word would you have if you put these sounds together? /pup/-/py/? (puppy)

Segmentation
- Tell the parts you hear in this word: table (/ta/-/ble/)

Deletion
- Say napkin without the /kin/.

Onsets and rimes
One syllable words starting with consonant, divides into:
- Onset –/bl/ of box
- Rime - /endl/ of blend
  - Sort words into families by rimes: c-at, h-at, b-at, etc.
Onset-Rime Fun

Matching
- Do these start the same? start stand

Isolation
- What do you hear at the beginning of blank? (b)

Substitution
- What word would you have if you changed the /bl/ in black to /cr/? (crack)

Blending
- What word would you have if you put these sounds together: /pl/-ane/ (plane)

Segmentation
- Tell the sounds you hear in this word: spoon (/sp/-oon)

Deletion
- Say grin without the /gr/.

Phonemes

- Smallest units of sound in the language
- English has about 44 phonemes
- Skills at the phoneme level are most linked with reading/spelling success

Phonemic Awareness

- An understanding that speech is composed of a series of individual sounds /l/ - /f/ - /t/.
- An awareness of sounds in spoken words.
- The ability to examine language independently of meaning and to manipulate its component sounds.

Phoneme Fun

Matching
- Do these start the same? cat kite

Isolation
- What do you hear at the beginning of bug? (bu)

Substitution
- What word would you have if you changed the /ch/ in chain to /r/? (rain)

Blending
- What word would you have if you put these sounds together: /pl/-ane/ (plane)

Segmentation
- Tell the sounds you hear in this word: dog (/d/-/o/-/g/)

Deletion
- Say meat without the /m/.

Phoneme Matching

Children recognize the same sounds in different words

How To:

Teacher: What sound is the same in fix, fall, and fun?
Children: The first sound /f/ is the same.

Phoneme Matching

Let's Do: What is the initial sound in?
- sat  sister  sorry
- run  rice  river
- bike  bake  birth
Phoneme Isolation

'chocolate' starts with the _____ sound
'photograph' starts with the _____ sound
'third' starts with the _____ sound
'cot' starts with the _____ sound

What sound do you hear at the end of these words?
The word 'plate' ends with the _____ sound.
The word 'rose' ends with the _____ sound.
The word 'comb' ends with the _____ sound.
The word 'ledge' ends with the _____ sound.

How many /s/ sounds do you hear in this sentence?
Sam gave Susie a box of pencils for her sixth birthday.

How many letters and sounds in these words?
'box' contains _____ sounds and _____ letters
'wheat' contains _____ sounds and _____ letters
'splash' contains _____ sounds and _____ letters
'cheat' contains _____ sounds and _____ letters.

Phoneme Categorization
Children recognize the word in a set of three or four words that has the "odd" sound.

How To:
Teacher: Which word doesn't belong?
   bus, bun, rig, boat
Children: Rig does not belong. It doesn't begin with /b/.

Phoneme Categorization
• Shake    ice    shave
• Milk     butter    bug
• Candle   cookie   gutter
Phoneme Isolation

Children recognize individual sounds within a word.

How To:
Teacher: *What is the first sound in van?*
Children: *The first sound in van is /v/.*

Let's Do:
◦ Tire
◦ Goat
◦ Clock
◦ Star
◦ Fish

What is the last sound in:

Phoneme Isolation

You Do:
*I spy something in the room that starts like:*
◦ Purple
◦ Water
◦ Teacher
◦ Cat

Phoneme Substitution

Children substitute one phoneme for another to make a new word.

How To:
Teacher: *The word is bug. Change /g/ to /n/.*
Children: *Bun.*

Phoneme Substitution

Let's Do:
*The word is ___.*  Change /_/ to /_/.  What’s the new word?

◦ Tight /t/ to /m/
◦ Bag /b/ to /w/
◦ Lid /d/ to /p/
◦ Cot /o/ to /a/

Phoneme Blending

Children listen to a sequence of separately spoken phonemes, and then combine the phonemes to form a word. When able, then they write and read the word.

How To:
Teacher: *What word is /b/ /i/ /g/?*
Children: */b/ /i/ /g/ is big.*
Phoneme Blending

Let's Do:
What word is /h/ /ou/ /s/?
- /h/ /ou/ /s/
- /p/ /i/ /t/ 
- /f/ /o/ /k/ /s/

Phoneme Segmentation

Children break a word into its separate sounds, saying each sound as they tap out or count it.

When able, they write and read the sounds.

How To:
Teacher: What are the sounds in the word *grab*?
Children: /g/ /r/ /a/ /b/. Four sounds.

Segmentation Levels

Let's Do: How many sounds are in ___?

- Cake
- Lock
- Hen
- Flag

Phoneme Deletion

Children recognize the word that remains when a phoneme is removed from another word.

How To:
Teacher: What is *smile* without the /s/?
Children: *Smile* without the /s/ is *mile*.

Phoneme Deletion

Let's Do:
What is ___ without the /_/?
- Ball without /b/
- Fly without /f/
- Rent without /r/
- Eight without /t/

Phoneme Addition

Children make a new word by adding a phoneme to an existing word.

How To:
Teacher: What word do you have if you add /s/ to the beginning of *park*?
Children: *Spark*.
Phoneme Addition

Let's Do: What word do you have if you add /_/ to the beginning of ____?

- /s/ to the beginning of mile
- /c/ to the beginning of law
- /g/ to the beginning of lad
- /t/ to the end of pass

Principles of Phonological Awareness

Five characteristics make a word easier or more difficult (Kameenui, 1995):

1. The size of the phonological unit (e.g., it is easier to break sentences into words and words into syllables than to break syllables into phonemes).

2. The number of phonemes in the word (e.g., it is easier to break phonemically short words such as no, see and cap than short, sleep or scrap).

Principles, con't

3. Phoneme position in words (e.g., initial consonants are easier than final consonants and middle consonants are most difficult).

4. Phonological properties of words (e.g., continuant such as /s/ and /m/ are easier than very brief sounds such as /t/).

5. Phonological awareness challenges. (e.g., rhyming and initial phoneme identification are easier than blending and segmenting.)

Breaking the code - Phonics

• To break the code of reading and writing, a child must be able to link phonemes with letter or letter combinations – this is phonics.

Phonological awareness can be taught, but...

• It is not best to teach it through “skill and drill”
• It’s more effective (and more fun!) to teach it through shared enjoyment of the sounds of the language:
  • poetry
  • rhymes
  • songs
  • finger plays
  • word games

Strategies to Promote PA

• Choose books to read aloud that focus on sounds, rhyming and alliteration
• Invite children to make up new verses of familiar words or songs by changing the beginning sounds of words
• Play games where children isolate the beginning sound in familiar words and generate rhyming words
**English Language Learners - PA**

- Encourage parents to teach phonological awareness in the **home language**
- Phonological awareness skills will transfer to **English**
- Create opportunities for children to hear the sounds of their **native language**
- Be aware of phonemes that are difficult to hear (don’t exist in the home language)
- Build on words the child knows and their interest
- Work in small groups, use repetition

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**Phonics**

- **Phonics** – the phoneme level of sounds and the links between these sounds and **graphemes** (signal letters or letter pairs used or represent them)

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**Phonological Awareness ≠ Phonics**

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<tr>
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<tr>
<td>Is an auditory skill that does NOT involve print.</td>
<td>Involves print</td>
</tr>
<tr>
<td>Activities are auditory</td>
<td>Requires looking at print</td>
</tr>
<tr>
<td>Focuses on understanding how the sound of spoken language can be segmented, combined, and manipulated</td>
<td>Focuses on the representation of spoken language</td>
</tr>
<tr>
<td>Can begin before child has learned a set of letter-sound correspondences</td>
<td>Helps students identify words in print by “sounding out” the phonemes, blending them together and saying the word.</td>
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**Why PA Matters**

- Early phonological awareness has been shown to predict later reading success (Cupple & Iacono, 2000).
- Phonemic awareness is the most potent predictor of success in learning to read. It is more highly related to reading than tests of general intelligence, reading readiness, and listening comprehension. (Stanovich, 1986, 1994)
- The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read. (Adams, 1990)

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**Why teach PA?**

- 35% of the children who enter kindergarten have not naturally acquired phonological awareness and need to be taught these skills


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**Cracking the Code**

Children with poor phonological processing skills:
- have difficulty “cracking” the alphabetic code
- tend to rely on contextual cues to guess the unfamiliar word rather than knowledge of phonics to decode it.
Teach younger children to begin to develop phonological awareness from birth through songs, finger plays, and games.

Help children to develop phonemic awareness through games and activities that encourage them to focus on the smaller units of sound.

Help older children to develop phonics skills through games and activities that encourage matching letters and sounds.

Massachusetts Curriculum Frameworks for ELA

Pre-kindergartners (Birth to 5 year olds) Kindergartners
With guidance and support, demonstrates understanding of spoken words, syllables, and sounds (phonemes)

- Recognize and produce rhyming words
- Segment words in a simple sentence
- Identify the initial sound of a spoken word and generate other words with the same initial sound.

Demonstrates understanding of spoken words, syllables, and sounds (phonemes)

- Recognize and produce rhyming words
- Count, pronounce, blend, and segment syllables in spoken words
- Blend and segment onsets and rimes of single-syllable spoken words
- Isolate and pronounce the initial, medial, and final sounds in three-syllable (CVC) words
- Add or substitute individual sounds in simple one-syllable words to make a new word

Massachusetts Curriculum Frameworks for ELA

Guidelines for Preschool Learning Experiences

Language Arts:

- Listen to, identify, and manipulate language sounds to develop auditory discrimination and phonemic awareness.
- Link letter with sound in play activities.
- Recognize and supply rhythm and rhyme in poetry.

Watch video:
http://dww.ed.gov/media/ECE/PreSchoolLit/PA/Lea

Phonetic knowledge preschool

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Massachusetts Frameworks ELA

Grade 1 students

- Know and apply grade-level phonics and word analysis skills in decoding words
  a. Know the spelling-sound correspondences for common consonant blends.
  b. Decode regularly spelled one-syllable words
  c. Read words with inflectional endings
  d. Read words with common prefixes and suffixes
  e. Recognize and read grade-appropriate irregularly spelled words

Grade 2 students

- Know and apply grade-level phonics and word analysis skills in decoding words
  a. Distinguish long and short vowels when reading regularly spelled one-syllable words
  b. Know spelling-sound correspondences for additional common vowel teams
  c. Decode regularly spelled two-syllable words with long vowels
  d. Decode words with common prefixes and suffixes
  e. Identify words with inconsistent but common spelling-sound correspondences
  f. Recognize and read grade-appropriate irregularly spelled words

Reflect, assess and moving forward

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Image by Crystl

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For additional information

Watch video Reading Rockets
- http://www.readingrockets.org/article/3403

Explore Doing What Works