

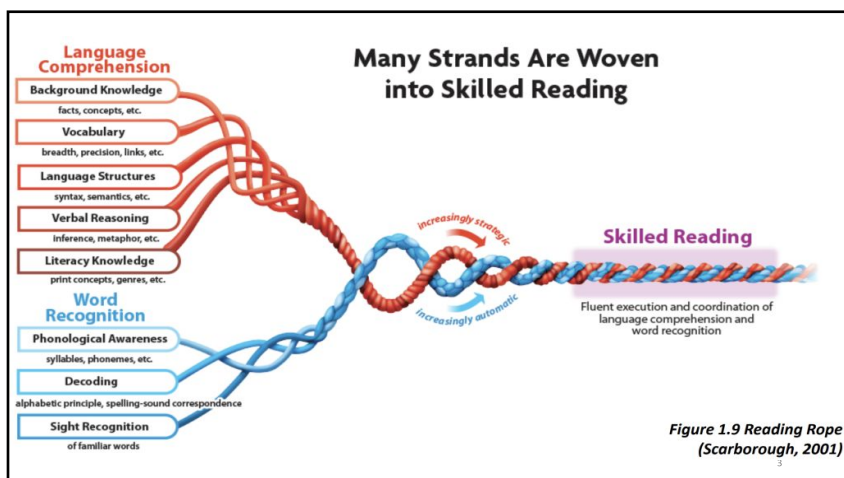
Phonological Awareness: The Missing Piece

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- ★ What is Phonological Awareness?
- ★ Why is PA Important?
- ★ How do I teach Phonological Awareness?



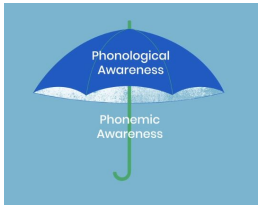
What is Phonological Awareness?

What is Phonemic Awareness?



Phonological Awareness

Phonological awareness is a broad skill that includes identifying and manipulating units of oral language – words, syllables, and onsets and rimes.



"All phonemic awareness is a part of phonological awareness, but not all phonological awareness is a part of phonemic awareness" (Liben & Liben, 2019).

Phonemic awareness is a subset of phonological awareness that focuses specifically on recognizing and manipulating phonemes.

*A phoneme is the smallest unit of sound.

What is Phonemic Awareness?

Phonemic awareness is the understanding that spoken words are made up of individual sounds called phonemes.

Phonemic Awareness instruction focuses on:

- ★ Phoneme Isolation
- ★ Oral Blending
- ★ Oral Segmenting
- ★ Phoneme Manipulation

A phonemic awareness lesson is oral and auditory and students do not see any of the words in print.

Phonemic Awareness and Phonics are both foundational skills, but they are different:

| Phonemic Awareness | Phonics |
|---|--|
| Instruction focus is on the sounds or phonemes we hear in spoken words | Instruction focus is on graphemes or letters and their corresponding sounds |
| Works with spoken language (oral) | Works with written language & print |
| Lessons are auditory | Lessons are both visual and auditory |
| Students manipulate sounds in spoken words | Students work with reading and writing letters according to their sounds, spelling patterns, and phonological structure |

Phonemic awareness training provides the foundation on which phonics instruction is built. Thus, **children need solid phonemic awareness training for phonics instruction to be effective.** (Blevins, 42)

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Why is Phonological Awareness Important?



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Why should we teach phonemic awareness?

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



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Why should we teach phonemic awareness?

Phonological awareness is critical for learning to read any alphabetic writing system. And research shows that difficulty with phoneme awareness and other phonological skills is a predictor of poor reading and spelling development.

(Moats & Tolman)

<https://www.readingrockets.org/article/why-phonological-awareness-important-reading-and-spelling>



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Why should we teach phonemic awareness?

“Perhaps the most critical and least-practiced component of effective early instruction is phoneme awareness.

Awareness of the sounds that make up spoken words, facility at manipulating those sounds, and the links between speech and print must be mastered for students to be fluent readers and accurate spellers of an alphabetic writing system like ours.”

Of ‘Hard Words’ and Straw Men: Let’s Understand What Reading Science is Really About by Louisa Moats, 10/16/19
<https://www.voyagersopris.com/blog/edview360/2019/10/16/lets-understand-what-reading-science-is-really-about>



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Phonological Awareness Skills & Activities:



Rhyme

- Repetition
- Recognition
- Production

Phoneme Isolation

Initial (first) sound/Onset
Alliteration
Final sound
Medial sound

Blend

2 words into a compound word
Syllables into spoken words
Body - Coda (/cu/-/p/, cup)
Onset - Rime (/c/ - /up/, cup)
Phonemes into spoken words

Segment

Compound words into 2 individual words
Spoken word into syllables
Spoken word into onset - rime
Spoken word into phonemes

Phoneme Manipulation

Add syllables or phonemes
Delete syllables or phonemes
Substitute syllables or phonemes

Multiple skills can be taught simultaneously, providing repeated and intentional practice & exposure during a lesson.

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Phonological Awareness: Classroom implementation

What can instruction look like at each grade level?

Rhyme

Words that rhyme have the same middle and final sounds (rime)

| | | |
|----------------------------------|--------------------------------------|---|
| Pre - K or Transitional K | Rhyme Repetition | Teacher says two rhyming words; Students repeat the two words Ex: sun, fun |
| | Move into Recognition and Production | |
| Kindergarten | Rhyme Recognition | Teacher says two words; Students repeat and indicate if the two words rhyme Ex: net, note Which word rhymes with red? said or rug |
| | Rhyme Production | Tell me a word that rhymes with sat. |
| 1st Grade | Rhyme Recognition | Which two words rhyme? lake, cake, get Which word <i>doesn't</i> rhyme? beach, bake, teach |
| | Rhyme Production | Tell me a word that rhymes with <i>child</i> . |

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Phonological Awareness: Classroom implementation

What can instruction look like at each grade level?

Phoneme Isolation

| | | |
|----------------------------------|---------|--|
| Pre - K or Transitional K | Initial | Isolate the initial sound in a spoken word; Alliteration, Oddity Tasks |
| | Final | Isolate the final sound in a spoken word |
| Kindergarten | Initial | Isolate the initial sound in a spoken word; Alliteration, Oddity Tasks |
| | Final | Isolate the final sound in a spoken word; Categorization |
| | Medial | Isolate the vowel sound in a spoken word (short & long) |
| 1st Grade | Initial | Isolate the initial sound in a spoken word; Alliteration, Oddity Tasks |
| | Final | Isolate the final sound in a spoken word; Categorization |
| | Medial | Isolate the vowel sound in a spoken word |

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Phonological Awareness: Classroom implementation

What can instruction look like at each grade level?

Blending (parts to whole)

| | Pre - K or TK | Kindergarten | 1st Grade |
|------------|----------------------|-------------------------|----------------------------|
| Word | rain - bow, rainbow | every - one, everyone | leader - ship, leadership |
| Syllable | pic - nic, picnic | el - bow, elbow | pres - i - dent, president |
| Body-Coda | /ba/ - /ck/, back | /see/ - /k/, seek | /iif/ - /t/, lift |
| Onset-Rime | /b/ - /ack/, back | /r/ - /ead/, read | /b/ - /old/, bold |
| Phonemes | /m - ay/, may | /m - ay/, may | /t - ur - n/, turn |
| | /t - o - p/, top | /t - o - p/, top | /ch - aw - k/, chalk |
| | | /ch - i - ck/, chick | /f - l - i - t/, flight |
| | | /f - l - i - t/, flight | /s - p - e - n - d/, spend |

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Phonological Awareness: Classroom implementation

What can instruction look like at each grade level?

Segmenting (whole to parts)

| | Pre - K or TK | Kindergarten | 1st Grade |
|------------|----------------------|---------------------------|----------------------------|
| Word | outside, out - side | understand, under - stand | tablespoon, table - spoon |
| Syllable | candy, can - dy | handle, han - dle | vacation, va - ca - tion |
| Onset-Rime | miss, /m/ - /iss/ | bus, /b/ - /us/ | nice, /n/ - /ice/ |
| Phonemes | be, /b - e/ | be, /b - e/ | noise, /n - oi - z/ |
| | cup, /c - u - p/ | cup, /c - u - p/ | shark, /sh - ar - k/ |
| | | sheep, /sh - ee - p/ | brave, /b - r - a - v/ |
| | | stuck, /s - t - u - ck/ | grand, /g - r - a - n - d/ |

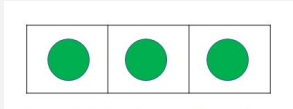
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Basic Phonemic Awareness Skills: Oral Blending & Segmenting

Blending transfers to print as students decode words

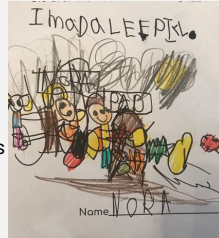
Visual scaffolded support can be provided with:

- ★ Elkonin Boxes
- ★ Felt squares
- ★ Unifix Cubes



Segmenting transfers to print as students write and spell words

- ★ Count the sounds you hear in words
- ★ Match graphemes to phonemes



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Phonemic Awareness: Classroom implementation

What can instruction look like at each grade level?

| Phoneme Manipulation | | Adding | Deleting |
|----------------------------------|------------------|--------------------------------|--------------------------------|
| Pre - K or Transitional K | Syllables | big; add /er/, bigger | bigger; without /er/, big |
| | Phonemes | -at; add /s/, sat | sat; without /s/, at |
| Kindergarten | Syllables | small; add /est/, smallest | smallest; without /est/, small |
| | Phonemes | -ask; add /t/, task | task; without /t/, ask |
| | Initial Final | high; add /k/, hike | hike; without /k/, high |
| 1st Grade | Syllables | can; add /dee/, candy | candy; without /dee/, can |
| | Phonemes | -end; add /b/, bend | bend; without /b/, end |
| | Initial Final | low; add /s/, slow | slow; without /s/, low |
| | 2nd phoneme | for; add /k/, fork | fork; without /k/, for |
| | | side; add /l/ after /s/, slide | slide; without /l/, side |

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Phonological Awareness: Classroom implementation

What can instruction look like at each grade level?

| Substituting | | |
|----------------------------------|-----------------|--|
| Advanced PA | | |
| Pre - K or Transitional K | Initial Phoneme | go; change /g/ to /n/, no <small>*required for rhyme production</small> |
| Kindergarten | Syllables | walking; change walk to run, running |
| | Initial Phoneme | dot; change /d/ to /n/, not |
| | Final Phoneme | hide, change /d/ to /k/, hike |
| 1st Grade | Syllables | number; change /num/ to /mem/, member |
| | Initial Phoneme | there; change /th/ to /sh/, share |
| | Final Phoneme | might; change /t/ to /s/, mice |
| | Medial/Vowel | net; change /e/ to /ō/, note |

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"Focusing early phonemic awareness instruction on **blending, segmenting, and manipulating phonemes** has been shown to produce greater improvements in phonemic awareness and future reading achievement in young children than time spent on rhyming and alliteration."

(Reutzel, 2015)



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Takeaways:

Classroom Application for Phonological Awareness Instruction

- ★ Instruction should focus on more than one skill in a lesson
- ★ Teach in a systematic progression from phonological to phonemic awareness (i.e. syllables - onset-rime - phonemes)
- ★ Instruction should go beyond rhyme and phoneme isolation; students learn to blend, segment, & manipulate
- ★ Instruction is oral and auditory - the words are not shown in print
- ★ Lessons are quick - around 10 minutes each day



Phonemic Awareness and letter-sound skills are not optional - they are **central to the process of permanent word storage and sight vocabulary development.**

Either we are going to leave children on their own to figure it out for themselves, or we will directly train them. **They cannot read efficiently without these skills.**

Dr. David Kilpatrick, 2015



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Thank you for joining me today.

Phonemic awareness instruction is effective in teaching children to attend to and manipulate speech sounds in words.

PA can be taught and is effective under a variety of teaching conditions and a variety of learners.

The National Reading Panel Report (2000)



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