

# LANGUAGE AND LITERACY FOR YOUNG LEARNERS SEMINAR

## PHONOLOGICAL AWARENESS

University of Utah  
Spring 2017



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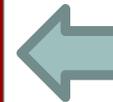




Professional development for educators

Research-based intervention

Developmentally appropriate



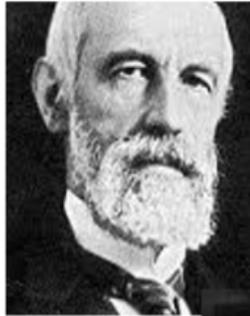
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# ❖ PHONOLOGICAL AWARENESS:

- Introduction/Overview
- Empirical Research
- Educational Standards & Guidelines
- Overview of Phonological Awareness
- Diagnostic Assessment/Instruction
- Activities
- Planning
- Follow-up Assignment
- Questions/Reflection

## Early Opposition

- G. Stanley Hall, pioneer psychologist, proposes a stage model of development and a rigid concept of “readiness”
- Arnold Gessell argues that young students can’t learn to read and attempts to teach them will cause mental problems



**The acquisition of children’s reading skills was once thought to originate with the start of reading instruction in elementary school.**

# TOP PREDICTORS OF G1 READING SUCCESS



health

IQ

knowledge of letter names

oral language ability

socio-economic status (SES)

phonemic awareness

gender

print awareness

amount of time parents read to child

(see Adams, 1990, Moats, 2003 for extensive reviews)



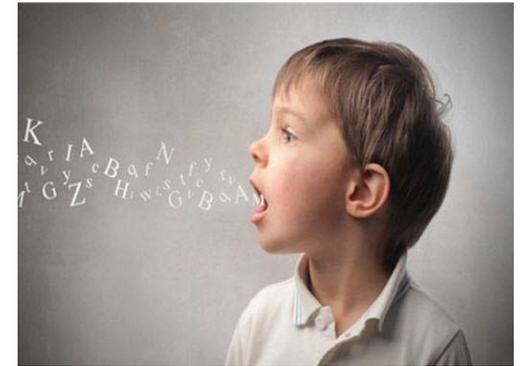
- **Research now supports the idea that children learning to read is a continuous developmental process that emerges early in life** (Lonigan, 2006; Snow, Burns, & Griffen, 1998, Whitehurst & Lonigan, 1998).
- **Children’s reading success throughout elementary school can be predicted from their emergent literary skills** (Lonigan, Burgess, & Anthony, 2000; Lonigan, Schatschneider & Westburg, 2008, Spira & Flischel, 2005, Storch & Whitehurst, 2002).
- **Phonological Awareness is strongly related to the acquisition of reading** (Perfetti, Beck, Bell, & Hughes, 1987; Wagner, Torgeson, & Rashotte, 1994).
- **Children who are able to detect increasingly smaller units of sound are more capable of breaking the alphabetic code (i.e., that the letters in print reflect the specific sounds in spoken words;** Adams, 1990; Whitehurst & Lonigan, 1998).

# WHAT IS PHONOLOGICAL AWARENESS?

AWARENESS OF THE PHONOLOGICAL SEGMENTS IN SPEECH THAT ARE MORE OR LESS REPRESENTED BY THE LETTERS OF THE ALPHABET

LINK BETWEEN SPEECH AND PRINT

ACHIEVED OVER TIME



**FAILURE TO DEVELOP THIS AWARENESS IS A MAJOR STUMBLING BLOCK IN READING ACQUISITION** (ROAD TO THE CODE, BLACHMAN B., BALL E., BLACK R., & TANGEL, D. (2000))

Research shows- Toward the goal of efficient and effective reading instruction, explicit training of phoneme awareness is invaluable -Adams, 1990

# NATIONAL EARLY LEARNING PANEL (NELP)

## 6 VARIABLES STRONGLY CORRELATED WITH LATER LITERACY

2008

These 6 variables not only correlated with later literacy... but maintained their predictive power even when the role of other variables were accounted for.

- Alphabet Knowledge
- Phonological Awareness
- Rapid Automatic Naming
  - letters and digits
- Rapid Automatic Naming
  - objects and colors
- Writing or Writing Name
- Phonological Memory

# GUIDELINES FOR LEARNING

## Utah's Early Childhood Core Standards - Phonological Awareness

### Preschool Foundational Standards

With guidance and support, begin to identify sounds (phonemes) in spoken words

- a. Respond to the rhythm of spoken language, such as songs, poems, or chants.
- b. Begin to recognize syllables (*word parts*) in simple words.
- c. Begin to recognize initial sounds in words (e.g., *own name*).
- d. Begin to demonstrate understanding the concept of first, middle and last.

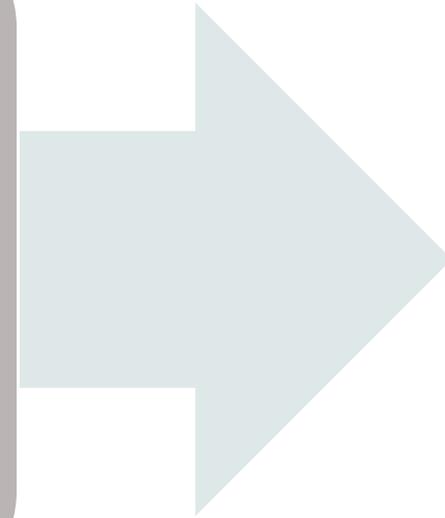
# GUIDELINES FOR LEARNING

## Utah's Early Childhood Core Standards - Phonological Awareness

### Kindergarten Readiness Standards

With guidance and support, identify and discriminate between sounds (phonemes) in spoken language, such as attention to beginning and ending sounds (phonemes) in words.

- a. Begin to supply rhyming words in familiar songs/ jingles and orally match words that rhyme.
- b. Identify and separate syllables (*word parts*) in words.
- c. Identify words by syllables, beginning sounds, or individual sounds.
- d. Recognize initial and final sound of words.
- e. With modeling and support, identify individual phonemes (e.g., /d/, /s/, /t/).



# GUIDELINES FOR LEARNING

## Head Start Early Learning Outcomes Framework – Phonological Awareness

**Developmental Progression** ⇨  
**48-60 Months**

Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with “Old McDonald had a charm.” Is able to count syllables and understand sounds in spoken words.

**Indicators** ⇨ **By 60 Months**

Provides one or more words that rhyme with a single given target, such as “What rhymes with log?”  
Produces the beginning sound in a spoken word, such as “Dog begins with /d/.”  
Provides a word that fits with a group of words sharing an initial sound, with adult support, such as “Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?”





Building the  
Foundation

“Phonological skill develops in a predictable progression. This concept is important, as it provides the basis for sequencing teaching tasks from easy to more difficult.”

(LETRS Module 2, Louisa C. Moats, Ed.D)

Sentence and word awareness



Rhyming and alliteration



Syllable awareness



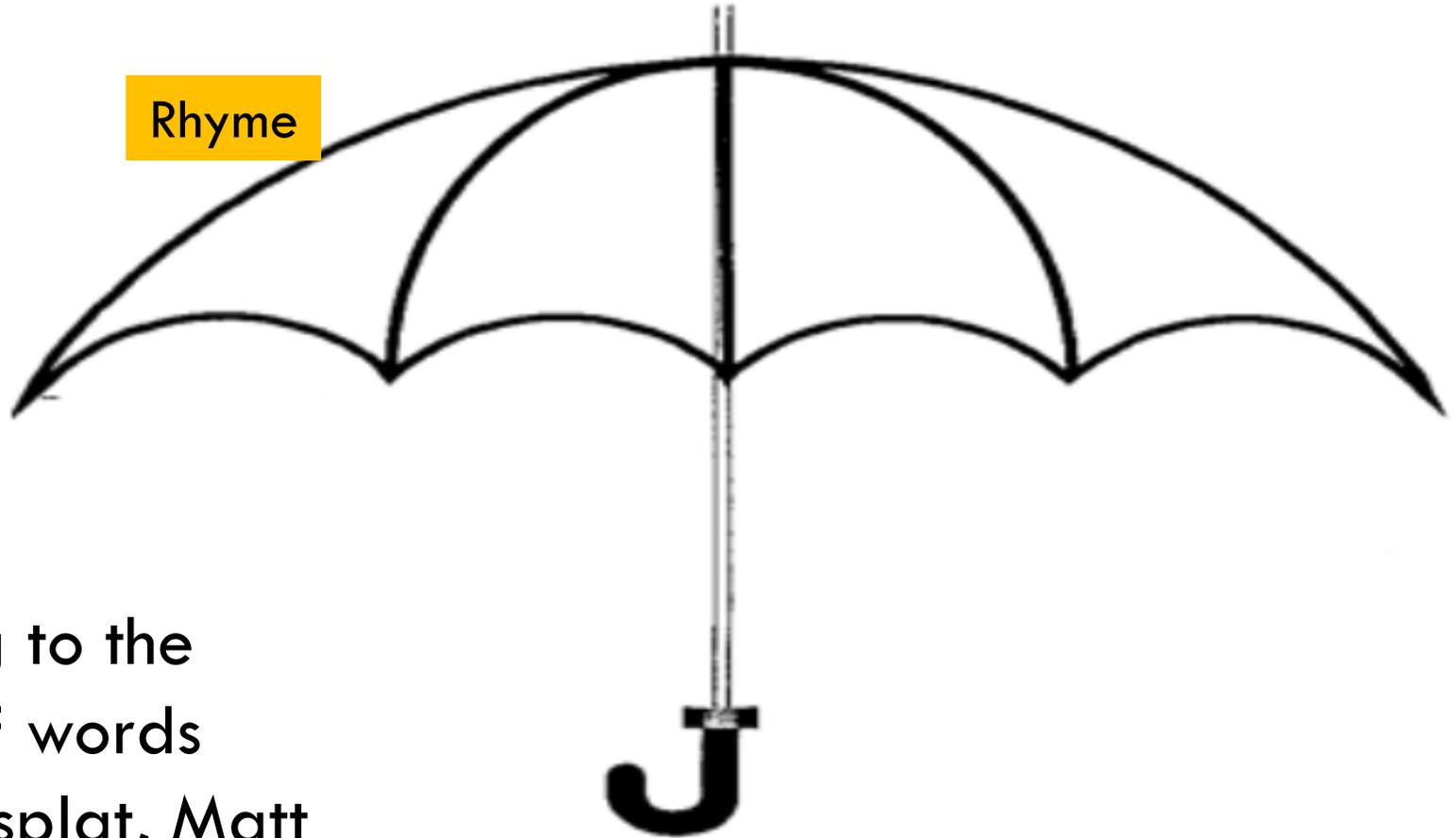
Onset and rime manipulation



Phoneme awareness

# Phonological Awareness

Rhyme



## Rhyme

- Attending to the ending of words
- sat, mat, splat, Matt

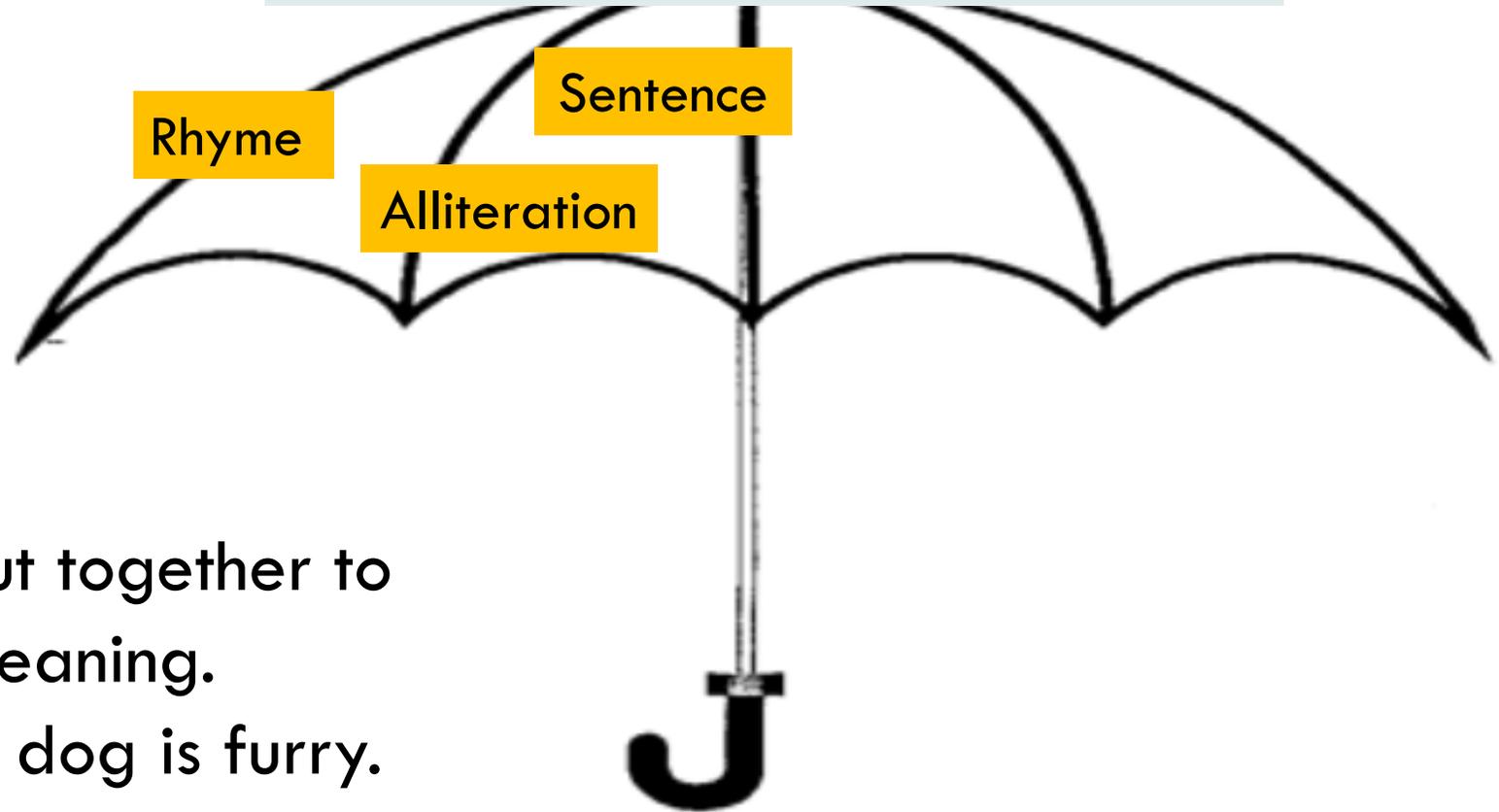
# Phonological Awareness



## Hearing alliteration

- Attending to the beginning of words
- sat, Sam, soup, small

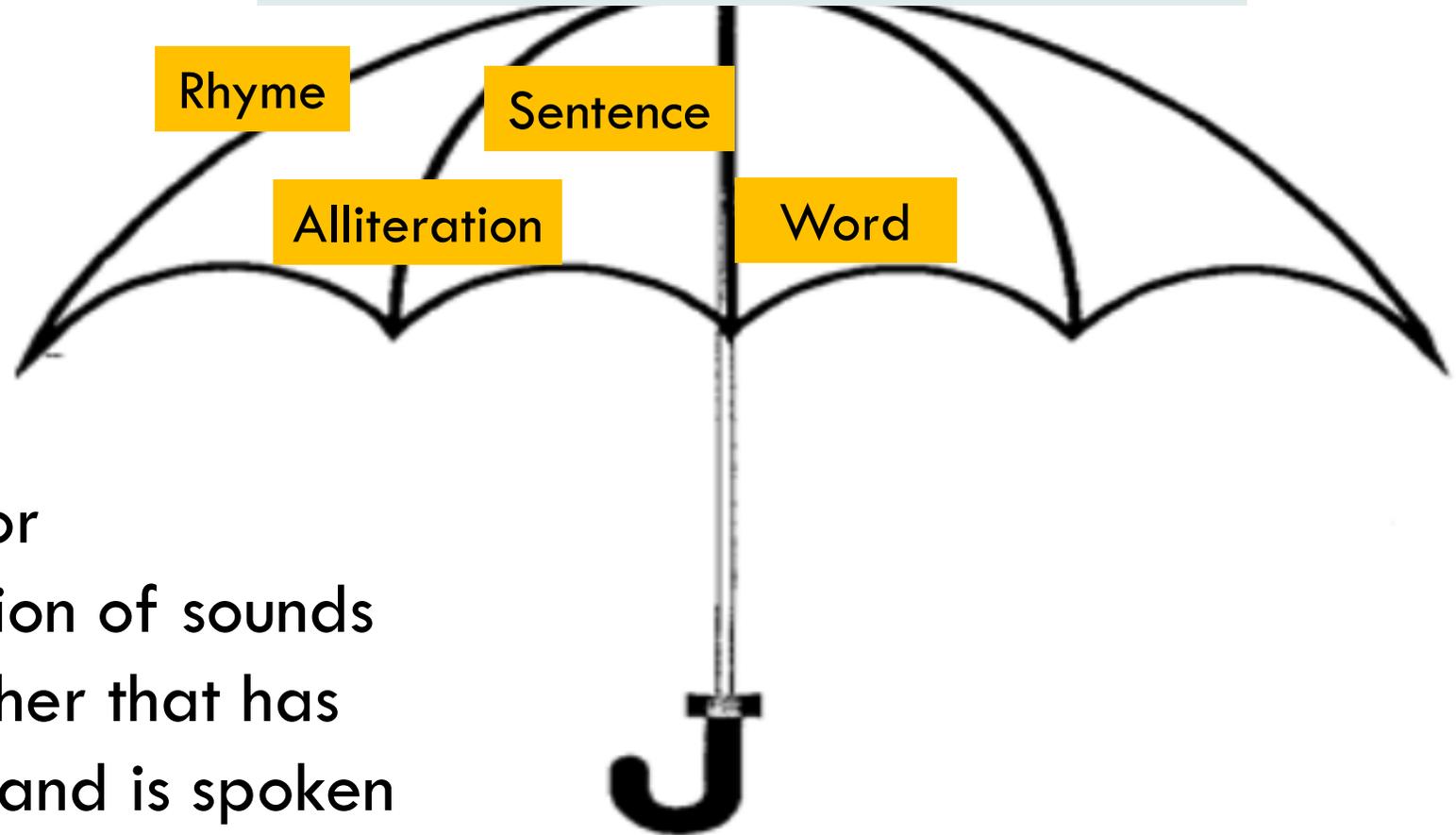
# Phonological Awareness



## Sentence

- Words put together to convey meaning.
- The small dog is furry.

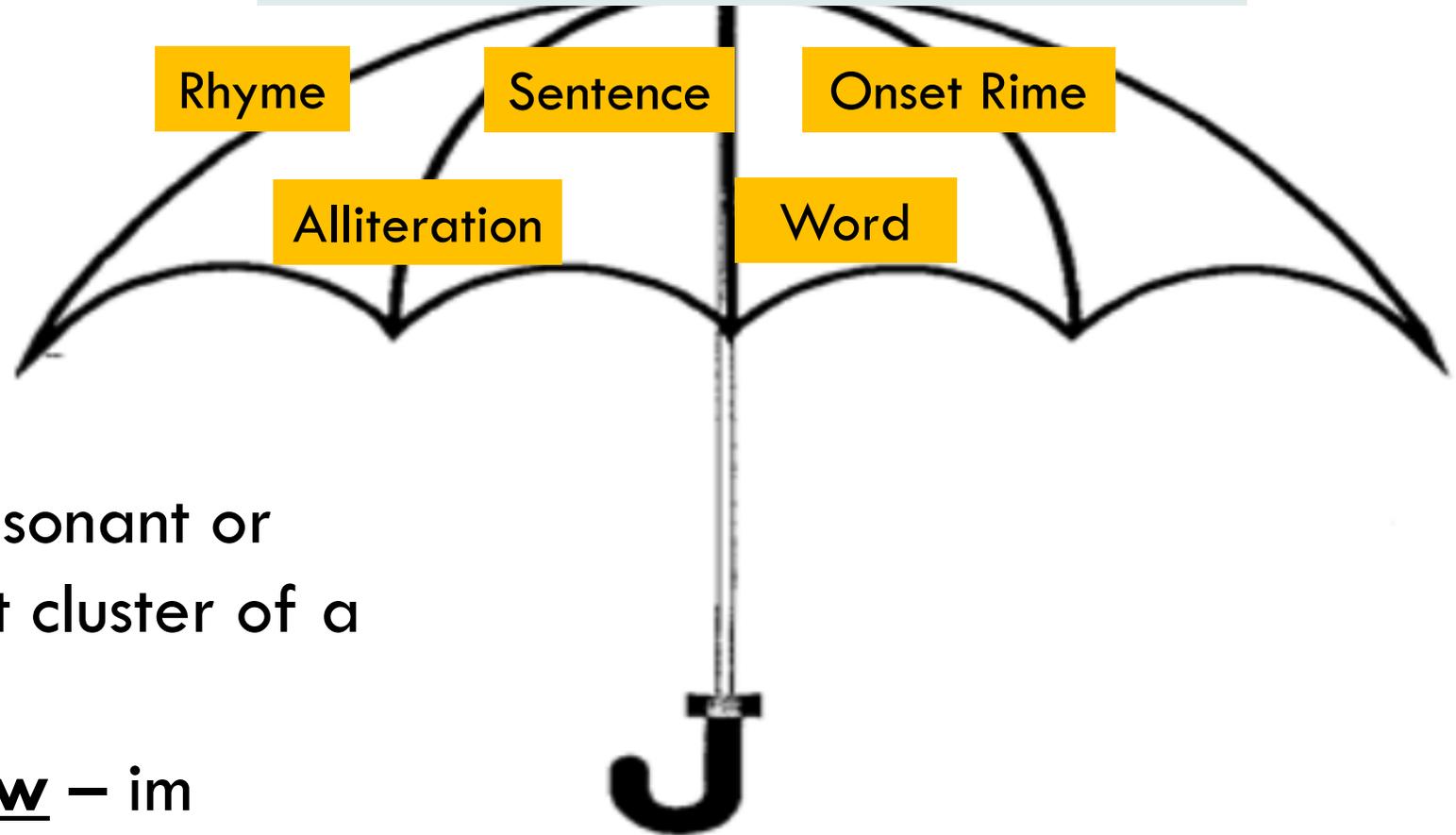
# Phonological Awareness



## Word

- A sound or combination of sounds put together that has meaning and is spoken or written.

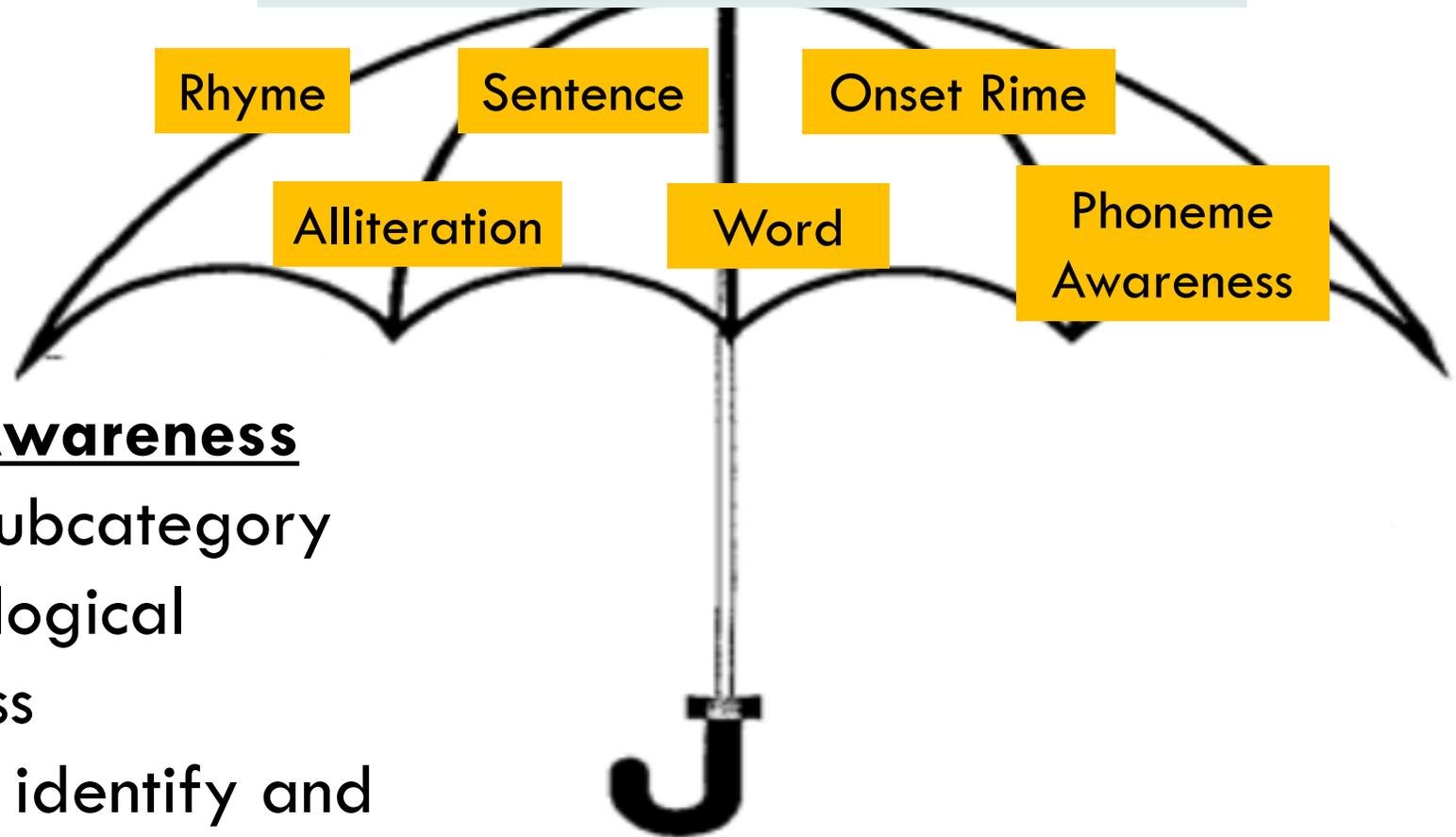
# Phonological Awareness



## Onset-Rime

- Initial consonant or consonant cluster of a word
- b – at, sw – im

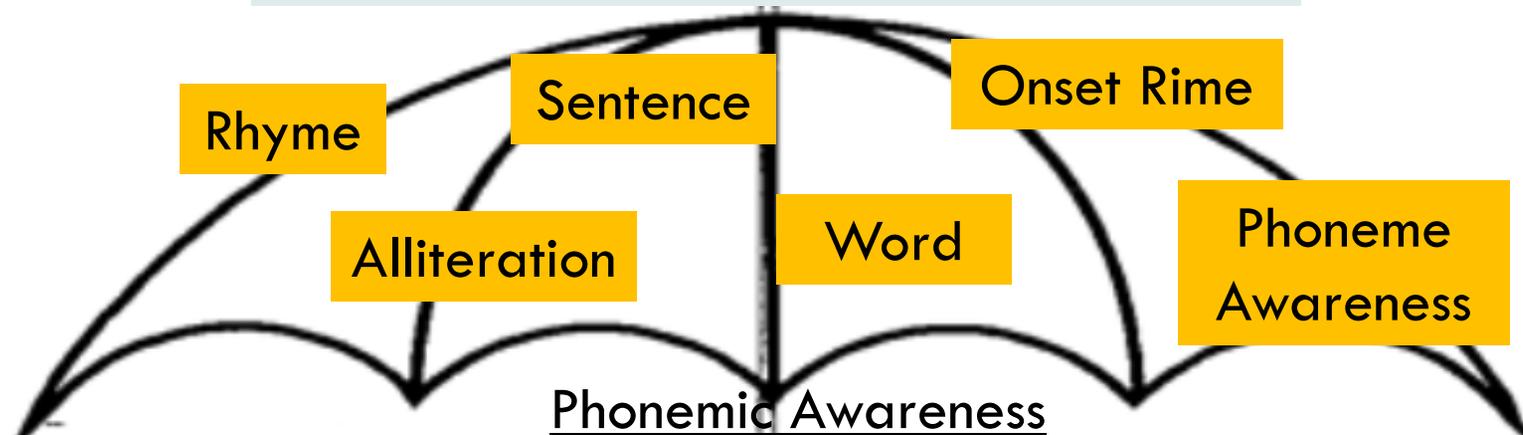
# Phonological Awareness



## Phonemic Awareness

- Narrow subcategory of phonological awareness
- Ability to identify and manipulate phonemes

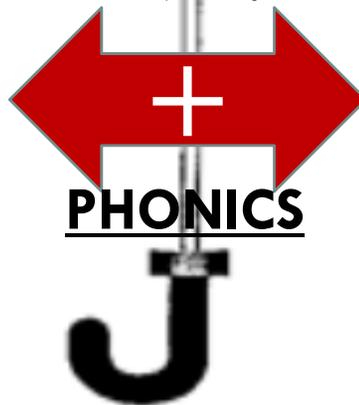
# Phonological Awareness



Ability to identify and manipulate individual speech sounds (phonemes) of spoken word.

## Orthography

- Writing system for representing language
- Letter and letter patterns



**Applying symbols to sounds**

## Phoneme Segmentation

- Breaking apart words into speech sounds
- Black = /b/ /l/ /ă / /k/

## Phoneme Blending

- Blending sounds into words
- /b/ /l/ /ă / /k/ = black

# GENERAL PRINCIPLES OF TEACHING PHONOLOGICAL SKILLS

- \* Follow the order of skill development.
- \* Begin with the easiest task and build on it as concepts are mastered.
- \* Continually review concepts previously learned.



- \* Focus on speech sounds before focusing on letters (attentive listening).
- \* Encourage mouth awareness (phonemes are speech gestures as well as speech sounds).
- \* Include all English phonemes, even vowels and digraphs, in your instruction.



\* Think multisensory.

VAKT – Visual, auditory, kinesthetic, and tactile

\* Provide direct instruction.

I do. We do. You do.

\* Give immediate corrective feedback.

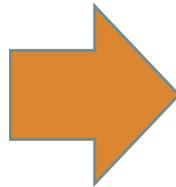
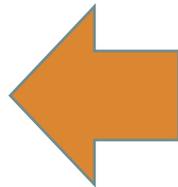
\* Use letters to represent sounds as soon as your students are ready.

Note: A few brief activities, about 5-10 minutes/day, for about 12-20 weeks is all **most** students will need to improve in their phonological awareness.

# OBSERVATION AND DIAGNOSTIC TEACHING

## Formal and Informal Observation

- \* Confirm individual automaticity in each phonemic awareness goal.
- \* Identify those who need further instruction or practice.



## Diagnostic Teaching

- \* If students aren't getting it, change how you're teaching it.
- \* Tailor home activities for added practice.
- \* Organize small groups or work one on one with classroom volunteers in order to specifically address deficits.

# FOUNDATION FOR PHONEMIC AWARENESS INSTRUCTION

Prior to working on phonemic awareness, beginning readers should have acquired:

- Perception and memory for sounds
- Attentive listening skills
- Understanding word and syllable segmentation



## PA ACTIVITIES MUST BE:

- ✓ developmentally appropriate
- ✓ adaptable to the diverse skill level of your students  
(differentiate for individual students, review when necessary)
- ✓ Engaging
- ✓ Centered around physical activity, active participation

## SAMPLING OF ACTIVITIES:

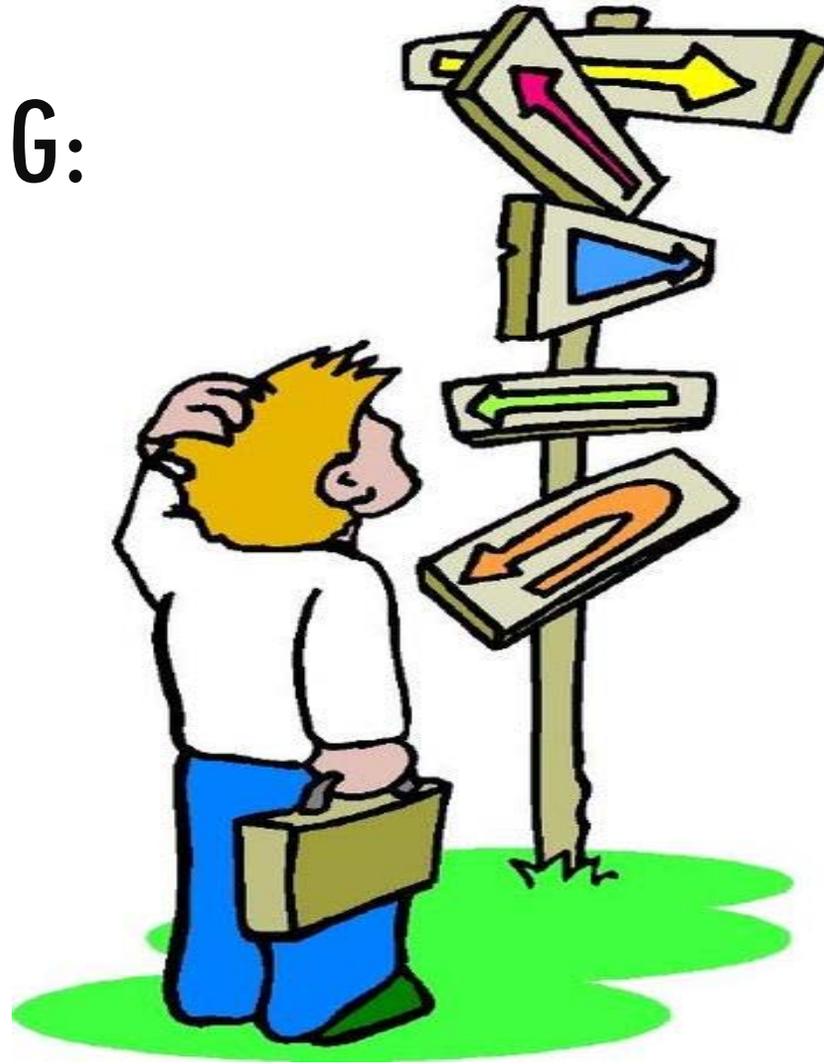
**Listening** - **Teach Rhyming Songs** use objects and/or actions to reinforce (“Twinkle, Twinkle, Little Star”) **Who Says What?** listening to sequences of sounds and imitating (animal noises or musical instruments)

**Rhyming** - **Rhyme It!** sound categorization using rhyming pictures or objects, **What comes next?** read rhyming phrase, have the students finish the ending (cloze-technique “Jack and Jill went up the \_\_\_\_\_”), **Rhyming Triplets** show a pair of rhyming objects or pictures-say the names (‘cake-snake’), child repeats and adds a third rhyming word

**One-to-One Correspondence** - **Listening Detective** sound counting activities (moving disks for every knock), **Step out the Words** hop for each word in a sentence, **Clap the Syllables, How Many Sounds?** count sounds of words, with 2 or 3 phonemes on fingers

**Phonemic Awareness** - **Which doesn't belong?** show objects/pictures of objects (map, moon, apple, mouse) and students identify which example doesn't belong, **Sound Bingo** matching sound to picture, **I'm Thinking of Something** provide first sound and additional descriptors until word is guessed (It starts with /b/, it's yellow, it's a fruit . . .), **Pretend Play** talk about the animals/toys, discover first sound, could match with other objects with same first sound, **Sound Isolation** substitute isolated phonemes with beg. sound of various puppets, using familiar tunes (“Happy Birthday” becomes ‘Lala, lala, la, la’), **Guess the Word** pronounce words segmented into onset-rime (Guess the word ‘m-oon’) can also segment by phoneme or syllables

**PLANNING:**





**What are my goals?**

yearlong → weekly → daily

**Baseline observation/assessment**

**Planning-activities, prompts, script**

**Ongoing observation/assessment**

**Re-evaluating → planning the next activity**

**Implementation (Activity) Plan Form**

Date to be implemented

<b>Objective</b> (Why have you planned this? What have you intended to...)	<b>Area of Development</b> (What E.C. Standard(s) related objectives...)
<b>Activities</b> (Include all steps for implementation. Include what you intend to do to achieve the goal. How you would facilitate the plan and how you will give children's responses.)	
<b>Expectations</b> (What and how will you assess the children? What data will you collect?)	
<b>Adaptations for specific children</b> (Do you have adaptations for identified children, and note what you have observed that is impacting on adaptation)	

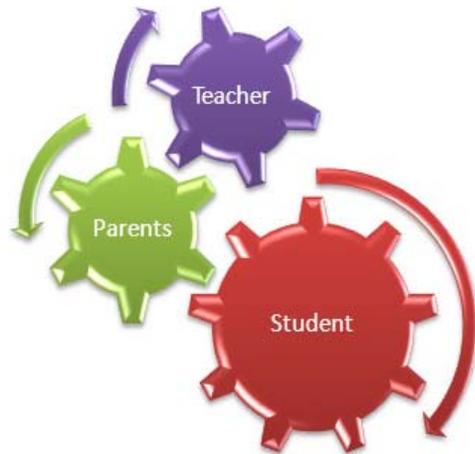


**TEACH WITH PASSION, MANAGE WITH COMPASSION.**  
How well you teach = How well they learn. Anita Archer

# PARENT EDUCATION

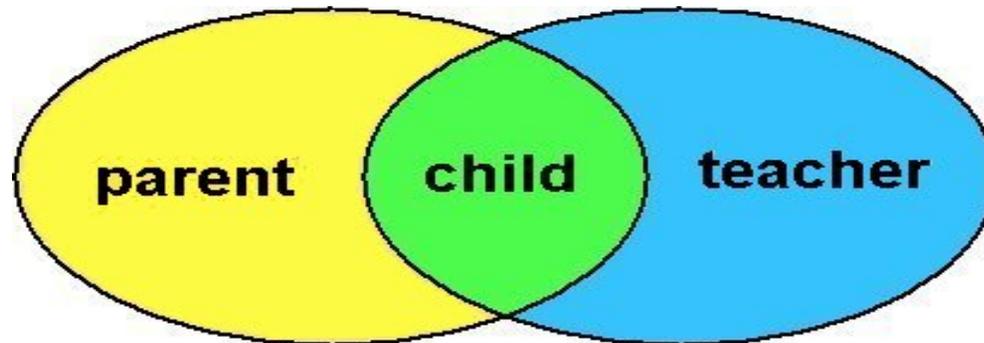
Parents “play an important foundational role in the child’s learning and achievement. When parents, educators, and caregivers work together in the education and well-being of a child, a partnership is formed that will influence the best possible learning outcomes for the learner.”

(Utah’s Early Childhood Core Standards)

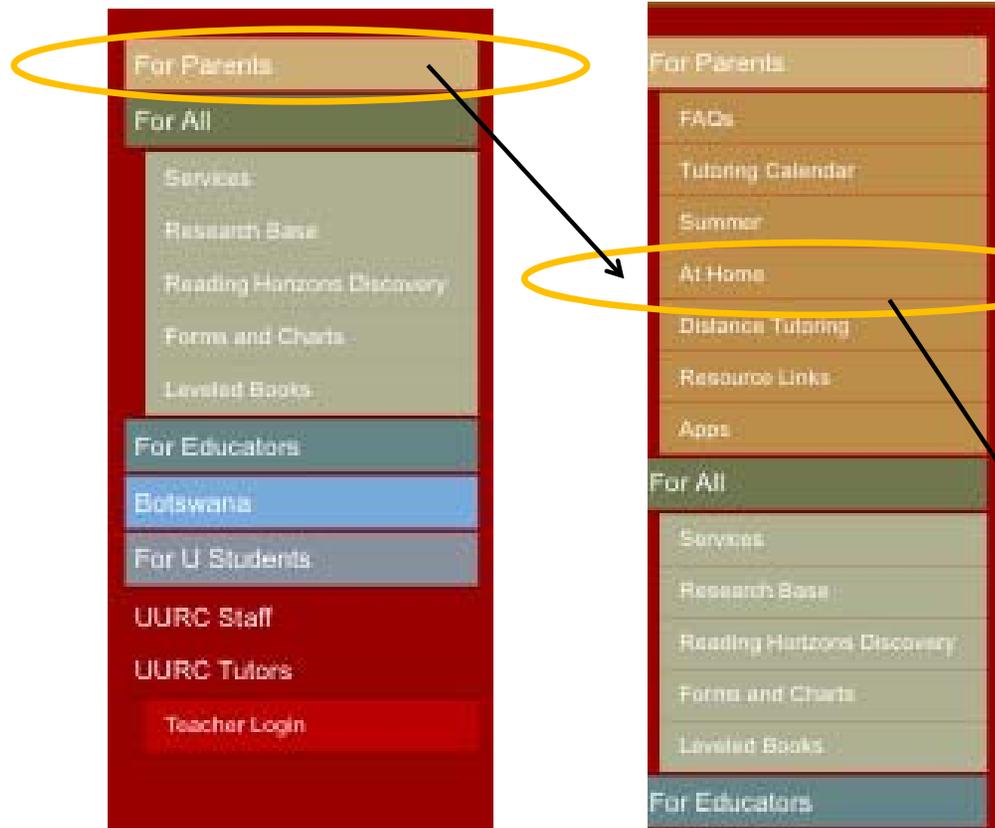


# PARENT/TEACHER PARTNERSHIP

- \* Create and maintain open and regular two-way communication.
- \* Invite parents to on-site programs and activities when possible.
- \* Coordinate class work with home learning experiences.
- \* Collaborate with parents.
- \* Share tools with parents so they may help their child solidify concepts at home.



# uurc.org / Tips for Parents



Take turns reading every other page. Stop occasionally and talk about what's happening. When oral reading time is up, tell your child to read silently for another 15 minutes, and give a guiding question that you'll want answered (e.g., Why is Ron so mad at Harry?). Finally, fill out your child's UURC [home reading chart](#). When it's complete bring it back to the clinic.

Resist the urge to "leave the reading to school and the clinic." Remember that your child is in a "race against time" to get enough practice to be able to cope with the increasing demands of more difficult text in later grades.

**You Are Your Children's First Teacher!** You have the power to help your children lay the foundation for successful reading. Although it may seem like an overwhelming responsibility, there is no need for apprehension. Ushering children into the "world of reading" can and should be done joyfully in a stress-free environment. Your children will take their "cues" about reading from you!

[TIPS FOR PARENTS OF PRESCHOOLERS AND KINDERGARTENERS](#)

[TIPS FOR PARENTS OF PRIMARY GRADE BEGINNING READERS](#)



# PHONOLOGICAL AWARENESS SEMINAR ASSIGNMENT

**Develop** PA activity using the Implementation Plan Format (IPF)

**Video** lesson while implementing with student(s)

**View** video

**Write** a one page reflection, that includes:

What went well? What did you learn? What would you change?

A template for the Implementation Plan Format (IPF) form, showing various sections for planning and reflection.

**Due:** Thursday Feb. 9

Include your completed IPF and 1 page reflection

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**How well you teach = How well they learn.** Anita Archer