



Rhode Island Reading First

Phonemic Awareness Instruction



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• Framework for Reading •

DECODING					COMPREHENSION				
Word Recognition Strategies			Fluency		Academic Language			Comprehension Strategies	
Concepts of Print	Phoneme Awareness	Phonics	Sight Words	Automaticity	Background Knowledge	Vocabulary	Syntax & Text Structure	Comprehension Monitoring	(Re)organizing Text

• John Shefelbine/ Developmental Studies Center •



Phonology

- The study of sounds
- Refers to the sound structure of speech, and to the perception, representation, and production of speech sounds.
- Phonological aspects include prosodic and articulatory units.



Research available

- English
 - Marilyn Jaeger Adams
 - Bonita Blachman
 - Connie Juel
 - Keith Stanovich
- Spanish
 - deManrique and Gramigna - 1984
- Portuguese
 - Caradoso and Martins - 1995



What we know from research

- Phonological awareness instruction improves students' understanding of how the words in spoken language are represented in print
- Phonemic awareness instruction helps all young students learn to read
- Phonemic awareness instruction is most effective when students learn to use letters to represent phonemes
- Phonemic awareness instruction also helps preschoolers, kindergartners, and first graders learn to spell



Phonological Awareness

- Broad term that includes phonemic awareness
- In addition to phonemes, phonological awareness activities can involve work with rhymes, words, syllables, and onsets and rimes.



Phonological Awareness

Includes:

- Segmenting – pulling apart spoken words into sounds
- Blending – putting sounds back together
- Manipulating – adding, deleting and substituting sounds



Phoneme & Phonemic Awareness

- Phoneme: The smallest part of spoken language that makes a difference in the meaning of words
- Phonemic Awareness: The ability to hear, identify, and manipulate the individual sounds – phonemes – in spoken words

Skills mastered by ...

Age 3	<ul style="list-style-type: none">■ Recitation of rhymes■ Rhyming by pattern■ Alliteration
Age 4	<ul style="list-style-type: none">■ Syllable counting (50% of children by age 4)
Age 5	<ul style="list-style-type: none">■ Syllable counting (90% of children by age 5)
Age 6	<ul style="list-style-type: none">■ Initial consonant matching■ Blending 2-3 phonemes■ Counting phonemes (70% of children by age 6)■ Rhyme identification■ Onset-rime division
Age 7	<ul style="list-style-type: none">■ Blending 3 phonemes■ Segmentation of 3-4 phonemes (blends)■ Phonetic spelling Phoneme deletion
Age 8	<ul style="list-style-type: none">■ Consonant cluster segmentation■ Deletion within clusters



Why is Phonemic Awareness important?

- Phonemic awareness instruction helps children learn to read.
- Phonemic awareness instruction helps children learn to spell.



Who benefits?

- Preschoolers
- Kindergarteners - second graders
- Basic and below grade level readers



Phonemic Awareness Instruction in Core Programs

- Systematic
- Explicit
- Sequential



Classroom Instruction

- Children are taught to manipulate phonemes with letters
- Instruction is focused on one or two phonemic awareness skills rather than a multi-skilled approach; specifically, segmenting and blending phonemes
- Children are taught in small groups
- Instruction is based on student needs assessments



Classroom Instruction continued

- Single sessions last no more than 30 minutes
- Instruction makes explicit how children are to apply phonemic awareness skills in reading
- Sounds, letters, and letter names are over-learned so children can work with them automatically to read and spell words



How Much Instructional Time?

"No more than 20 hours over the school year."

Stanovich, 1993



Areas of Instruction

- *Isolation*
- *Identify*
- *Categorization*
- *Blending*
- *Segmentation*
- *Deletion*
- *Addition*
- *Substitution*



Rhyming, Alliteration, and Sentence Segmentation

Rhyme

Is the match between ending sounds of words

Alliteration

Focuses attention on initial phonemes

Sentence Segmentation

Helps students to understand that sentences are composed of separate words that are spoken in a particular order to convey meaning

Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound and Word Discrimination									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
Focus 2: Rhyming^b									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
Focus 3: Blending									
3a: Orally blends syllables or onset-rimes			X	X					
3b: Orally blends separate phonemes					X	X	X		
Focus 4: Segmentation									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35 ^a

* High priority skill

a. Sounds per minute

b. Optimal time for rhyme instruction not established

Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: Phonemic Awareness	1	2	3	4	5	6	7	8	9
Focus 1: Sound Isolation^a									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
Focus 2: Sound Blending									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
Focus 3: Sound Segmentation									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	35 ^b								

* High priority skill

a. Skills in this category should be established by mid-year.

b. Number of phoneme segments per minute



Instructional Configurations

- Whole group – Explicit; modeling; corrective feedback
- Small group – Explicit; , modeling; corrective feedback; student practice; accumulative review
- Individualized



Corrective Feedback

- appropriate **error correction techniques**
- focusing student attention
- explicit presentation



What does instruction look like?

Direct Instruction Model:

- **How To**
- **Let's Do**
- **You Do**



Phoneme Isolation

Children recognize
individual sounds in a word.

How To:

Teacher: ***What is the first sound in
van?***

Children: ***The first sound in van is
/v/.***



Phoneme Isolation

Let's Do:

What is the first sound in . . .

- tire?
- pail?
- 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 Identity

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 Identity

Let's Do:

Which sound is the same in...?

■ sat sister sorry

■ run rice river

■ bike bake birth



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

Children: ***Rig does not belong. It doesn't begin with /b/.***



Phoneme Categorization

- Shake ice shave
- Milk butter bug
- Candle cookie gutter



Phoneme Blending

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

How To:

Teacher: *What word is /b/ /i/ /g/?*

Children: */b/ /i/ /g/ is big.*



Types of Blending

Continuous Blending

Sound by Sound Blending

Vowel-First Blending



Types of Blending

Let's Do:

What word is /_ / /_ / /_ /?

■ /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.

Then they write and read the sounds.

How To:

Teacher: *How many sounds are in grab?*

Children: */g/ /r/ /a/ /b/. Four sounds.*



Segmentation Levels

- *Counting words in a sentence*
- *Counting syllables in words*
- *Compound words*
- *Counting phonemes in words*



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



Phoneme Substitution

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

How To:

Teacher: *The word is bug. Change /g/ to /n/. What's the new word?*

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/ go /a/



Seems like play, however,

- Requires explicit teaching
- Highly structured practice
- Independent practice



Which methods have the greatest impact?

Blending and **Segmenting**

Phoneme Awareness instruction is most effective when it focuses on only one or two types of phoneme manipulation, rather than several types.



National Reading Panel reports:

"Phoneme Awareness measured at the beginning of kindergarten is one of the two best predictors of how well children will learn to read during the first 2 years of instruction."



How do I assess phonemic awareness?

- Usually 1:1
- Recommended to assess by mid-kindergarten year
- Focus on assessing blending and segmenting
- Use information to make data driven decisions for instruction



Using Data

- What do I know based on the data?
- What is my targeted skill for instruction?
- What is the best way to re-teach it?
- How do I use assessment to improve teaching and learning?



Altering instructional variables

- Extra instructional time
- Grouping
- Instructional materials
- Program placement
- Correction procedures
- Modeling and explicit instruction
- Opportunities to respond



Constructing an Action Plan to Meet the Instructional Needs of Students

What plans can I try tomorrow?	How will the plans address the instructional needs of my students?



Concepts About Print and Letter ID

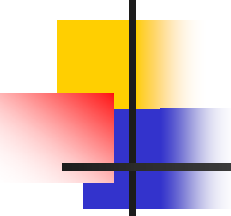
Rapid and accurate recognition of letter name

- Pre-readers: index of thoroughness and confidence in identifying letters
- Older readers:
 - index of automaticity and effortlessness
 - Comfortable knowledge of names of letters hastens children's learning sounds because it mediates ability to remember sounds
 - Ability to name any kind of visual stimuli rapidly reflects a deep capacity that differs between individuals and is important for reading



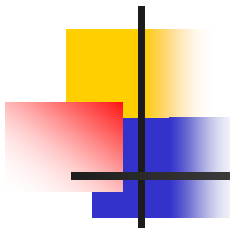
Summary

- Phoneme awareness is necessary, but not sufficient.
- Phoneme awareness can be directly taught.
- Phoneme awareness does not require extensive teaching time.
- Phoneme awareness should be assessed in kindergarten.
- Focus majority of instruction on blending and segmenting sounds.



80% of students should be able to learn through the Core Reading Program; however differentiated instruction is required for practice to support prevention

- Differentiate instruction to know which tasks are appropriate for which students at which time
- Use effective corrective procedures
- Maintain fidelity to model!



“Children who fall behind in first grade reading have a one in eight chance of ever catching up to grade level.” (Juel, 1994)

“Phoneme awareness is the single best predictor of reading success between kindergarten and second grade.”

(Adams, Stanovich, 1995)

“Phonemic awareness is more highly related to learning to read than are tests of general intelligence, reading readiness, and listening comprehension.” (Stanovich, 1993)