

# Developing Phonological Awareness Skills in Preschool and Kindergarten Students

April 9, 2021 Webinar

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## Learning Intentions

We will be learning:

- framework behind the Science of Reading.
- how the Developmental Continuum of PA can help us best meet the needs of our students.
- classroom activities/routines that amplify instructional components of phonological awareness.
- how phonological awareness affects future literacy and writing development.
- programs/resources appropriate for Tier II/III interventions.

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## Success Criteria

As a result of this session, I can

- better identify where a child falls on the Developmental Continuum of Phonological Awareness.
- intentionally embed learning activities that specifically target the skill level with which a child needs practice.
- discuss with a co-worker how phonological awareness affects later literacy and writing development.

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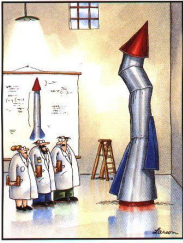
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## THE SCIENCE OF READING



"It's time we face reality my friends, —  
We're not exactly rocket scientists."

- Teaching reading **IS** rocket science
- The brain is not hard wired for reading
- Not intuitive, has to be explicitly taught

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## The Simple View of Reading



(Gough & Tunmer, 1986)

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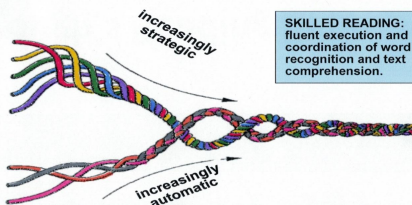
## Scarborough's Rope

### LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge

### WORD RECOGNITION

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



**SKILLED READING:**  
fluent execution and  
coordination of word  
recognition and text  
comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.

*"There is no comprehension strategy powerful enough to compensate for the fact you can't read the words."*

(Archer, 2008)

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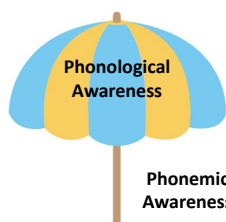
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## What is Phonological and Phonemic Awareness?



- **phonological awareness:** the ability to attend to and manipulate any size unit of sound in spoken language - syllables, onsets, rimes, or phonemes
- **phonemic awareness:** the ability to attend to and manipulate the smallest unit of sound in spoken language, the phoneme

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## Why is Phonological & Phonemic Awareness Difficult?

- We do not attend to the sounds of phonemes as we produce or listen to speech.
- We process phonemes automatically, directing attention to the meaning of the utterance as a whole.
- The instructional challenge is to get children to notice phonemes, discover their existence, and separability.

THE ELUSIVE  
PHONEME

(Adams, 1998)

*Why Phonemic Awareness Is So Important  
and How To Help Children Develop It*

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## Why Teaching Phonological Processing Skills is Important

- The most common barrier to learning word-reading skills is the inability to process language phonologically.
- Poor readers and spellers typically do poorly on measures of phonemic awareness, especially in the beginning stages of reading.
- Phoneme segmentation and blending measures, along with letter naming, are the best predictors of reading success or failure in novice readers.

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- Children who are better at playing with rhymes, syllables, and speech sounds often learn to read more quickly because these skills enable them to learn the alphabetic principle, which leads to phonics.
- Teaching PA impacts speech production, early literacy, reading accuracy, reading comprehension, and spelling.

(Gillon, 2004)

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## Levels of Phonological Awareness

“When attempting to interface phonological awareness with reading development, we can broadly define three levels of phonological awareness: **early, basic, and advanced.**”

(Kilpatrick, 2015)

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## Phonological Awareness Skills

### Early Phonological Awareness Skills

**Rhyming:** Match and produce words with the same endings.  
*hat, cat, sat, bat*

**Alliteration:** Match and produce words with the same initial sounds.  
*see, say, song, sit*

**Segmenting:** Pull apart words into syllables.

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### Basic Phonemic Awareness Skills

**Blending:** Combine syllables and sounds to make words.  
*/p/-/e/-/t/ = pet*

**Segmenting:** Pull apart words into syllables and sounds.  
*black = /b/-/l/-/a/-/ck/*

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### Advanced Phonemic Awareness Skills

**Deletion:** Remove a syllable or phoneme from a word  
*remember - member*  
*mice - ice*

**Addition:** Add a syllable or phoneme to a word.  
*fix - affix*  
*top - stop*

**Substitution:** Switch a syllable or phoneme within a word.  
*take = which may become*  
*bake = (one sound change), which may become*  
*broke = (two sound changes)*

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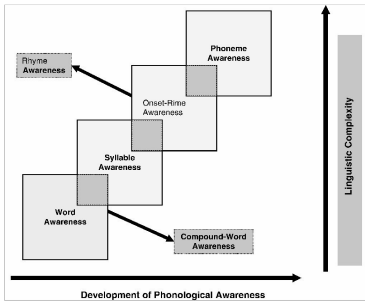
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## The Developmental Continuum of Phonological Awareness



Philips, Clancy-Menchetti  
& Lonigan, 2008

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## Impact of Phonological Awareness on Phonics Development

### Early Phonological Awareness:

- Rhyming
- Segment words into syllables
- Onset fluency (alliteration and isolating the first sound)



Level 1: **Letters & Sounds:**  
Children learn letter names and sounds.

(Kilpatrick, 2015)

### Basic Phonemic Awareness:

- Blending
- Segmentation



Level 2: **Phonic Decoding:**  
Children combine letter-sound knowledge with phonological blending to sound out unfamiliar words.

### Advanced Phonemic Awareness:

Proficiency in manipulating sounds through:

- Deleting
- Substituting
- Reversal



Level 3: **Orthographic Mapping:**  
Children efficiently expand their sight vocabularies.

## General Development of PA

Think about moving from ...

- larger units ⇌ smaller units
- matching & synthesis ⇌ analysis
- initial sounds ⇌ final and medial sounds
- phonemes that are not in blends ⇌ those that are in blends
- continuant sounds ⇌ non-continuant sounds
- recognition ⇌ production
- use of pictures/objects ⇌ oral-only activities
- use of objects to represent sounds ⇌ use of letters

(NELP, 2008)

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## Tips for Successfully Teaching PA

### BE PLAYFUL

- Children are more likely to engage in activities that they find enjoyable.
- Be creative and encourage children's creativity.
- Use your imagination and prompt children to experiment with sounds in many ways throughout the day.

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## Tips for Successfully Teaching PA

### BE EXPLICIT

- Explain and model. Draw children's attention to the sound play and talk about the sounds words make.
- Be attentive to children's responses and provide appropriate and specific feedback, affirming or gently correcting responses, provide additional examples, and support as needed.

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## Tips for Successfully Teaching PA

### ENSURE RICH EXPOSURE

- Engage children in activities more than once.
- Be sensitive to individual differences and consider which activities are most appropriate for which children. Do not demand mastery of one activity before starting another.
- Recognize that PA can be fostered throughout the day in a variety of contexts.

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## Tips for Successfully Teaching PA

### PRONOUNCE SOUNDS WITH CARE

- If you are unsure of the pronunciation of a sound, check with a colleague.
- Avoid adding the short vowel /u/ to the end of sounds.
- When stretching a sound, avoid changing the pitch. /mmmmmm/

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## When can PA skills be taught?

- Whole group
- Small group
- Center-based activities
- Embedded learning opportunities for small groups or individual students



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## Word Awareness

- the awareness that sentences, phrases, and compounds consist of individual words
- require children to focus their attention on components of language



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## Word Awareness Activities

- Hopping Game
- Moving Chips
- Robot Speak
- Sentence Strips

○ I have a turtle.



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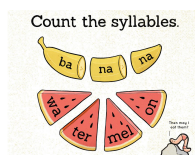
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## Syllable Awareness

- units of sound organized around a vowel sound
- easier to notice and manipulate syllables than smaller units of sound (onsets, rimes, phonemes)



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## Syllable Awareness Activities

- Hickety Pickety Bumble Bee
- Clap Your Hands
- Robot Reporting
- Picture Puzzles



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## Onset and Rime Awareness

- *onset* - initial phonological unit of any word
- *rime* - the first vowel and following sounds
- Lays the foundation for decoding new words when reading and spelling words when writing.



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## Onset Sound Activities

- Initial Sound "Bouncing"
- Alliteration matching
- Mystery Sound Bag
- Alliteration Bingo
- Scavenger Hunt
- Show-and-Tell
- What is My Word



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## Rhyming Development

<b>2-3 Years Old</b>	Participate in saying words in nursery rhymes, fingerplays, jingles, songs, and books that are read to them. (rhyme sensitivity)
<b>3-5 Years Old</b>	Detect/match words that rhyme (rhyme matching)
<b>4-5 Years Old</b>	Produce words that rhyme (rhyme production)
<b>5-6 Years Old</b>	Produce a string of words that rhyme (rhyme production)

(Paulson & Motes, 2018)

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## Rhyme Sensitivity Activities

- Sing songs with rhyming words
- Read books with rhyming words
- Chant nursery rhymes
- Finger plays



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## Rhyme Matching Activities

- Games
- Songs
- Rhyming Houses
- Rhyme Sorting
- "I need someone whose name rhymes with *Tashley*."
- Nursery Rhymes - Change words and ask children if the words rhyme.



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## Rhyme Production Activities

- Web of Words
- *There's a Wocket in My Pocket* - children invent their own characters, draw pictures with their rhyming object.
- Games
- Rhyming Picture Books

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## Phoneme Awareness

- smallest units of sound in spoken language
- beginning step for the alphabetic principle - printed symbols represent the smallest sounds of speech
- most advanced level of phonological awareness - includes segmenting, blending, sound deletion, and sound substitution

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## Phoneme Awareness Activities

- What is My Word
- Matching Letter to Initial/Final Sound
- Sound Bingo - Picture to Initial/Final Sound
- Segmenting Sam (puppet)
- Sound Boxes
- Simon Says
- Letter tiles



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## Phonological Awareness Resources

- EC LETRS training [www.voyagersopris.com](http://www.voyagersopris.com)
- Phonemic Awareness in Young Children <http://products.brookespublishing.com/Phonemic-Awareness-in-Young-Children-P317.aspx>
- SRA Phonemic Awareness [https://www.mheonline.com/earlychildhoodconnection/inside.php?page=phonemic\\_awareness](https://www.mheonline.com/earlychildhoodconnection/inside.php?page=phonemic_awareness)
- PALS Activities – Phonological Awareness Literacy Screening Activities <https://pals.virginia.edu/tools-activities.html>
- PASS – A Phonological Awareness Program <http://www.attainmentcompany.com/pass>
- Read It Again Pre-K ( free literacy curriculum that addresses - vocabulary, language, phonological awareness, and print knowledge) <http://ccec.ehe.osu.edu/practice/ccec-curricula/read-it-again-pre-k/materials/>
- Florida Center for Reading Research - <https://fcrr.org/resources/>

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## Phonological Awareness Resources

- Fitzpatrick, J. and Yuh, C. (2005). *Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading*. Creative Teaching Press.
- Adams, M., Foorman, B., Lundberg, I. and Beeler, T. (1997). *Phonemic Awareness in Young Children: A Classroom Curriculum*. Brookes Publishing
- Phillips, B. M., Clancy-Menchetti, J., & Lonigan, C. J. (2008). Successful phonological awareness instruction with preschool children: Lessons from the classroom. *Topics in Early Childhood Special Education*, 28(1), 3-17.
- Yopp, H. K., & Yopp, R. H. (2011). *Purposeful Play for Early Childhood - Phonological Awareness*. Shell Educational Publishing.
- Ziolkowski, R. A., & Goldstein, H. (2008). Effects of an embedded phonological awareness intervention during repeated book reading on preschool children with language delays. *Journal of Early Intervention*, 31(1), 67-90

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## Phonemic Awareness Lesson - Kindergarten



Pay! .... Day.

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## YOUR Role is Vital!

- determine what children have learned as individuals and whether their skills are appropriate for their age;
- set challenging and achievable learning goals and intentionally teach in developmentally appropriate ways;
- implement an assessment process that measures predictive indicators and monitor progress regularly;
- **focus on development of the two best predictive indicators of later literacy - phonemic awareness and alphabet knowledge.**

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## Tier II/III Resources

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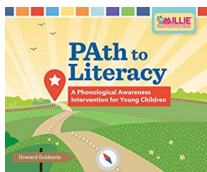
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## PAth to Literacy



Brookes Publishing  
Approximately \$150/kit

Developed for children ages 4 to 6 who need help with key early literacy skills - phonological awareness and alphabet knowledge

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## PALS Phonological Awareness Literacy Screening

**pals**  
Activities

PHONOLOGICAL AWARENESS LITERACY SCREENING

PALS activities are copyrighted by MTSS.  
If you have an article to share, please contact the PALS Office.

PHONOLOGICAL AWARENESS	LEVEL	PRE	K	1	2	3
Beginning Sounds	Pre-K	✓	✓	✓	✓	✓
Segmenting	Pre-K	✓	✓	✓	✓	✓
Blending	Pre-K	✓	✓	✓	✓	✓
Sound-to-letter correspondence	Pre-K	✓	✓	✓	✓	✓

LITERACY SKILLS

FREE!

Great activities to build in as  
classwide or small group  
interventions

Includes other literacy skills  
as well

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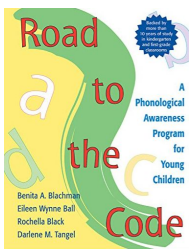
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## Road to the Code



Brookes Publishing  
approximately \$55.00

Designed for kinder and  
first graders but easily  
adapted for preschool

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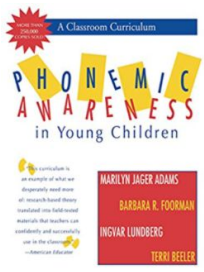
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## Phonemic Awareness in Young Children



Approximately \$35

15-20 minute a day  
lessons

Developmental sequence  
of activities targeting pre  
literacy skills

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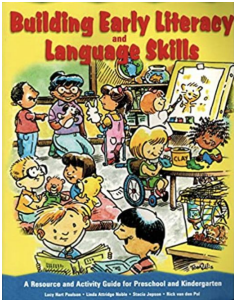
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## Building Early Literacy and Language Skills (BELLS)



Voyager Sopris product  
approximately \$150

Aligns with LETRS

Activities could take place  
as classwide or small  
group interventions

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## Read It Again - PreK



### Read It Again-PreK!

A Preschool Curriculum Supplement to Promote  
Language and Literacy Foundations



Laura M. Justice  
Anita S. McGinty

#### Table of Contents

Introduction	7
Letter Fluency	15
Word Fluency	25
Phonological Awareness	35
Implementation Notes	200

- FREE!
- Available online - in english and spanish
- Lessons organized around adult-child readings of storybooks
- Two lessons/week for 20-30 minutes
- Whole class, small group, or one-on-one

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- Click on "Repositories" in light blue menu on left side
- Select Early Childhood Repository

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In your breakout room, discuss:

- 3 key takeaways from this session
- 2 items that you want to immediately try in your classroom
- 1 question or concern you still have about this topic

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Keep your eyes open for 2021-22  
webinar offerings!

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Questions?

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