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.

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.
THE SCIENCE OF READING

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

The Simple View of Reading

(Gough & Tunmer, 1986)

Scarborough’s Rope
“There is no comprehension strategy powerful enough to compensate for the fact you can’t read the words.”

(Archer, 2008)

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.

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.

(Adams, 1998)
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.

• 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)

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)
### Phonological Awareness Skills

#### Early Phonological Awareness Skills

<table>
<thead>
<tr>
<th>Rhyming: Match and produce words with the same endings.</th>
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</thead>
<tbody>
<tr>
<td>hat, cat, sat, bat</td>
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<table>
<thead>
<tr>
<th>Alliteration: Match and produce words with the same initial sounds.</th>
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<tbody>
<tr>
<td>see, say, song, sit</td>
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<table>
<thead>
<tr>
<th>Segmenting: Pull apart words into syllables.</th>
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#### Basic Phonemic Awareness Skills

<table>
<thead>
<tr>
<th>Blending: Combine syllables and sounds to make words.</th>
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<tbody>
<tr>
<td>/p/-/l/-/e/-/t/ = pet</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Segmenting: Pull apart words into syllables and sounds.</th>
</tr>
</thead>
<tbody>
<tr>
<td>black = /b/-/l/-/a/-/ck/</td>
</tr>
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</table>

#### Advanced Phonemic Awareness Skills

<table>
<thead>
<tr>
<th>Deletion: Remove a syllable or phoneme from a word.</th>
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<tbody>
<tr>
<td>remember - member</td>
</tr>
<tr>
<td>mice - ice</td>
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</table>

<table>
<thead>
<tr>
<th>Addition: Add a syllable or phoneme to a word.</th>
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<tbody>
<tr>
<td>fix - affix</td>
</tr>
<tr>
<td>top - stop</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Substitution: Switch a syllable or phoneme within a word.</th>
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<tbody>
<tr>
<td>take = which may become</td>
</tr>
<tr>
<td>bake = (one sound change), which may become</td>
</tr>
<tr>
<td>broke = (two sound changes)</td>
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</tbody>
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www.ksdetasn.org/mtss
The Developmental Continuum of Phonological Awareness

Philips, Clancy-Menchetti & Lonigan, 2008

www.ksdetasn.org/mtss

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)

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.

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.
**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.

**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/

**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

Word Awareness Activities

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

Syllable Awareness

- units of sound organized around a vowel sound
- easier to notice and manipulate syllables than smaller units of sound (onsets, rimes, phonemes)
Syllable Awareness Activities
• Hickety Pickety Bumble Bee
• Clap Your Hands
• Robot Reporting
• Picture Puzzles

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.

Onset Sound Activities
• Initial Sound “Bouncing”
• Alliteration matching
• Mystery Sound Bag
• Alliteration Bingo
• Scavenger Hunt
• Show-and-Tell
• What is My Word
Rhyming Development

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

(Paulson & Motes, 2018)

Rhyme Sensitivity Activities

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

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.
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*

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

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
Phonological Awareness Resources

- EC LETRS training: [www.voyagersopris.com](http://www.voyagersopris.com)
- PALS Activities – Phonological Awareness Literacy Screening Activities: [https://pals.virginia.edu/tools-activities.html](https://pals.virginia.edu/tools-activities.html)
- 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/](http://ccec.ehe.osu.edu/practice/ccec-curricula/read-it-again-pre-k/materials/)
- Florida Center for Reading Research: [https://fcrr.org/resources/](https://fcrr.org/resources/)

Phonological Awareness Lesson - Kindergarten

[Pay! ... Day.](https://www.ksdetasn.org/mtss)
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.**
PALS Phonological Awareness
Literacy Screening
FREE!

Great activities to build in as classwide or small group interventions

Includes other literacy skills as well

www.ksdetasn.org/mtss

Road to the Code
Brookes Publishing
approximately $55.00

Designed for kinder and first graders but easily adapted for preschool

www.ksdetasn.org/mtss

Phonemic Awareness in Young Children
Approximately $35

15-20 minute a day lessons

Developmental sequence of activities targeting pre literacy skills

www.ksdetasn.org/mtss
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

- 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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KSDETSN.org/mtss

· Click on “Repositories” in light blue menu on left side
· Select Early Childhood Repository
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

Keep your eyes open for 2021-22 webinar offerings!

Questions?

amy@kansasmtss.org
lea@kansasmtss.org
emily@kansasmtss.org
stacey@kansasmtss.org