



Phonological Awareness

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K-3 EARLY LITERACY SPECIALIST

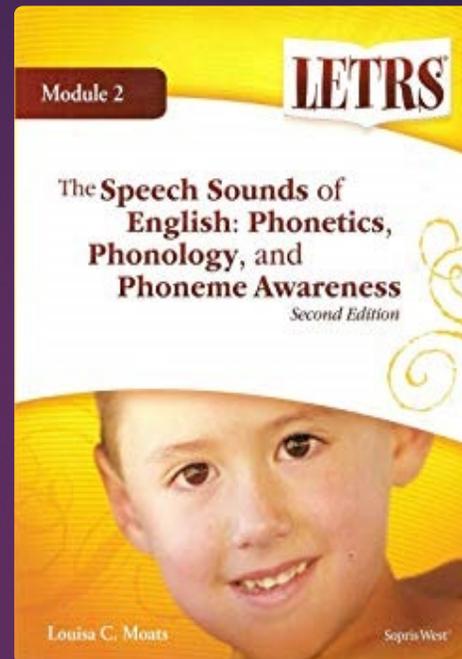
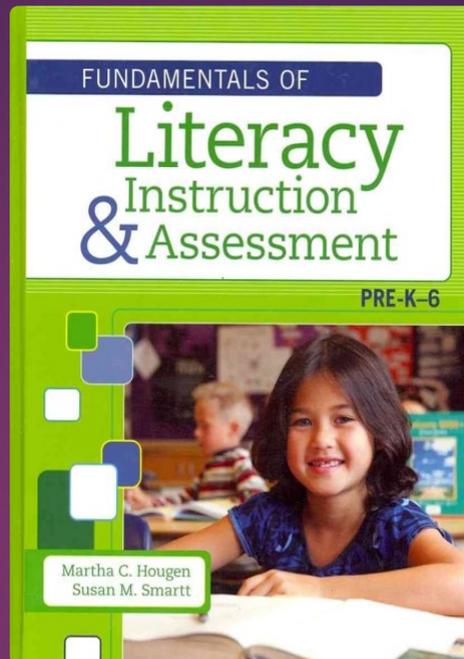
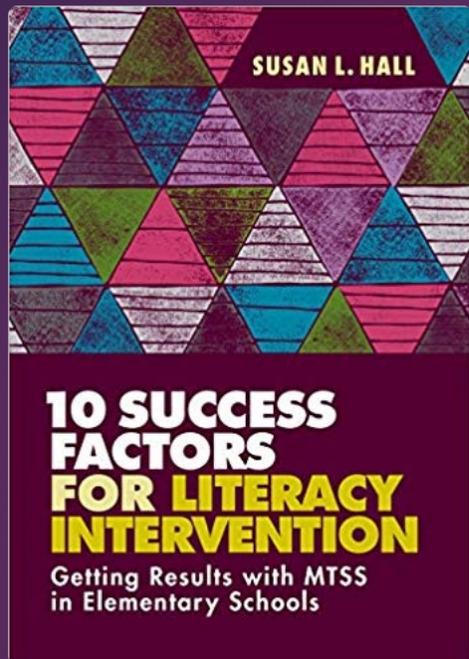
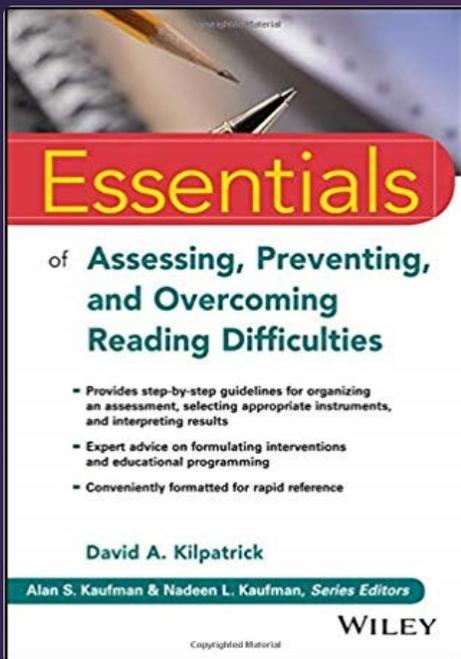
Today's Objectives

Triage

- ▶ Screen
- ▶ Diagnose

Intervene

- ▶ By skill deficit
- ▶ Start at lowest skill level
- ▶ Systematic instruction
- ▶ Appropriate scaffolds



Research

Phonological Awareness

Sentences

Alliteration

Rhyming

Syllables

Onsets/Rimes

Phonemes



Why Phonological Awareness?

-David Kilpatrick Essentials of Assessing, Preventing, and Overcoming Reading Difficulties, page 66

- ▶ “Phonological awareness **continues to develop in typical readers beyond first grade**, even though most programs and assessments discontinue training and assessing phonological awareness at the end of first grade. This later-developing phoneme proficiency **significantly impacts reading development.**”
- ▶ “The most successful intervention curriculums involve **eliminating** the phonological awareness difficulties in weak readers.”
- ▶ “**Every point in a child’s development of word-level reading is substantially affected by phonological awareness** skills, from learning letter names all the way up to efficiently adding new, multisyllabic words to the sight vocabulary.”

1. All students “universal”
2. Multiple times a year (Beg/Mid/End)
3. One-on-one
4. Yes, limited time
5. Determine if on track, or at or above benchmark, at a specific time of year
6. Mostly kindergarten/1st grade: initial sounds (ISF) and segmenting (PSF)

Screening

Triage WHO needs further attention



Screening is *not*...

The most *important* skills,

but the skills *that best predict* later reading achievement.



Every skill

Only the *greatest predictors* of later reading success at a certain time of year.



A way to group students,

but who to test further to determine skill-level groups.



1. Any student not at benchmark on screener
2. Within two weeks of universal screener
3. Less than ten minutes/student
4. Simplest to most complex skills
 - Up to 25 subskills within the PA area – not a composite score
5. Informs decisions about best instructional approach (treatment plan)
 - HOW to help struggling readers
 - Group placement
6. The most essential requirement for robust results

Diagnostic

Treatment follows a good diagnosis.



NAME _____	DATE _____
ADDRESS _____	GENDER _____ D.O.B. _____
Rx	
<input type="checkbox"/> PLEASE LABEL	
REFILL _____ TIMES	VOID AFTER _____
DISPENSE AS WRITTEN _____	M.D. _____
SUBSTITUTION PERMITTED _____ M.D. _____	
DEIA NO. _____	ADDRESS _____ 000-000

Example PA Diagnostics

Phonemic Awareness Screener Assessment

Skill 8: Adding Phonemes

Teacher Administration Directions: Teacher says the rime. Students repeat the rime. Teacher says, "Add /l/ at the beginning and the word is?"

Rime	Add /l/	Student Response	Correct Response	
1. -ud	/m/		mud	
2. -ine	/f/		fine	
3. -eed	/s/		seed	
4. -air	/h/		hair	
5. -ock	/l/		lock	
6. -ing	/k/		king	
7. -ump	/j/		jump	
8. -out	/sh/		shout	
9. -aw	/r/		raw	# Correct
10. -ess	/g/		guess	___/10

Skill 9: Deleting Phonemes in Words

Teacher Administration Directions: Teacher says the word. Students repeat the word. Teacher says, "Without [l], the word is?" (/l/ = say letter sounds)

Word	Without /l/	Student Response	Correct Response	
1. tin	/t/		in	
2. peach	/p/		each	
3. joke	/j/		oak	
4. cup	/c/		up	
5. mall	/m/		all	
6. chair	/ch/		air	
7. bend	/b/		end	
8. wrote	/r/		oat	
9. sat	/s/		at	# Correct
10. far	/f/		are	___/10

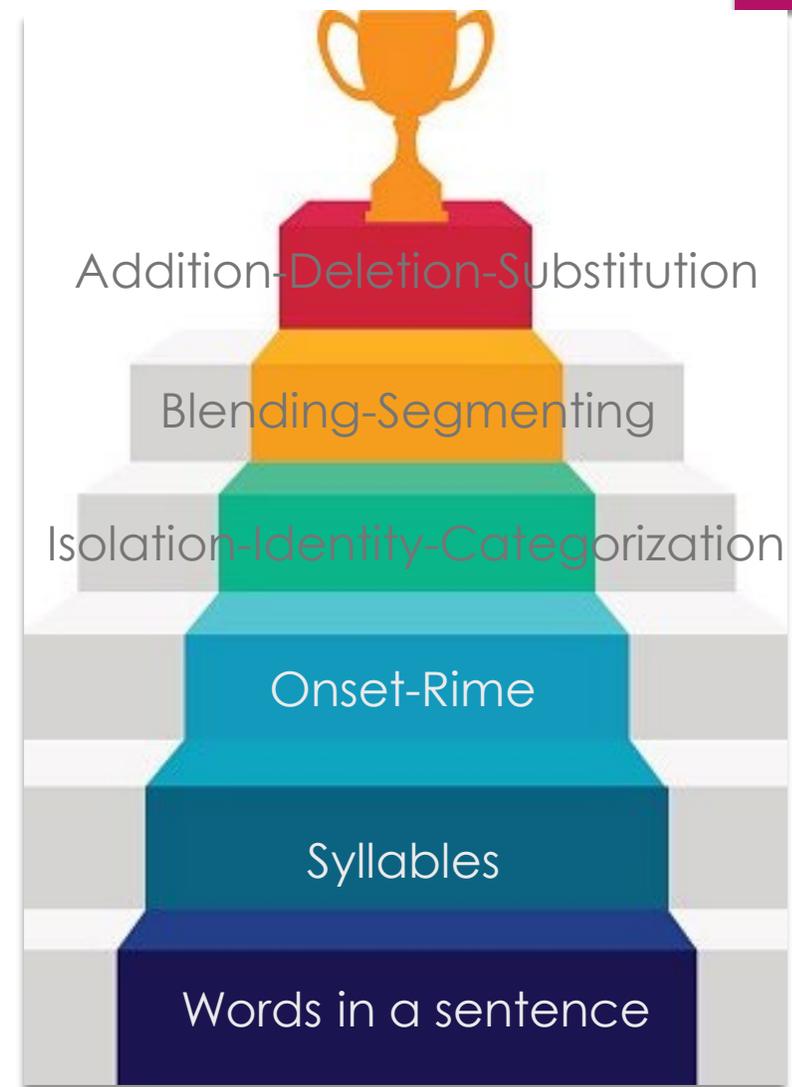
- ▶ Phonological Awareness Screener for Intervention (PASI)
- ▶ Lindamood-Bell Auditory Conceptualization (LAC)
- ▶ Comprehensive Test of Phonological Processing (CTOPP2)
- ▶ Rapid Automated Naming and Rapid Alternating Stimulus Tests (RAN/RAS)

Diagnose and Instruct

Smallest - Complex

To

Largest - Simple



Effective Instruction

1. Explicit instruction with modeling
2. **Systematic instruction with scaffolding**
3. Frequent opportunities for practice
4. Immediate corrective feedback
5. Ongoing progress monitoring



Routines

Dr. Susan Hall (2018)



- ▶ **Minimize** the time the teacher spends **explaining** what to do as the steps become familiar to students and they need less explanation over time.
- ▶ Minimize teacher talk and **maximize** time devoted to **student response**.
- ▶ Provide **structure**, so teachers **don't forget** to complete all the steps.
- ▶ Stabilize **pacing** and **flow**.
- ▶ Help students know what's coming next, which builds their **confidence**.
- ▶ Free up students' cognitive "**desk space**" for new learning.

Steps:	Type of scaffold:
1. Letter-sound cues	Visual-spatial, oral, plus letter prompts *phonics
2. Manipulatives (tokens)	Visual-spatial prompts and oral (no letters)
3. Clapping or tapping	Visual-spatial and oral (no visual-spatial prompts)
4. Verbal emphasis	Oral only
5. Oral manipulation	None

Scaffolding

VARYING DEGREES

Language

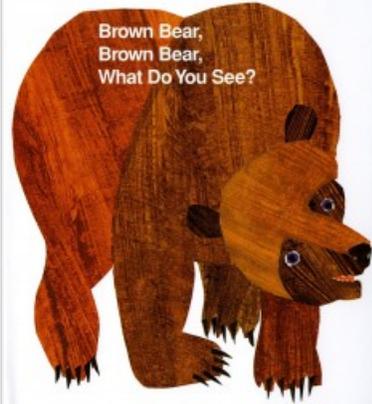
Crawl like a creepy
crawly caterpillar



Alliteration

Bill Martin Jr / Eric Carle

Brown Bear,
Brown Bear,
What Do You See?



Rhyming

Recognition: pre-k (5)

Production: mid K-1st (5 ½)



Sentences

Word Awareness

Arizona ELA Standards

Alliteration

K.RF.2d Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words.

1.RF.2c Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Rhyming

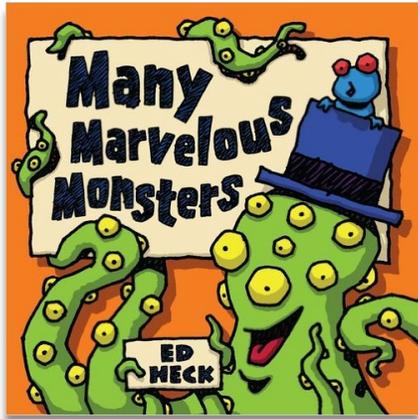
K.RF.2b Recognize and produce rhyming words.

1.RF.2e Orally generate a series of rhyming words using a variety of phonograms and consonant blends.

Sentences

K.RF.1c Identify that a sentence is made up of a group of words.

Language



Alliteration

- Teacher reads each sentence.
- Students repeat the onset.



Rhyming

- Thumbs Up, Thumbs Down
- Repeat the two that rhyme

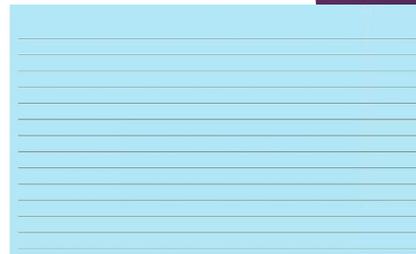
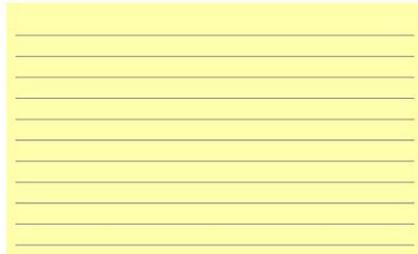
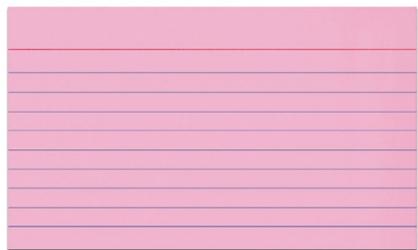


Sentences

- Start 2-5 words
- No more than 8 words.

Sentences – Oral Word Awareness

1. Listen. I can say a sentence and touch each card once for each word.
 - Say that sentence with me and touch each card once.
 - Now say that sentence by yourselves.
2. Listen. Now say that sentence by yourselves.
3. Listen. Your turn.



Syllables



Blend/Segment

1. Compound words
2. Noncompound words



Application

Identification (which syllables are the same in words)

Categorization (sorting by position)



Manipulation

Addition/Deletion/Substitution
With Compound Words

Arizona ELA Standards

- ▶ **K.RF.2c** Count, pronounce, blend and segment syllables in spoken words.

Syllable Routines

1. Blending and segmenting
2. Identification
3. Categorization
4. Addition
5. Deletion
6. Substitution

▶ Segmenting



▶ Substitution



Onset/Rime

1. Blending – Age 5 ½
2. Segmenting
3. Isolation
4. Identification
5. Categorization
6. Substitution



- ▶ Onset - consonant sound or sounds that may precede the vowel
- ▶ Rime - vowel and all the other consonants that may follow the vowel

Arizona ELA Standards

- ▶ **K.RF.2c** Blend and segment onsets and rimes of single-syllable spoken words.

Onset/Rime Routines

1. Blending – Age 5 ½
2. Segmenting
3. Isolation
4. Identification
5. Categorization
6. Substitution

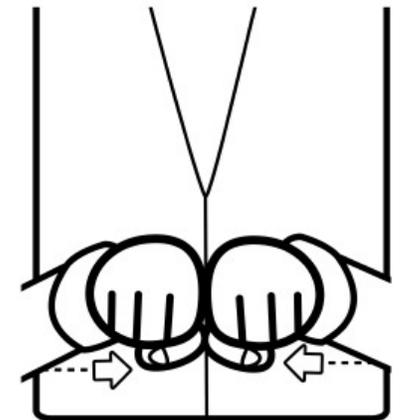
▶ Blending

- ▶ /s/ /un/
- ▶ “sun”



▶ Substitution

- ▶ Say gleam. “gleam”
- ▶ Change the /gl/ to /str/ and the word is?
“stream”



Phonemic Awareness

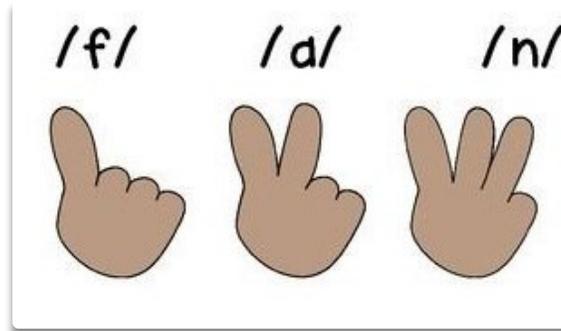
- ▶ “Phonemic awareness supports development of the alphabetic principle, or letter-sound correspondences.” Louisa Moats (2005/2006)
- ▶ “While letters or tokens can be used in the early stages of phonological awareness training, skilled phonemic awareness is displayed by instant, oral-only responding to phonological awareness prompts.” (Kilpatrick)

Phoneme Levels



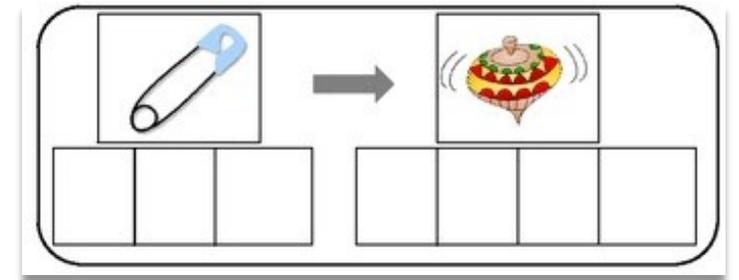
Early

Single phoneme



Basic

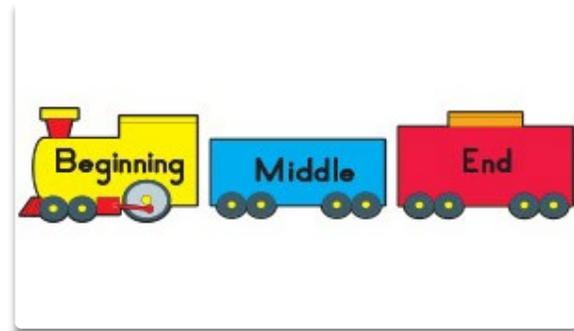
All phonemes



Advanced

Doing something with those phonemes

Early Phonemic Awareness



Isolation

Age 5 ½

FSF/ISF



Identification



Categorization

Position

Exclusion

Arizona ELA Standards

- ▶ **K.RF.2a** Identify and produce sounds (phonemes) in a spoken word.
- ▶ **K.RF.2d** Isolate and pronounce the initial, medial vowel (long and short vowels), and final sounds (phonemes) in three-phoneme words.
- ▶ **1.RF.2a** Distinguish long from short vowel sounds in spoken single-syllable words.
- ▶ **1.RF.2c** Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

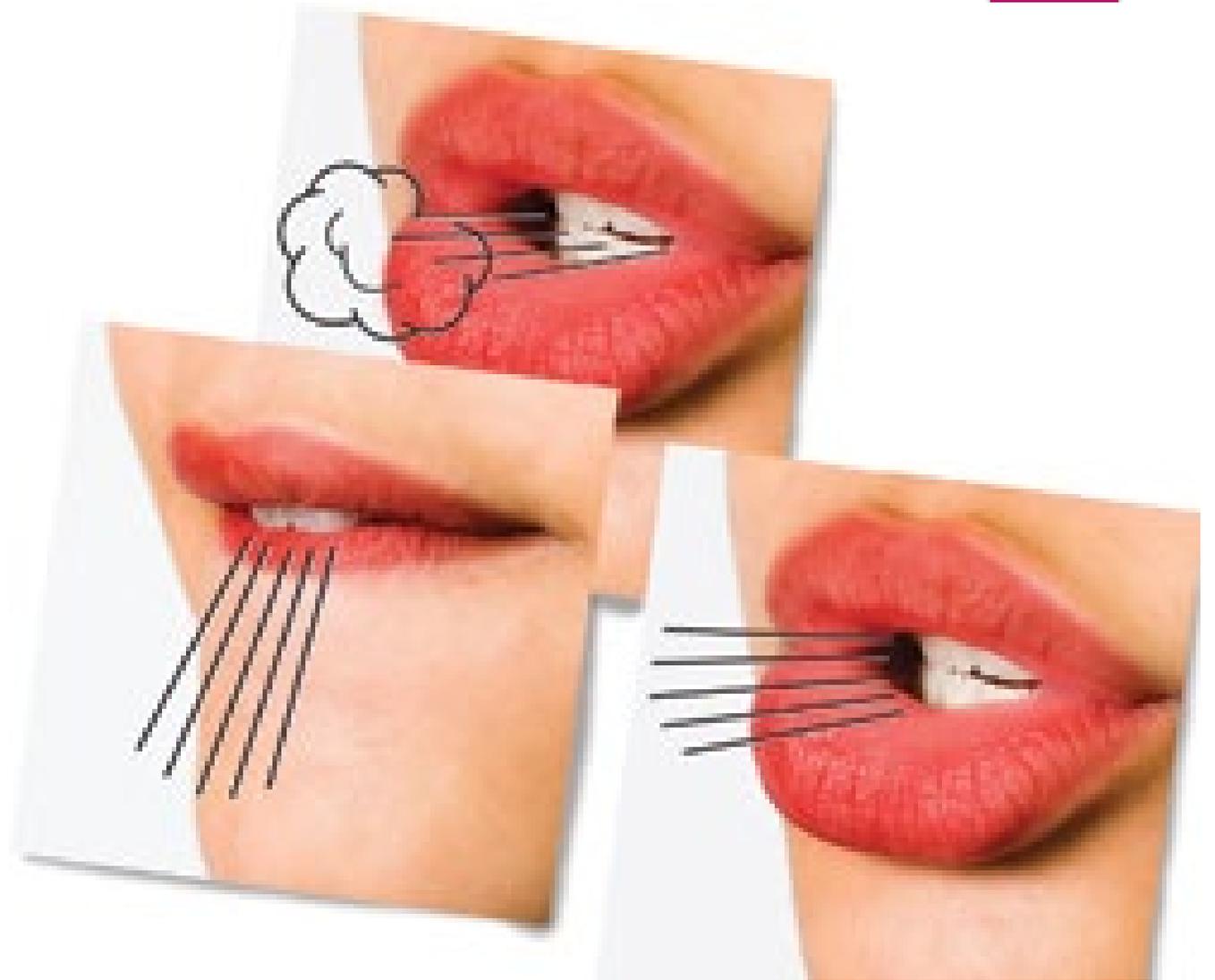
Phoneme Isolation Routines

1. Initial
2. Final
3. Medial

- ▶ What is the first speech sound in this word?
- ▶ What is the last speech sound in this word? “Punch it out”
- ▶ What is the middle vowel sound in this word? “Roller Coaster”

Phoneme Identification Routines

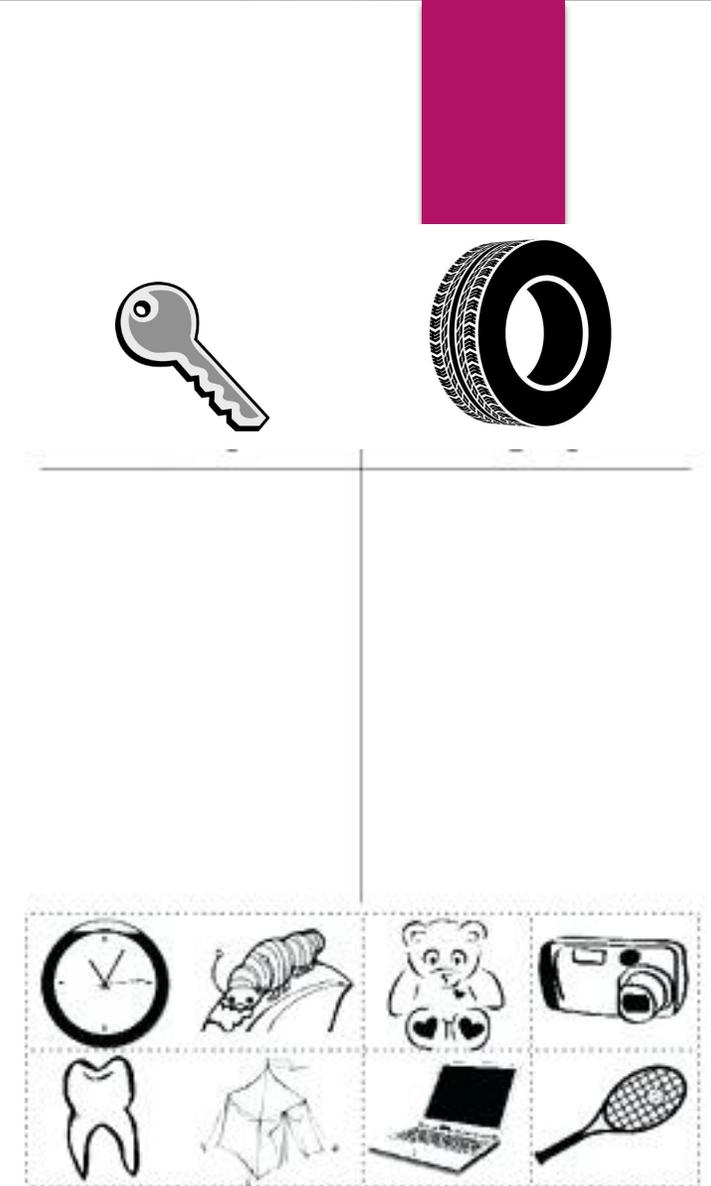
1. Say the sound that begins these words?
2. What is your mouth doing when you make that sound?



Phoneme Categorization Routines

- Position (sort similar sounds)
- Exclusion (doesn't belong)

1. What's the word?
2. What's the first sound?
3. Where should I put the word?
4. Why?



Basic Phonemic Awareness

Blending

- ▶ Necessary for phonic decoding

Segmenting (PSF)

- ▶ 2-3 phonemes (no blends) Age 6
- ▶ 3-4 phonemes (blends) Age 6 ½

Arizona ELA Standards

- ▶ **K.RF.2c** Blend spoken phonemes to form one-syllable words (e.g., /m/a/n/).
- ▶ **1.RF.2b** Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
- ▶ **1.RF.2d** Segment spoken one-syllable words of three to five phonemes into individual phonemes (e.g., /s/p/l/a/t/).

Phoneme Blending Routines

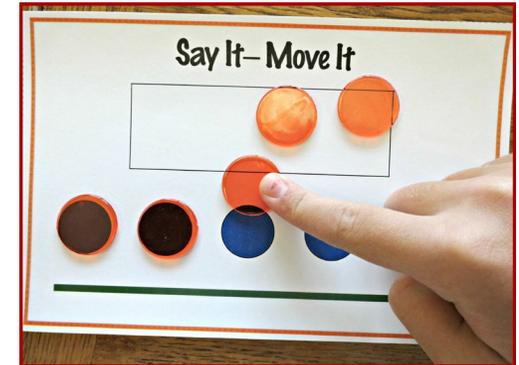
- Enunciate
- Chop each part, blend arms left to right

- ▶ Continuants: /f/ /l/ /m/ /n/ /r/ /s/ /v/ /z/
- ▶ Stops: /b/ /k/ /d/ /g/ /j/ /p/ /t/ /h/ /w/
- ▶ Tricky: /x/ /q/

Phoneme Segmentation Routines

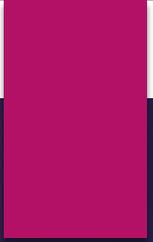
1. Say no, "no"
2. Move it /n/ /o/
3. Word? "no"
4. Reset

► Say It and Move It



► Tapping





“ Phonological segmentation appears to be less sensitive to the degree of phonological proficiency needed to be a skilled reader. ”

DAVID KILPATRICK, ESSENTIALS OF READING DIFFICULTIES, PAGE 162

Advanced Phonemic Awareness = Manipulation



Addition

Say "pants".

Now say pants without the

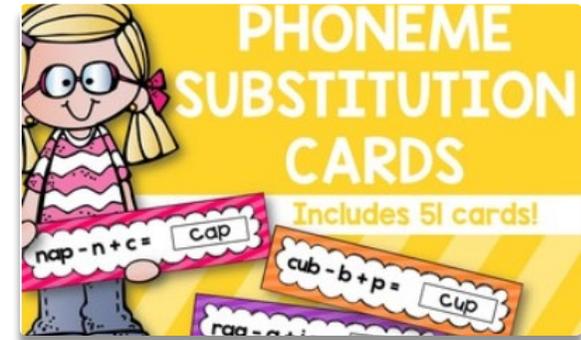


/p/
(ants)



Deletion

Ages 7-9



Substitution

Initial – final – medial

Age 6 ½

Sounds first

Arizona ELA Standards

- ▶ **K.RF.2e** Add, substitute, and delete individual phonemes in simple, one-syllable words to make new words.
- ▶ **1.RF.2f** Manipulate phonemes (add, substitute, and delete individual phonemes) in words to make new words.

Phoneme Addition Routines

1. What word would you have if you added /th/ to the beginning of “ink”?



Phoneme Deletion Routines

1. Say "mice."
2. Now say "mice"
without /m/.
3. "ice"



“ Phonemic manipulation skills continue to develop through fourth grade and most curricula and assessments stop monitoring phonemic awareness in first grade. ”

DAVID KILPATRICK (2015)



- What do we do when older students aren't responding to interventions?

Phoneme Substitution!

MUST NOT STOP AT PSF BY MID 1ST GRADE

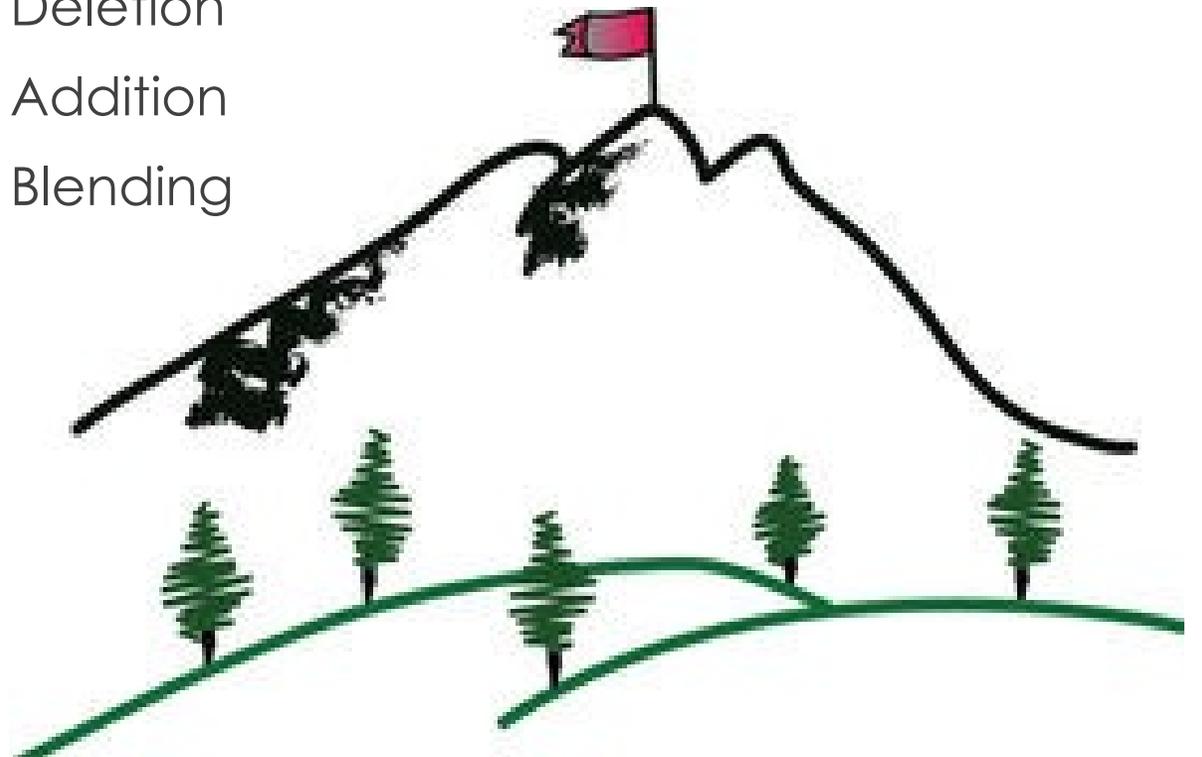
DID 2ND, 3RD, 4TH GRADERS REALLY MASTER THIS?

RHYMING PRODUCTION IS REALLY ONSET SUBSTITUTION

Phoneme Substitution Routines

1. Say "rope."
2. Change /r/ to /m/.
3. What word would you get?

- Isolation
- Deletion
- Addition
- Blending

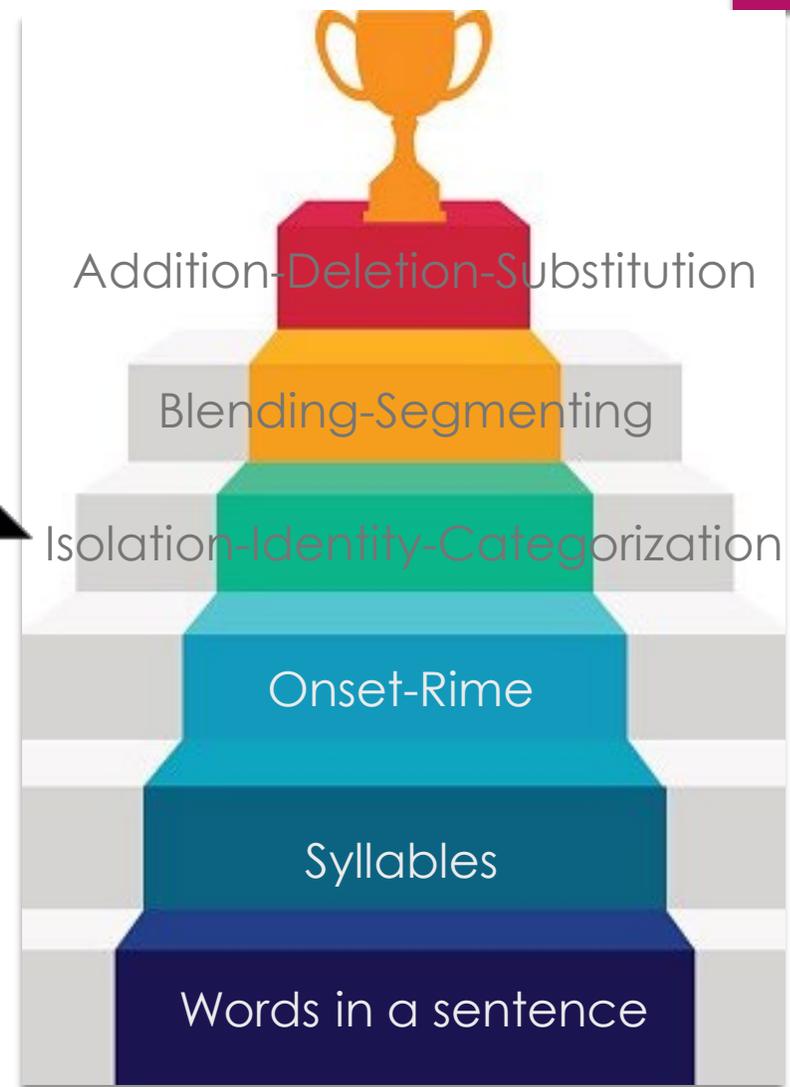


Diagnose and Instruct

Smallest - Complex

To

Largest - Simple



Reflection

Triage

- ▶ Screen
- ▶ Diagnose

NAME _____	DATE _____
ADDRESS _____	GENDER _____ D.O.B. _____
Rx	
<input type="checkbox"/> PLEASE LABEL	
REFILL _____ TIMES	VOID AFTER _____
DISPENSE AS WRITTEN _____	M.D. _____ SUBSTITUTION PERMITTED _____ M.D.
DEA NO. _____	ADDRESS _____ 300-406

Intervene

- ▶ By skill deficit
- ▶ Start at lowest skill level
- ▶ Systematic instruction
- ▶ Appropriate scaffolds



Take aways?

Upcoming Professional Development

2019 TEACHER'S INSTITUTE JUNE 4-5

<https://ems.azed.gov/Home/Calendar?sd=6233>

TEACHING READING EFFECTIVELY

<http://www.azed.gov/mowr>

Professional development tab

Thank you!

EMAIL QUESTIONS TO SARAH.BONDY@AZED.GOV