Phonological Awareness

SARAH BONDY
ARIZONA DEPARTMENT OF EDUCATION
HIGH ACADEMIC STANDARDS FOR STUDENTS DIVISION
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
- Syllables
- Alliteration
- Onsets/Rimes
- Rhyming
- 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)
<table>
<thead>
<tr>
<th>The most <strong>important</strong> skills,</th>
<th>Every skill</th>
<th>A way to group students,</th>
</tr>
</thead>
<tbody>
<tr>
<td>but the skills <em>that best predict</em> later reading achievement.</td>
<td>Only the <em>greatest predictors</em> of later reading success at a certain time of year.</td>
<td>but who to test further to determine skill-level groups.</td>
</tr>
</tbody>
</table>
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
Example PA Diagnostics

- Phonological Awareness Screener for Intervention (PASI)
- Lindamood-Bell Auditory Conceptualization (LAC)
- Comprehensive Test of Phonological Processing (CTOPP2)
- Rapid Automatized 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
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.
<table>
<thead>
<tr>
<th>Steps:</th>
<th>Type of scaffold:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Letter-sound cues</td>
<td>Visual-spatial, oral, plus letter prompts *phonics</td>
</tr>
<tr>
<td>2. Manipulatives (tokens)</td>
<td>Visual-spatial prompts and oral (no letters)</td>
</tr>
<tr>
<td>3. Clapping or tapping</td>
<td>Visual-spatial and oral (no visual-spatial prompts)</td>
</tr>
<tr>
<td>4. Verbal emphasis</td>
<td>Oral only</td>
</tr>
<tr>
<td>5. Oral manipulation</td>
<td>None</td>
</tr>
</tbody>
</table>
Language

Alliteration

Crawl like a creepy crawly caterpillar

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.
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 5½
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
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


- "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/ /v/ /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

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.
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

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