

Phonological Awareness and establishing the alphabetic principle

Session 3 Elementary Educators



Mountain West Associates

2023

Models of Skilled Reading: The Simple View of Reading & Scarborough's Rope Model

Language Comprehension

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

Increasingly
Strategic

Skilled Reading

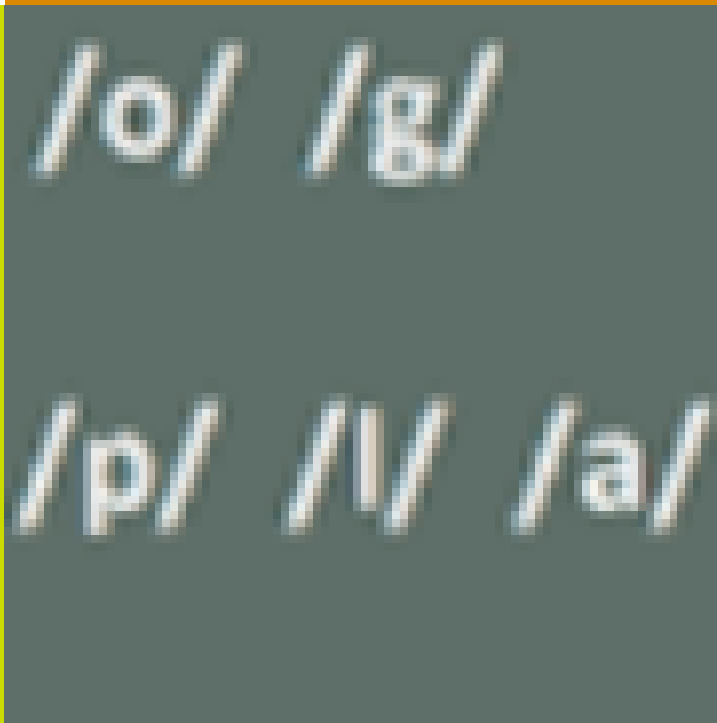
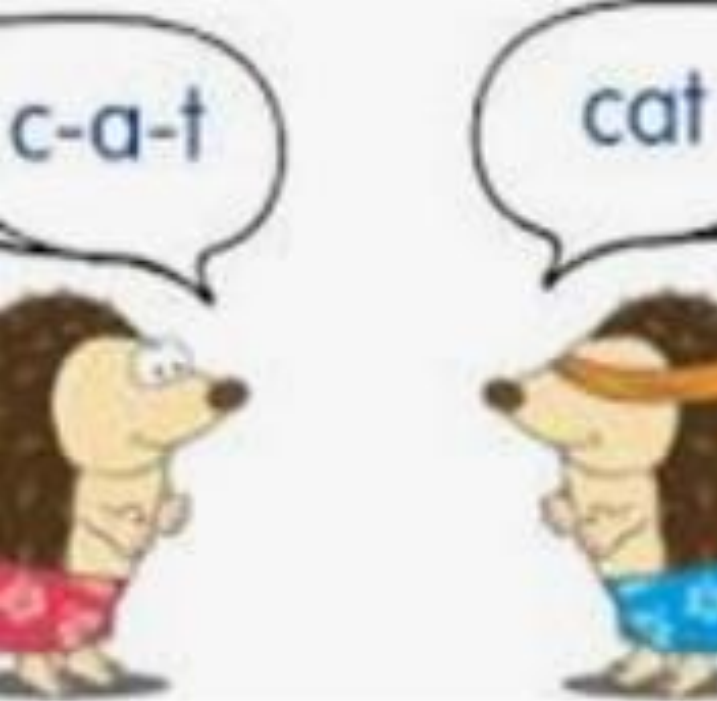
Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

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

Increasingly
Automatic

Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



Objectives

Define phonological awareness and its importance to reading and writing

Recognize and identify the sequence of phonological and phonemic development

Define the importance of phonemic awareness for learning the alphabetic code

Practice accurate phoneme pronunciation

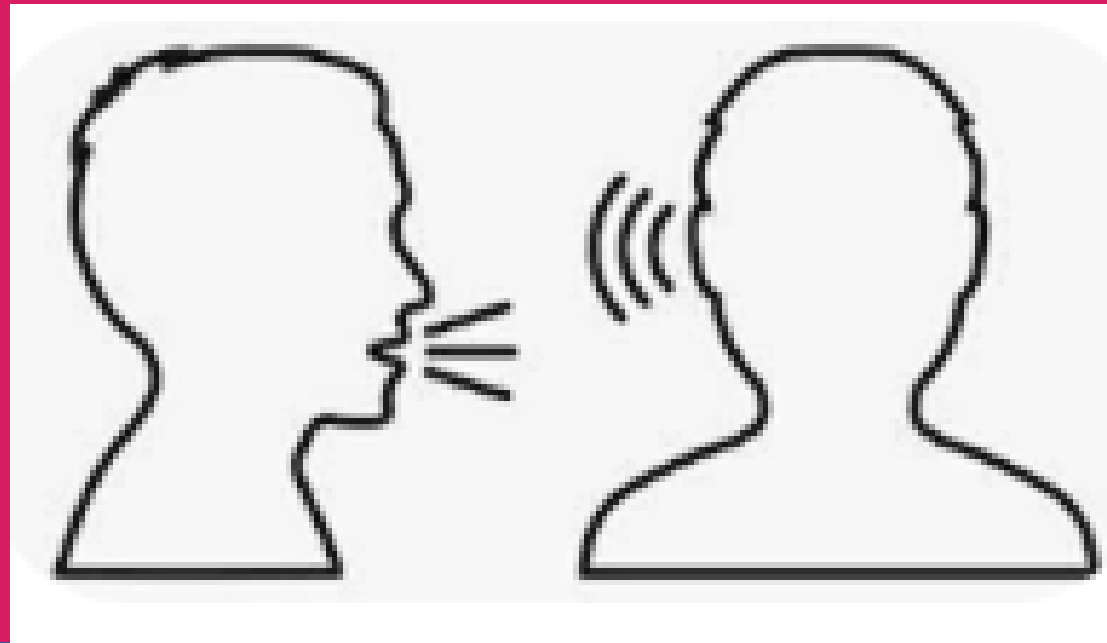
Identify classroom strategies that develop phonological awareness, letter recognition, and establishing the alphabetic principle.

What is phonological awareness?



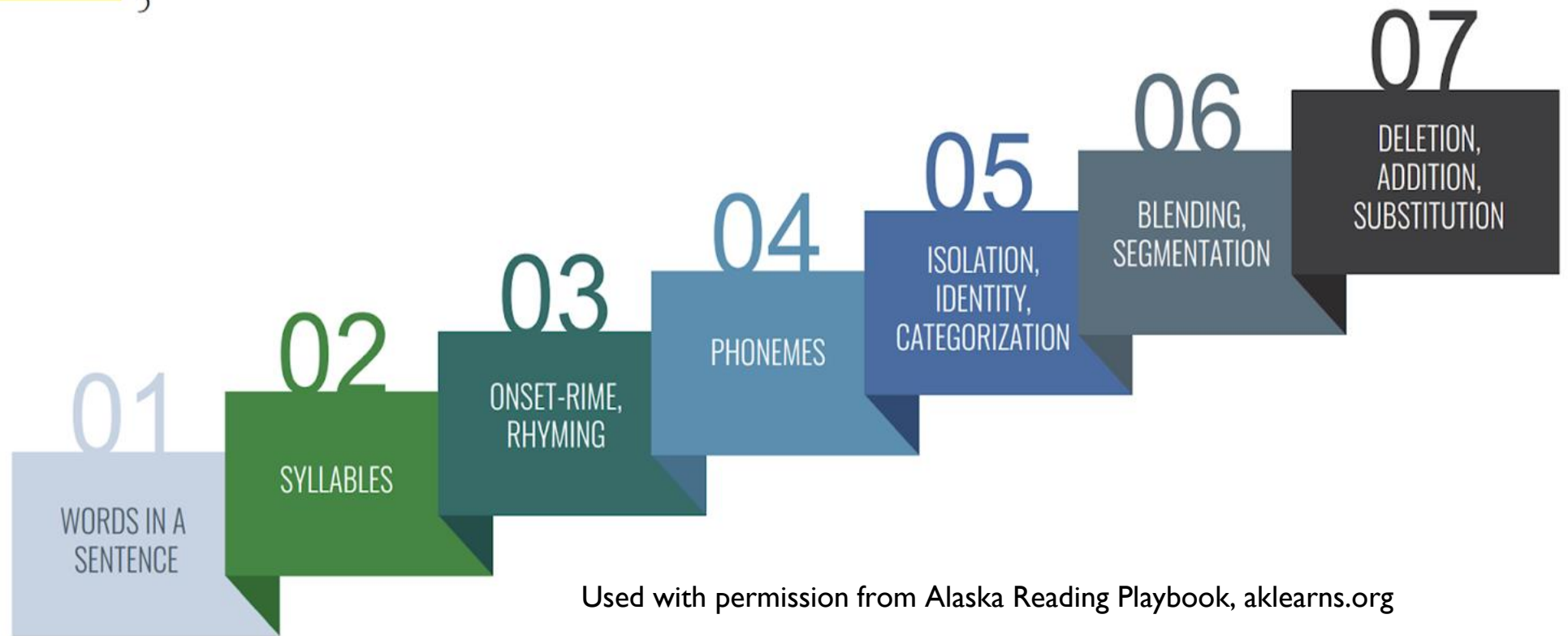
Phonological awareness is the ability to recognize and manipulate the sound properties of spoken language, such as syllables, initial sounds, rhyming parts, and phonemes.

Why is Phonological Awareness so important?



- Necessary for understanding how words in our language are represented in print
- Critical for learning to read any alphabetic writing system
- Predictor of poor reading and spelling development
- Interacts with and facilitates development of vocabulary and word consciousness

Phonological Awareness



Proficient phonological awareness

Three areas of skills

Early – rhyming (generate & recognize), alliteration, segmenting syllables, blending words into syllables, onset & rime, and identifying first sounds in words

Basic – Phoneme blending and segmentation at the word level, sound isolation/identification, categorization

Advanced – manipulating phonemes such as deleting, substituting, or reversing phonemes in words.

Pre-K- K

**Mid First-
Early Second**

**Late First-
Third**

Discussion

What does phonological awareness look like in your school/classroom?

When is it taught/which grades and how often?

Phonemic Awareness

- Phonemic awareness is the ability to recognize and manipulate individual phonemes in spoken language.
- Phonemes are the smallest unit of spoken language – the smallest unit of sound
- It is the most sophisticated and essential level of phonological awareness
- Should be taught systematically and explicitly

‘Phonological awareness instruction should never be considered an end in itself. It should always be conducted with its connections to decoding in mind.’ -Lane & Pullen, 2004 (116).’

Let's secure our pronunciations of phonemes

44 Phonemes in the English language



Consonant phoneme check list				
	Circle the appropriate description for each phoneme			
/b/ banana	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/d/ dinosaur	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/f/ fish	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/g/ guitar or gale	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/h/ hand	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/j/ jelly	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/k/ car	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/l/ leaf	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/m/ Monday	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/n/ nail	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/ŋ/ ring	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		
/p/ pumpkin	open	partially blocked	blocked	
	voiced	unvoiced		
	continuous	clipped		



Rollins Center
for Language & Literacy

Phonemes

e

see
these
me
eat
key
happy
chief
either

i

sit
gym

a

make
rain
play
great
baby
eight
vein
they

ē

bed
breath

ă

cat

ī

time
pie
cry
right
rifle

ō

fox
swap
palm

ə

about
lessn
glect
definition
circus

ū

cup
cover
flood
tough

aw

saw
pause
call
water
bought

ō

vote
boat
toe
snow
open
go

oo

took
put
could

ū

moo
tube
blue
chew
suit
soup

yū

cute
few
universe
feud

oi/oy
ou/ow

oil, boy

out, cow

er
ar
or

her
fur, sir

cart

sport

Phonological Awareness Activities

Early



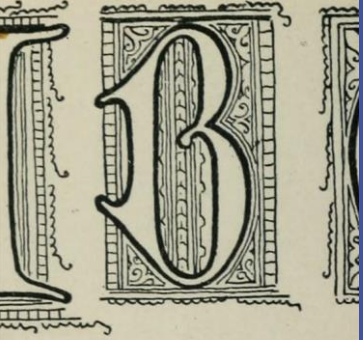
Segmenting/Onset-Rime



Advanced



ABCDEF
GHIJKLM
NOPQRST
UVWXYZ



Letter Recognition

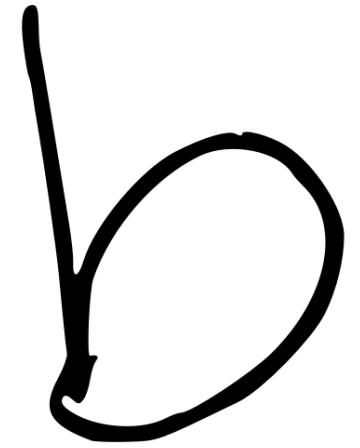
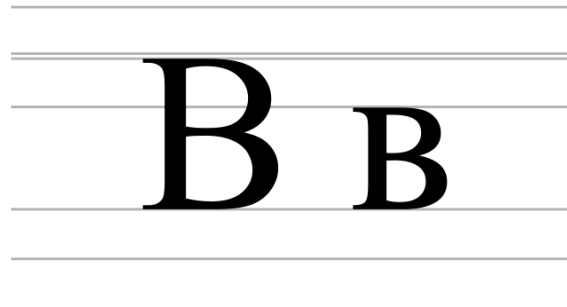
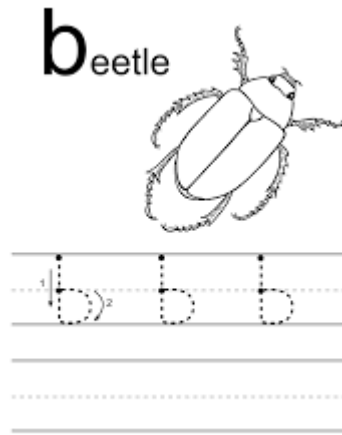
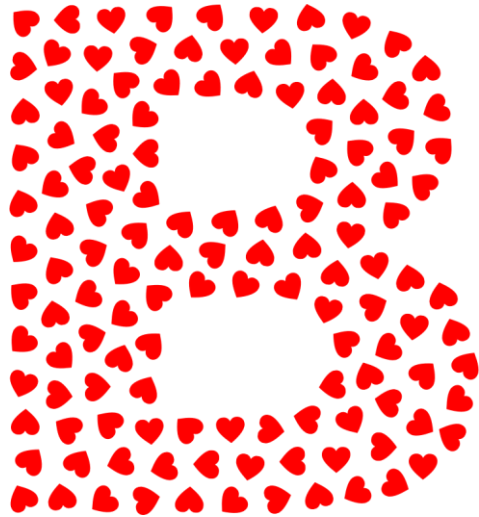
a b c d e f g
h i j k l m n
o p q r s t
u v w x y z

Early sign of dyslexia is difficulty identifying letters and letter names



**There is a lot to
learning the alphabet!**

What is in a name?



Start with Uppercase Letters



Less likely
to make
reversals

Easier to
Distinguish

Learning the
name of the
letter is the
priority

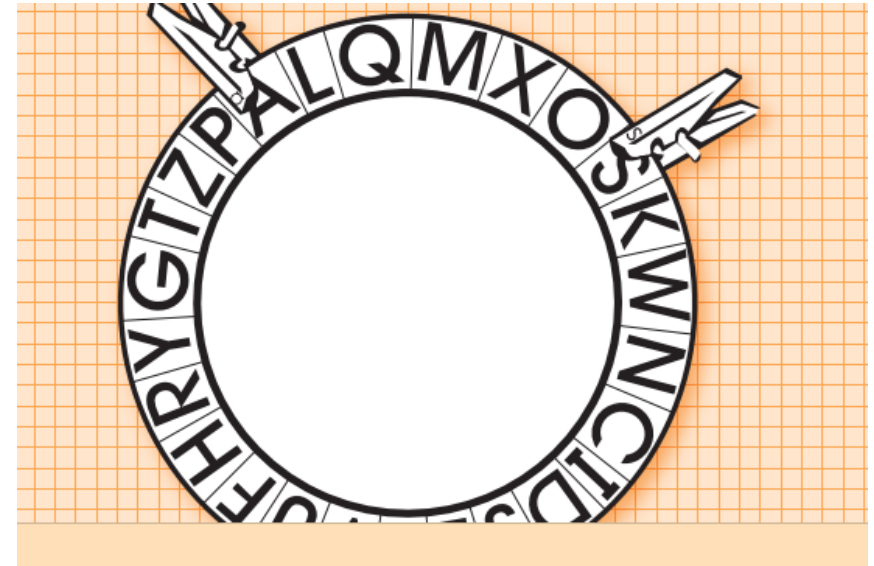




<https://dl.esc4.net/rla/alphabet-arc/english.html>

Alphabet Games

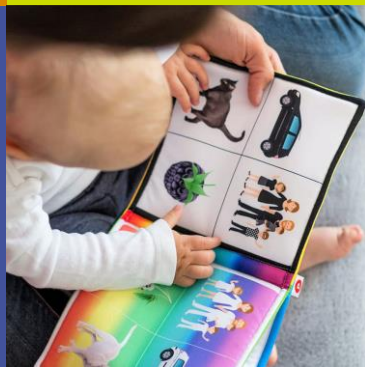
- Closer to Z
- What could it be?
- Bingo
- Memory Matching Game
- Memory Matching Game Upper and Lowercase
- Flash Cards
- Sand
- Jello
- Skywriting
- Shaving Cream



What are your favorites?



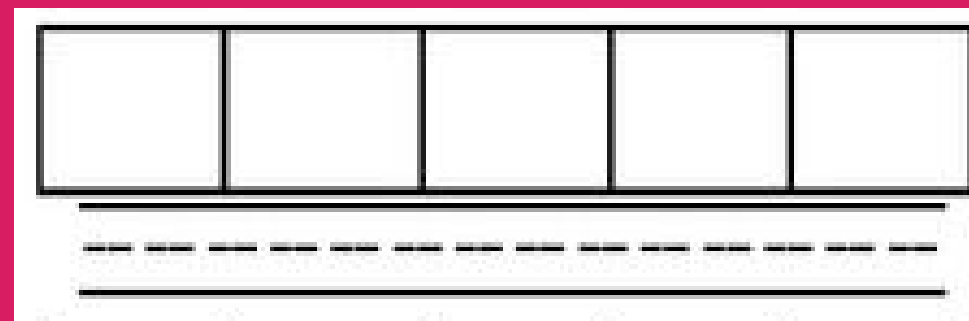
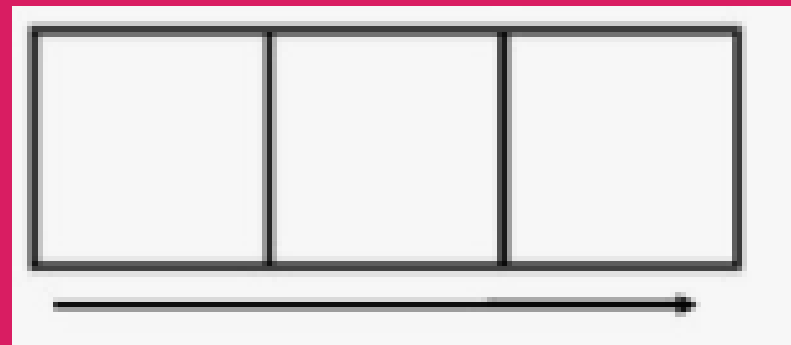
Establishing the alphabetic principle

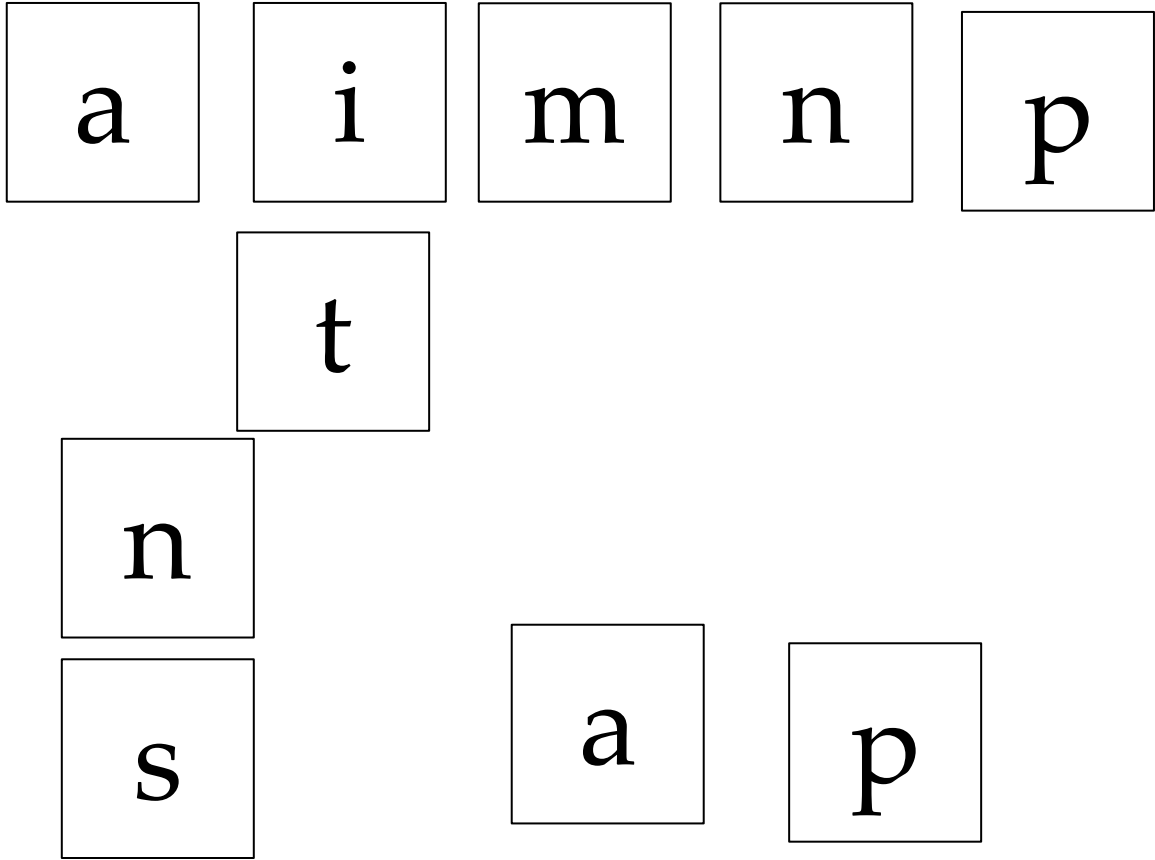


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2023

Phoneme Grapheme Match Up


Elkonin Boxes





Word Building





Phonemic Awareness

24-weeks of Explicit and Systematic Phonemic Awareness Lessons

PRIMARY Curriculum
2022 Edition

Sample Lessons

The #1 Phonemic Awareness Curriculum
EQUIPPING TEACHERS TO EMPOWER READERS SINCE 2003

Rhyme Recognition

► I will say two words. You will say the words back to me. Show me thumbs up if the words rhyme and thumbs down if they don't rhyme.

③ EXAMPLE: T: sad, mad
→ S: sad, mad (thumbs up)

sad, mad	tip, lip	brain, train	school, tool	book, took
boot, pig	coat, boat	sit, seat	sat, back	fish, dish
run, fun	mop, mile	west, rest	feet, foot	teach, talk
pin, leap	bed, head	code, job	bump, jump	mess, less

► SKILL FOCUS: When words rhyme, we hear the same middle and final sounds.

Initial Phoneme Isolation

► I will say a word. You will repeat the word, and isolate the first sound you hear.

③ EXAMPLE: T: bake → S: bake, /b/
/ʔ/ Say sound, not letter name.

WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND	WORD	INITIAL SOUND
bake	/b/	paint	/p/	yell	/j/	hoop	/h/	voice	/v/
hope	/h/	mix	/m/	rope	/r/	zip	/z/	ripe	/r/
cone	/k/	nap	/n/	cool	/k/	deal	/d/	cape	/k/

► SKILL FOCUS: We are listening for the first sound we hear in a word.

Blending Syllables

► I will say two or three syllables. You will repeat the syllables, and blend them together to make one big word.

③ EXAMPLE: T: nap - kin → S: nap - kin, napkin

SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD	SYLLABLES	WHOLE WORD
nap - kin	napkin	pen - cil	pencil	prob - lem	problem	sê - quence	sequence	sû - per	super
sand - wich	sandwich	den - tist	dentist	hab - i - tat	habitat	ex - plode	explode	re - cess	recess
plas - tic	plastic	gym - nas - tics	gymnastics	mas - ter	master	dê - vice	device	stu - dê - o	studio

► SKILL FOCUS: When we blend, we put syllables together to make one big word. A syllable is a part of a word with a vowel sound.

Your turn:



Using the sample [Heggerty lesson](#) take turns practicing each type of phonological skill