

K-3 Literacy Pilot: MoMEntum Common Professional Learning #7.0 Webinar



Phonemic Awareness:
A K-3 Literacy Essential

Learning Intentions

Educators will:

- understand the difference between phonological awareness, phonemic awareness and phonics.
- develop a common understanding of phonemic awareness.
- Identify the five phonemic awareness activity types.

Critical Components of Reading & Writing

Alphabetic

Phonological Awareness

- Words
- Syllables
- Rhymes
- Onsets and Rimes

-Phonemic Awareness

- Sound Isolation
- Discrimination
- Segmenting & Blending
- Manipulation

Phonics

- Letter Sound Correspondence
- Decoding
- Encoding

Fluency

Rate

Accuracy

Expression

Comprehension

Vocabulary

Text Comprehension

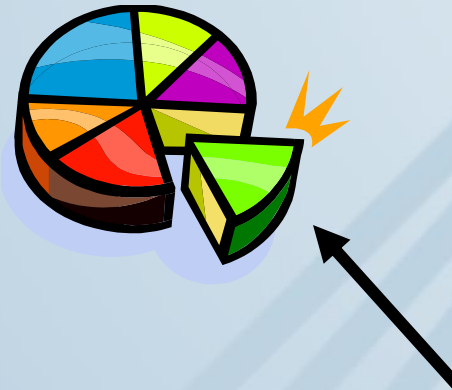
What is Phonological Awareness?

The term that describes the awareness of sounds in oral language. Phonological awareness includes the understanding and skills of rhyming, segmenting, blending and manipulating at the word, syllable, and phoneme levels.

Phonological Awareness vs. Phonemic Awareness

(Bourque, 2005)

Phonological Awareness is
the whole “pie”.



Phonemic Awareness is a piece of the “pie”—
the most complex piece.

Phonemic Awareness is....

the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken words.

Children who are phonemically aware can:

- Segment the word hat into its 3 sounds: /h/ /a/ /t/
- Blend the 3 sounds /d/ /o/ /g/ into the word dog
- Delete the last sound of cart and make the word car

(NRP 2000, Armbruster, Lehr, & Osborn, 2001)

What is phonics?

Phonics is the relationship between printed letters and spoken sounds. Phonics involves the visual aspects of print, as well as the auditory aspects of spoken language.

Children who know phonics skills can:

- Tell you which letter makes the first sound in bat
- Tell you which letter makes the last sound in car

(IRA's Position Statement on PA, 1998)

Phonemic Awareness is important because....

- it improves children's word reading and reading comprehension.
- it helps children learn to spell.

(NRP, 2000)

What Does Research Tell Us About Phonemic Awareness?

- Phonemic Awareness does not constitute a complete reading program, however it is a key component and critical foundational piece of the complex literacy process. Generally, 20 hours of instruction in a year is sufficient.
- Phonemic Awareness instruction helps all children improve their reading and spelling.
- Phonemic Awareness instruction for most students should be accomplished by the end of first grade.
- Teachers need to be aware that English Language Learners categorize phonemes in their first language.

Phonemic Awareness should be taught...

- systematically and explicitly.
- following a hierarchy of skills.
- in a relatively short amount of time per day (15 minutes per day, 20 hours per year).
- within a balanced literacy program.
- to be applied in the context of reading and writing.

What Does Research Tell Us about Phonemic Awareness Instruction?

Phonemic Awareness instruction is most effective when:

- Instruction is explicit and focused on one or two PA skills at a time (segmenting and blending are two most critical skills);
- Children are taught to manipulate phonemes with letters;
- Children are taught in small groups;
- Single sessions last no more than 30 minutes;
- Sounds, letters, and letter names are over-learned so children can work with them automatically to read and spell words; and
- Instruction is based on student needs identified through assessment.

Phonemic Awareness

<https://www.youtube.com/watch?v=aWx2myIRTHE>

Please start at the beginning of the video and stop viewing at time stamp 4:20

While viewing the phonemic awareness video clip, please:

- jot down 2-3 skills included in phonological awareness.
- jot down 2-3 skills included in phonemic awareness.

Phonemic Awareness Activity Type

Activity Type 1: Rhyme and Alliteration

Activity Type 2: Oddity Tasks (phoneme categorization)

Activity Type 3: Oral Blending

Activity Type 4: Oral Segmentation

Activity Type 5: Phoneme Manipulation

Rhyme and Alliteration

Type 1

Rhyme

Detection: Do the words cat/bat rhyme? Do the words mug/fin rhyme?

Production: What word rhymes with snake?

Alliteration

Detection: Do the words bat, bear, balloon sound have the same beginning sound?

Production: What is a word that begins with the same sound as cat does?

Assonance

Detection: What is the repeated sound in a sentence containing words with mostly the same vowel sound.

Production: Name a word that has the same vowel sound as peach, beach and street?

Oddity Tasks (Phoneme Categorization)

Type 2

1. Rhyme: “Which word does not rhyme- sat, mat, or pan?”
2. Beginning consonants: “Which two words begin with the same sound?”
3. Ending Consonants: “Which two words end with the same sound?”
4. Medial sounds: (long vowels –e.g.,) “Which word does not have the same middle sound?”
5. Medial sounds: (short vowels –e.g.,) “Which two words have the same middle sound?”
6. Medial sounds: (consonants, as in words like kitten or lesson)

Oral Blending

Type 3

1. Syllables: Say the syllables in a word and have the students put them together, as in “ta...ble.”
2. Onset and rime: Say the onset and rime in a word and have the students put the sounds together, as in “/s/...at.)
3. Phoneme by phoneme: Say a word sound by sound and have students string together the sounds, as in “/s/.../a/.../t/.

Oral Segmentation (including counting sounds) Type 4

1. Syllables: Say or clap a word by syllables- explain that each syllable has one vowel sound or 'chin drop.
2. Onset and rime: Say a word by onset and rime. In a word, the rime is the vowel and everything after it. The rime in sat is at. The onset is the consonant, consonant blend, or consonant digraph that precedes the rime. The onset in sat is s.
3. Phoneme by phoneme: Say a word sound by sound and/or count sounds.

Phoneme Manipulation

Type 5

1. Initial sound substitution: Replace the first sound in man with /p/.
2. Final sound substitution: Replace the last sound in bad with /g/.
3. Vowel substitution: Replace the middle sound in hat with /o/.
4. Syllable deletion: Say noble with out no.
5. Initial sound deletion: Say sat without /s/.
6. Final sound deletion: Say make without the /k/.

Phoneme Manipulation

Type 5

7. Initial phoneme in a blend deletion: Say slip with out /s/.
8. Final phoneme in a blend deletion: Say nest without /t/.
9. Second phoneme in a blend deletion: Say slip without /l/.
10. Initial sound addition: Add /s/ to the beginning of at.
11. Final sound addition: Add /t/ to the end of res.

Phonemic Awareness

<https://www.youtube.com/watch?v=qLmnj8-lfvM>

While viewing the phonemic awareness video clip, please:

- jot down 2-3 explicit teaching routines the teacher uses to teach phoneme substitution.

Recap: Phonemic Awareness

- Phonemic awareness is necessary, and one element of a balanced literacy program.
- Phonemic awareness can be directly taught.
- Phonemic awareness does not require extensive teaching time.
- Phonemic awareness has an instructional progression from easy to complex.

Completing the Survey

Copy and paste the link to the survey into a browser window.

<https://www.surveymonkey.com/r/MomentumPA>

Complete the survey.

A certificate of one contact hour will be issued by your literacy coach.