Teaching Phonological Awareness to Young Children: The Why and the How

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Today's Session Will Focus On:

- What is phonological awareness?
- Why it is important to teach phonological awareness skills in the early years?
- How do I teach phonological awareness skills in my preschool and kindergarten classrooms?

Simple View of Reading

Gough and Tumner, 1986

- Phonological Awareness
- Phonics
- Fluency

- Vocabulary
- Comprehension

What is phonological awareness?

Phonological Awareness

- The ability to manipulate the sound system of spoken language, including words, rhymes, syllables, onset-rimes, and phonemes.

VAUGHN & LINAN-THOMPSON, 2004

Phonological Awareness

Includes awareness of the larger parts of spoken language as well as the smaller parts:

- words
- syllables
- onsets and rimes
- phonemes (sounds)

Phonological Units

What are the phonological units in the word *chimneys*?

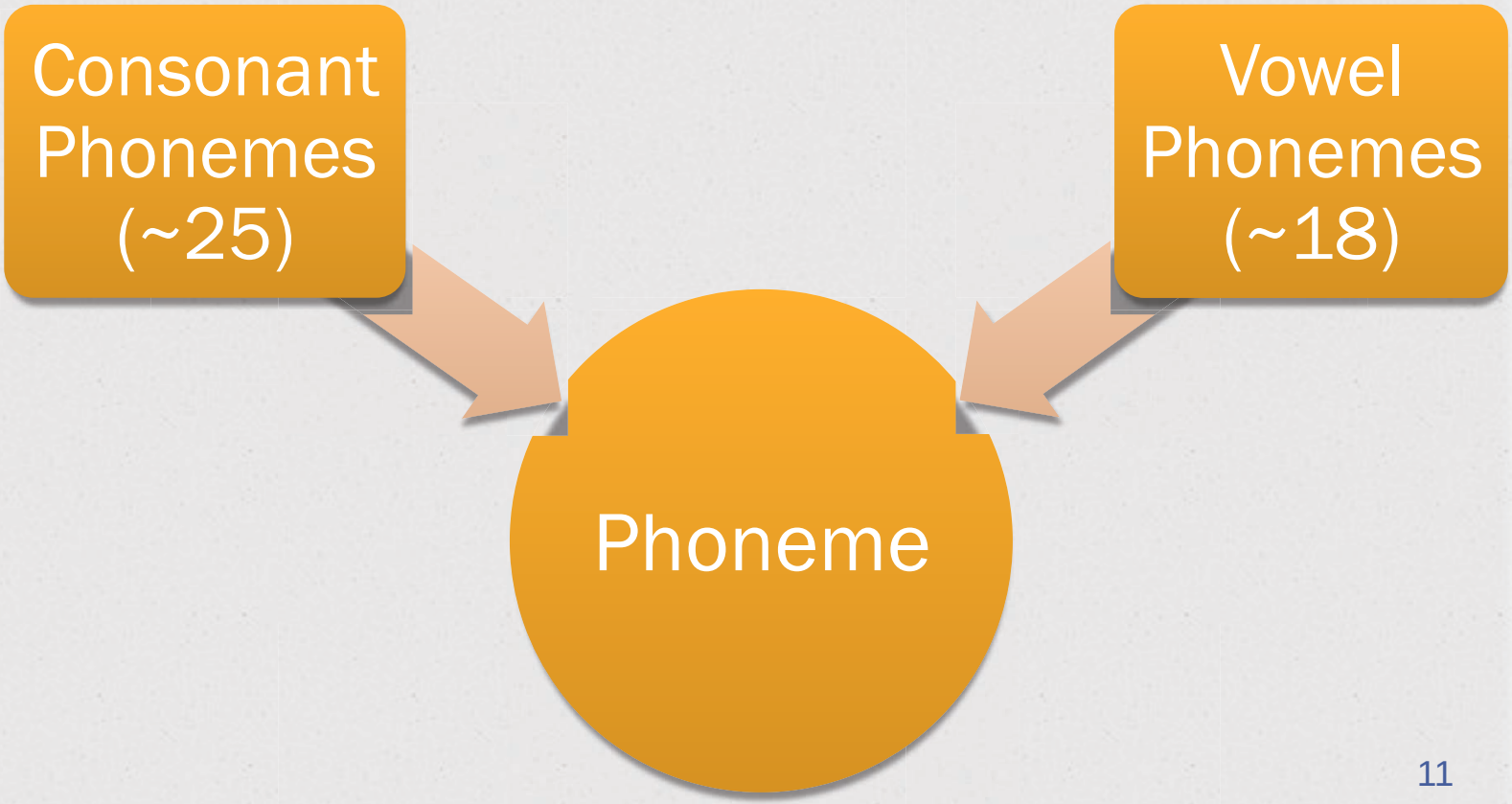
Word	Chimneys					
Syllables	chim			neys		
Onsets and Rimes	Ch	im		n	eys	
Phonemes	Ch	i	m	n	ey	s

YOPP & YOPP, 2009

Phonemic Awareness:

The ability to detect, identify, and manipulate the phonemes in spoken words.

Structure of English

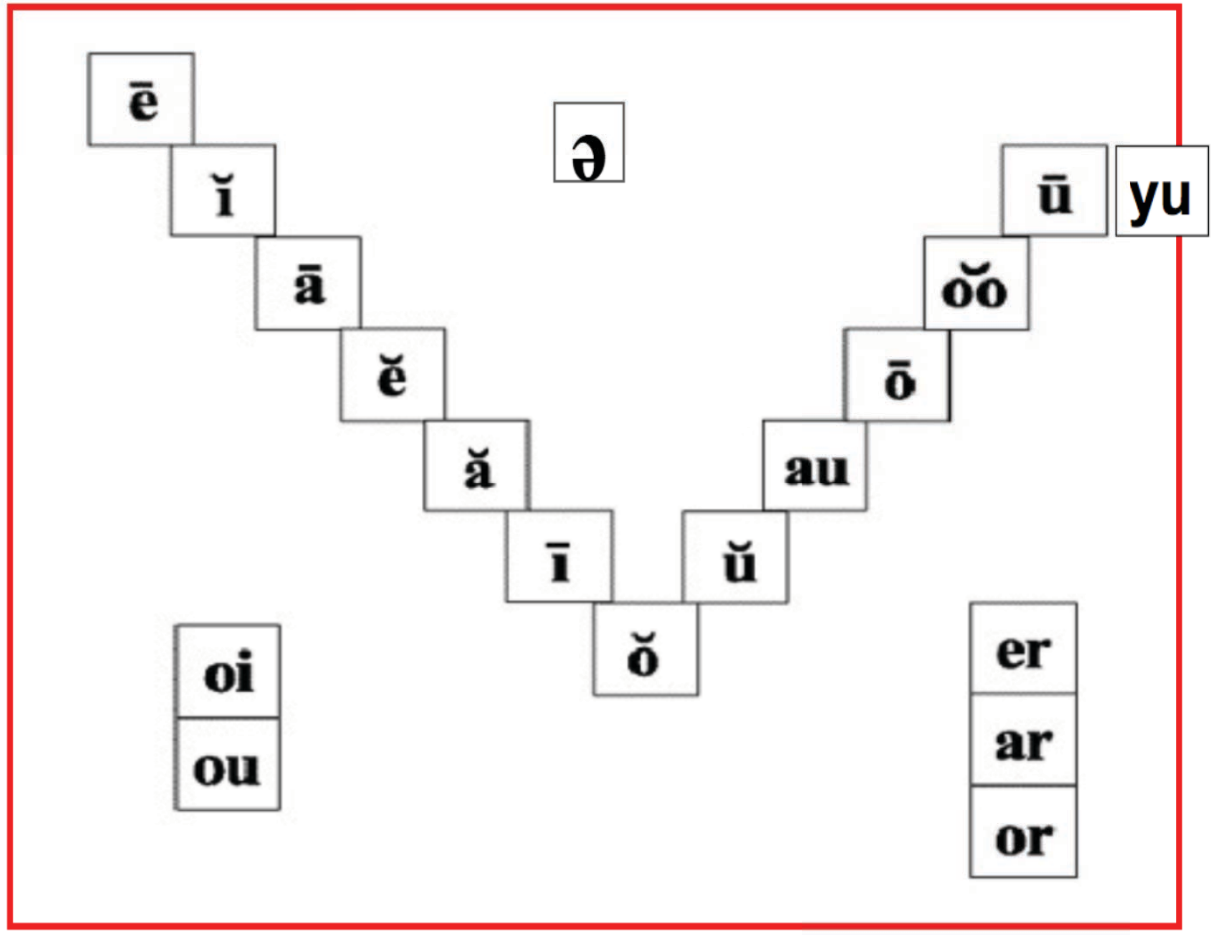


Consonant Phonemes by Place and Manner of Articulation

	lips (bilabial)	teeth on lips/ labiodental	between teeth (interdental)	behind teeth (alveolar)	roof of mouth (palatal)	back of throat (velar)	glottis
stops unvoiced voiced	/p/ /b/			/t/ /d/		/k/ /g/	
nasals	/m/			/n/		/ng/	
fricatives unvoiced voiced		/f/ /v/	/th/ /th/	/s/ /z/	/sh/ /zh/		
affricates unvoiced voiced					/ch/ /j/		
glides unvoiced voiced					/y/	/wh/ /w/	/h/
liquids				/l/	/r/		

MOATS, 2015

Vowel Sounds of English, by Articulation



MOATS, 2015

Structure of English

Activity: Let's count phonemes!

How many phonemes in the word:

- fern
- boil
- heard
- mixed
- few
- wing
  - Bonus: quite

What are the critical phonological awareness skills to focus on in preschool?

Oregon's Early Learning and Kindergarten Guidelines

- learning from age 3 through the end of K
- alignment of goals and progression identified in the Head Start Early Learning Outcomes Framework and the standards identified in the Common Core State Standards for K
- 5 domains
  - approaches to learning
  - social-emotional development
  - language and communication
  - literacy
  - math

PHONOLOGICAL AWARENESS

Goal 1: Child demonstrates awareness that spoken language is composed of smaller segments of sound. P-Lit1

DEVELOPMENTAL PROGRESSION		INDICATORS	STANDARDS
Age 3	Age 4–5/Not Yet in Kindergarten	By Entry to Kindergarten	By End of Kindergarten
• Shows rote imitation and enjoyment of rhyme and words that start with the same sound (alliteration). • With support, distinguishes when two words rhyme and when two words begin with the same sound.	• Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. • Recognizes changes in the sounds of words (phonemic awareness), such as noticing the problem with "Old McDonald had a charm." • Is able to count syllables and understand sounds in spoken words.	• Provides one or more words that rhyme with a given word, such as "What rhymes with log?" • Produces the beginning sound in a spoken word, such as "Dog begins with /d/." • With adult support, provides a word that fits with a group of words that have the same beginning sound, such as "Sock, Sara, and song all start with the /s/ sound. What else starts with the /s/ sound?"	• Demonstrates understanding of spoken words, syllables, and sounds (phonemes). (K.RF.2) • Recognizes and produces rhyming words. • Counts, pronounces, blends, and segments syllables in spoken words. • Blends and segments the beginning sound in a word (onset) and the last letters of the word (rime) of single-syllable spoken words. For example, in the word "CAT", the onset is "C" and the rime is "AT". • Isolates and pronounces the beginning (initial), middle (medial) vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) • Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.

What are the critical phonological awareness skills to focus on in K?

- recognize and produce **rhyming words**
- count, pronounce, blend and segment syllables in spoken words
- blend and segment onsets and rimes of single-syllable spoken words
- isolate and pronounce the initial, medial vowel, and final sounds in 3-phoneme CVC words
- add or substitute individual sounds in simple, one-syllable words

COMMON CORE STATE STANDARDS

Why Teach Phonological Awareness?

- *"Phoneme awareness performance is a strong predictor of long-term reading and spelling success and can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status."*

- *GILLON, 2004*

Why Teach Phonological Awareness?

- *Children who begin school with little phonological awareness have trouble acquiring alphabetic coding skill and thus have difficulty recognizing words.*

- *STANOVICH, 2000*

Why Teach Phonological Awareness?

- The understanding that speech sounds can be segmented and blended is necessary to make connections between speech and print.

- Without the capacity to attend to the individual sounds in words, it is extremely difficult to match sounds to letters and decode words.

Why Teach Phonological Awareness?

- *Fortunately, phonemic awareness can be developed through instruction with clear benefits to subsequent acquisition of reading skills*

- *PRESSLEY, 1998*

How do I teach phonological awareness skills in my preschool and kindergarten classroom?

Effective Phonological Awareness Instruction:

- should be explicit
- should be systematic
- should be conducted in small groups
- must focus on blending and segmenting words at the phoneme level
- should limit each session to no more than 30 minutes
- should provide additional instruction for struggling readers
- is usually not necessary in second grade and above

CHARD & DICKSON, 1999

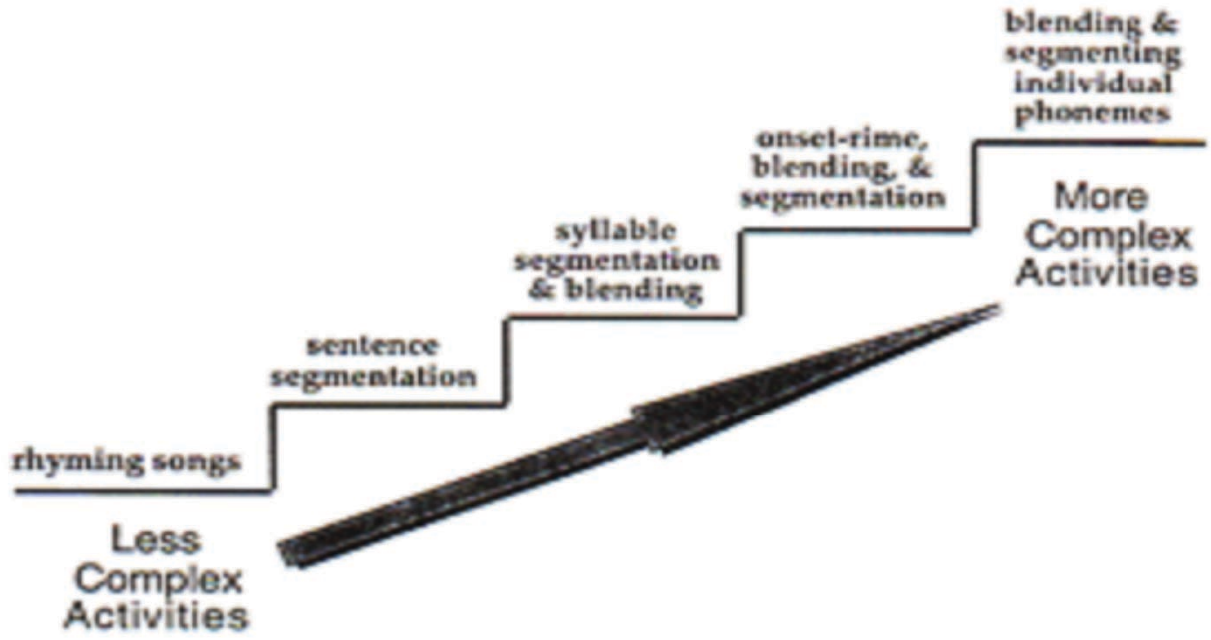


Figure 1. *A continuum of complexity of phonological awareness activities.*

- Start with continuous sounds such as /s/, /m/, and /f/ that are easier to pronounce than stop sounds such as /p/, /b/, and /k/;
- Carefully model each activity as it is first introduced;
- Move from larger units (words, onset-rime) to smaller units (individual phonemes);
- Move from easier tasks (e.g., rhyming) to more complex tasks (e.g., blending and segmenting); and,
- Consider using additional strategies to help struggling early readers manipulate sounds. These strategies may include using concrete objects (e.g., blocks, bingo chips) to represent sounds.

https://www.mbaea.org/documents/resources/Young_Children__January_2009_Phonol_3393D10BD977B.pdf

LITERACY

Phonological Awareness Is Child's Play!

Hallie Kay Yopp and Ruth Helen Yopp

5 Suggestions for Preschool Teachers

1. Read aloud books that play with sounds.
2. Share poetry that plays with sounds.
3. Share songs that play with sounds.
4. Play games that draw attention to sounds.
5. Involve families.

YOPP & YOPP, 2009

Clapping Syllables – YOPP & YOPP, 2009

- Explain to children that the game is to clap the chunks of the words they speak.
- Begin with clapping the syllables in children's names (e.g., Erica, Kareem, Dan).
- Clap every child's name during a group activity. (Slow down and emphasize each syllable!)
- Clap all the syllables in other words. Try table, chair, carpet, bookcase, lunch, paper, playground, basketball.
- Clap on a variety of occasions – clap the names of foods you are eating for lunch. Let children offer words to clap.
- Say a sentence slowly, and then invite children to repeat the sentence with you while you all clap the syllables. ("The children went outdoors" will have six claps.)

Guess Which Object

Guess Which Object – YOPP & YOPP, 2009

- Hold up two objects. Be sure the objects begin with different sounds such as a leaf and a marker.
- Identify each object with the children to ensure you all are using the same label.
- Tell the children that the object of the game is for them to guess which of the objects you are thinking of – you'll give them a clue.
- Tell children the first sound in the word you are thinking of (/l/ if you are thinking of the leaf).
- Repeat with other objects.

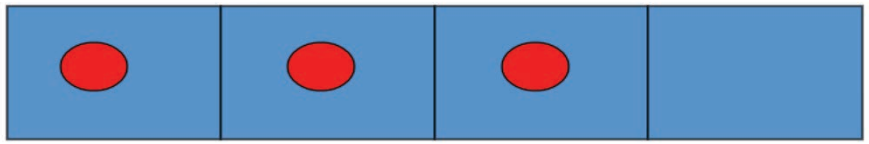
Guess Which Object

- This is a _____. What is it? (Repeat for each object.)
- In this game, you will guess the object I am thinking of. I will give you a clue.
- I'm thinking of an object that begins with the sound /___/. What sound?
- Tell me the object that begins with /___/.
- Good, _____ begins with /___/. /____/, _____.

Using Sound Boxes

- Say the word.
- Model: listen as I say the sounds.
- Guided practice: let's do one together.
- Now you map the sounds.

/sh/ /ar/ /k/



Phoneme Segmentation

- Let's get ready to break some words into their sounds.
- The first word is: _____. What word?
- My turn to say and move the sounds in _____.
- (Say each sound in the word as you move a chip to a square on the three-square strip.)
- Now let's say and move the sounds in a word together.
- The word is: _____. What word?
- (Say each sound in the word with the students as you all move a chip to a square on the three-square strip.)
- Your turn to say and move the sounds in a word.

- Torgesen et al. (1994) concluded that training for at-risk children must **be more explicit** or **more intense** than what is typically described in the research literature if it is to have a substantial impact on the phonological awareness of many children with severe reading disabilities.

What does more explicit and intense PA instruction look like?

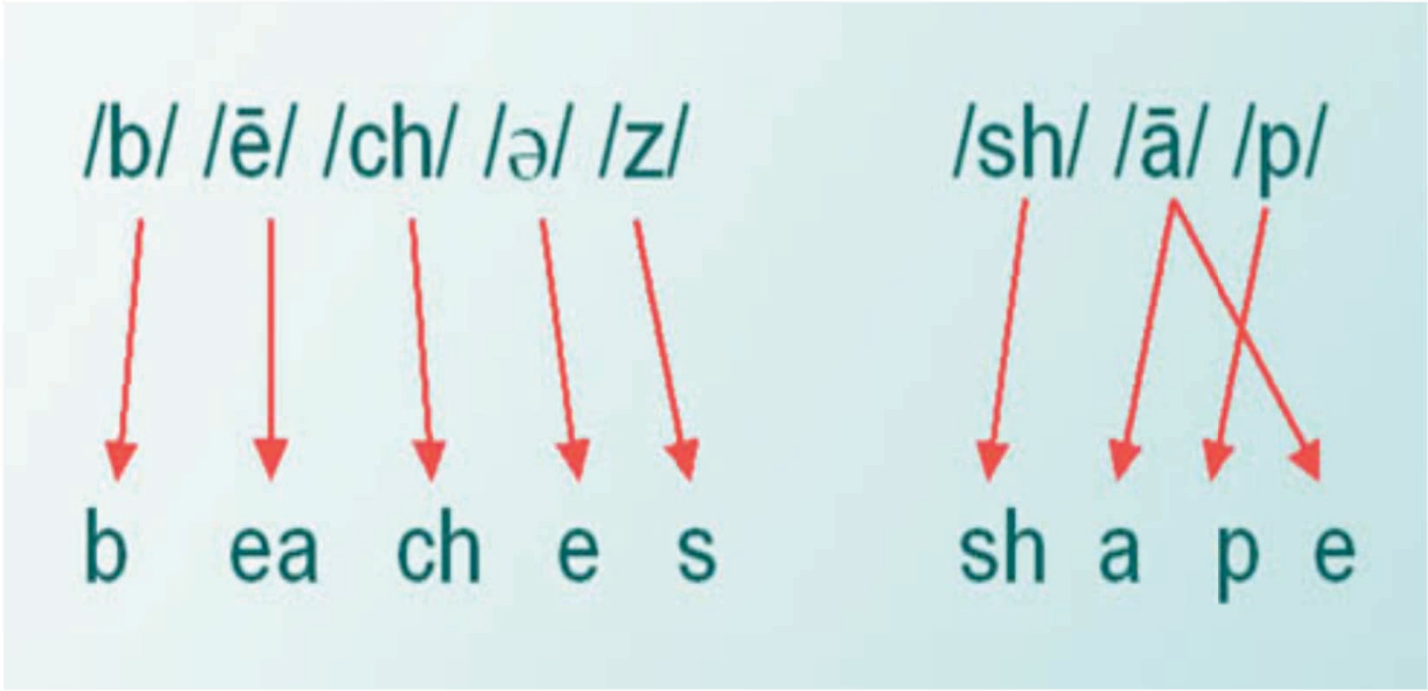
- begin with activities to foster awareness of a small set of phonemes (e.g., high frequency phonemes that are articulated at or near the front of the mouth like /b/or /t/, and phonemes that are continuants like /m/ and /f/; include a short vowel that can be used in a number of CVC words with this phoneme set)
- when introducing a phoneme, select word examples that minimize coarticulation effects
- careful selection of examples (e.g., choose wide or narrow phoneme contrasts like m/v vs. m/n depending on the students' phase of PA development - fan/seat vs. fan/pin for rhyming tasks)
- teach articulatory features of phonemes during PA lessons by modeling, using a mirror, describing the speech sound, or using a hand gesture or mouth picture to illustrate the way the speech sound is produced
- use tactile and kinesthetic aids such as blocks, chips, sound boxes, body mapping, finger tapping, and left to right hand motions

IDA KNOWLEDGE AND PRACTICE STANDARDS FOR TEACHERS OF READING

Adaptations for Children at Risk

- Reduce competing noise.
- Say everything clearly and at an appropriate volume.
- Ask children to look at you when you speak. Touch if necessary.
- Ask for oral production of sounds and words.
- Write or use pictures and objects as you talk.

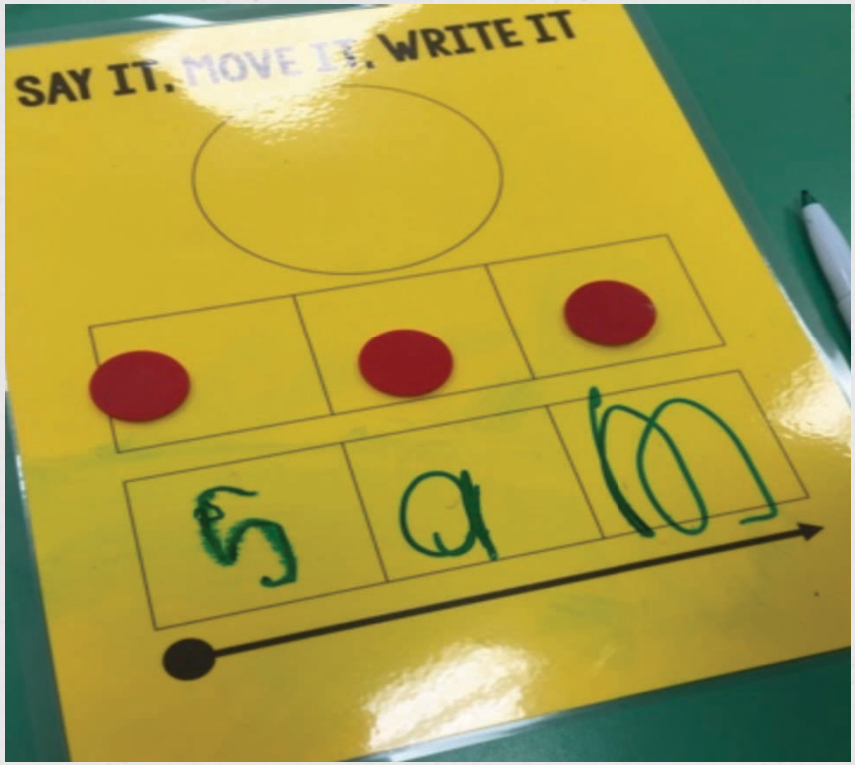
Phonemes held in working memory create mental "parking spots" for graphemes.



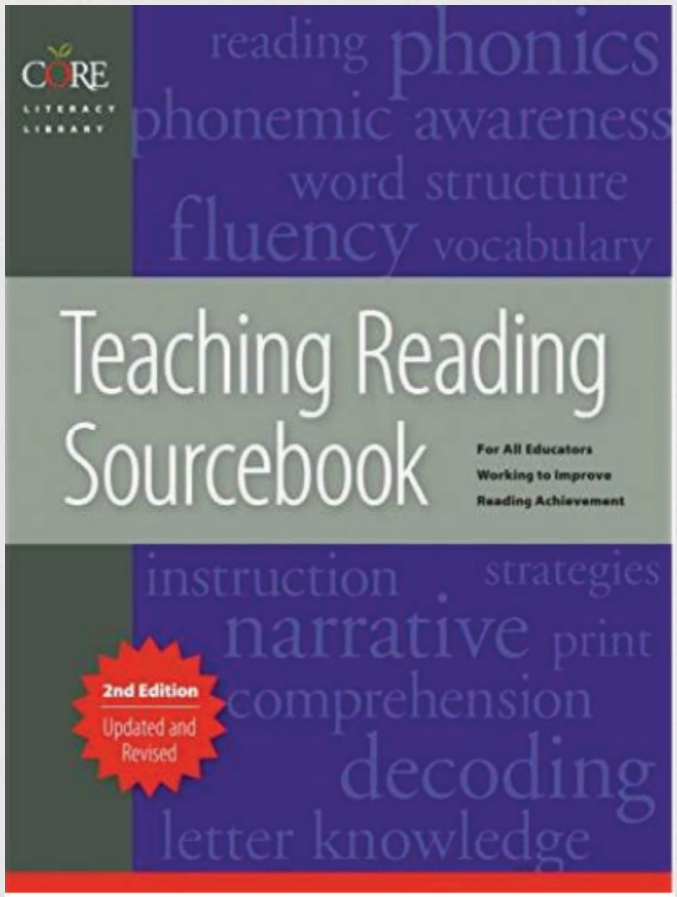
MOATS, 2015

Integration of Letters

Integration of Letters



Resources


CORE
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Teaching Reading
Sourcebook
For All Educators
Working to Improve
Reading Achievement
instruction
strategies
narrative
print
comprehension
decoding
letter knowledge
2nd Edition
Updated and
Revised

reading.uoregon.edu

UNIVERSITY OF OREGON | UO Home | College of Education

Center on Teaching and Learning • CTL

Big Ideas in Beginning Reading

Home | Beginning Reading | The Big Ideas | Curriculum, Instruction, & Assessment | Resources

This service is no longer active. The website will remain available as a resource.

This website is designed to provide information, technology, and resources to teachers, administrators, and parents across the country.

Big Ideas in Beginning Reading focuses on the five **BIG IDEAS** of early literacy:

- Phonemic Awareness
- Alphabetic Principle
- Accuracy and Fluency with text
- Vocabulary
- Comprehension

The website includes definitions and descriptions of the research and theories behind each of the big ideas, describes how to assess the big ideas, and provides information on how to teach the big ideas in your classroom.

http://oregonreadingfirst.uoregon.edu/inst_big_five.html

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Center on Teaching and Learning • CTL

Oregon Reading First Center

Goals | Assessment | Instruction | Leadership | Professional Development | Commitment

Instruction

Schoolwide Reading Model

Curriculum Review

Five Big Ideas of Reading Instruction
- Phonemic Awareness
- Phonics
- Fluency
- Vocabulary
- Comprehension

General Features of Instruction

Five Big Ideas of Reading Instruction

Phonemic Awareness

- Enhancing the Core: Phonological Awareness
- S & I Breakout Session: Phonemic Awareness
- Handout: Phonological Awareness Definitions

Phonics

- Enhancing the Core: Alphabetic Principle
- S & I Breakout Session: Phonics
- Advanced Phonics & Decoding - Perfecting Our Craft and Planning for the Future: Grades K/1 (Jill Jackson)
- Advanced Phonics & Decoding - Perfecting Our Craft and Planning for the Future: Grades 2/3 (Jill Jackson)

Fluency

- Enhancing the Core: Fluency presentation
- S & I Breakout Session: Fluency presentation
- Automaticity and Fluency With the Code: Planning for Instruction presentation
  - Application Activity: Assessing AP with NWF Case Scenarios
  - Application Activity: Assessing Fluency with Connected Text with ORF Case Scenarios
  - Application Activity: Using Your Data to Plan Automaticity and Fluency Instruction
  - Application Activity: Identifying SBRR in Practice M
- Reading Fluency presentation (Marcy Stein)
  - Fluency Handouts
- Fluency Module

http://www.readingrockets.org/teaching/reading101-course/welcome-reading-101

www.fcrr.org/resources/resources_sca.html

http://www.corestandards.org/assets/Appendix_A.pdf

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Appendix A:

CCSS Appendix A, pages 17-22

Reading Foundational Skills

The following supplements the Reading Standards: Foundational Skills (K–5) in the main document (pp. 15–17). See page 37 in the bibliography of this appendix for sources used in helping construct the foundational skills and the material below.

Phoneme-Grapheme Correspondences

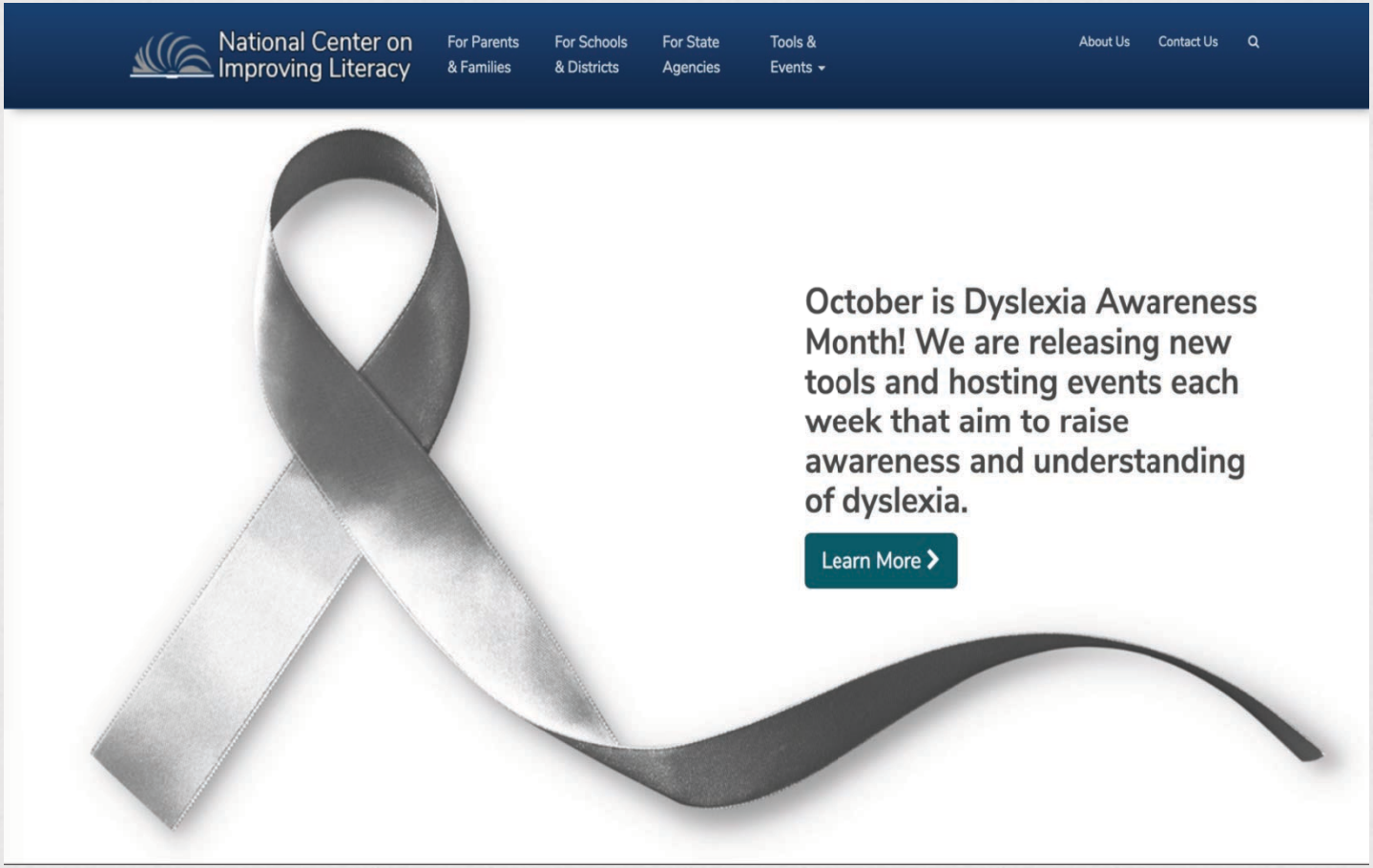
Consonants

Common graphemes (spellings) are listed in the following table for each of the consonant sounds. Note that the term *grapheme* refers to a letter or letter combination that corresponds to one speech sound.

Figure 8: Consonant Phoneme-Grapheme Correspondences in English

Phoneme	Word Examples	Common Graphemes (Spellings) for the Phoneme*
/p/	pit, spider, stop	p
/b/	bit, brat, bubble	b
/m/	mitt, comb, hymn	m, mb, mn
/t/	tickle, mitt, sipped	t, tt, ed
/d/	die, loved	d, ed
/n/	nice, knight, gnat	n, kn, gn
/k/	cup, kite, duck, chorus, folk, quiet	k, c, ck, ch, lk, q
/g/	girl, Pittsburgh	g, gh
/ng/	sing, bank	ng, n
/f/	fluff, sphere, tough, calf	f, ff, gh, ph, lf

https:/improvingliteracy.org



Thank You!

- For additional information, please contact:

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