Phonological Awareness

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Today’s Objectives

1. Explore the full phonological awareness continuum
2. Practice ways to support phonological awareness continuum birth-5 in preparation for kindergarten
What is “Phonological Awareness”? 

1. Write a simple definition of phonological awareness.
2. When timer starts, partner with one other person and discuss definitions.
3. Add to, delete or modify current definition based on new learning discussed with partner.
4. When timer goes off, find a new partner and repeat.
Phonological Awareness

- Alliteration
- Rhyming
- Sentences
- Syllables
- Onsets/Rimes

Eyelashes
Systematically introduce phonological skills in a continuum, from easy to more difficult, to increase your students’ reading achievement.
Why Phonological Awareness?

- We are not naturally set up to be consciously aware of the sounds that make up spoken words.
- Students with good verbal skills compensate for poor PA, and fly under the radar. Providing good Tier 1 PA instruction will catch these kids.

*Online crosswalk with Head Start Early Learning Outcomes and Infant & Toddler Guidelines*
Instruction

- Phonological Awareness instruction for 15 – 20 minutes every day is generally sufficient. (NICHD, 2000)
- To be taught in the context of daily routines, activities, and play
Start Early!

- The first few years of a child’s life are when the brain grows and develops the most.
- Strongest effects occur in Pre-K and Kindergarten.
Phonemic Awareness in Kindergarten and 1st Grade

- **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.
- **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/).
- **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.
Early Phonemic Awareness

1. Isolation
   Isolate initial, final, and medial vowel sound

2. Identification
   Same or different initial, final, or medial vowel sounds?

3. Categorization
   Position – sort similar sounds
   Exclusion – which word doesn’t belong
Basic Phonemic Awareness

1st Blending
• Orally blending all phonemes to make a word
• Necessary for phonic decoding
• /d/ + /o/ + /g/ = “dog”

2nd Segmenting (PSF)
• 2 phonemes
• 3 phonemes
• 3 phonemes with a digraph
• 4 phonemes with a blend
• 4 phonemes with a nasal sound 2nd to last (/m/n/)
• 4 phonemes with a plural
Advanced Phonemic Awareness
= Manipulation

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

2. Deletion
Say “mice.”
Now say “mice” without /m/.
“ice”

3. Substitution
Say “rope.”
Change /r/ to /m/.
What word would you get?
Strand 2: Emergent Literacy
Concept 3: Phonological Awareness

• a. Differentiates between sounds that are the same and different.
• b. Identifies rhyming words.
• c. Produces rhyming words.
• d. Recognizes spoken words that begin with the same sound.
• e. Hears and shows awareness of separate words within spoken phrases or sentences.
• f. Identifies and discriminates syllables in words.
• g. Combines onset and rime to form a familiar one-syllable word with and without pictorial support.
Oral Language
Listening and Speaking

CLASS Language Modeling – “Teacher Talk”

- Frequent Conversation
- **Open-ended Questions**
- Repetition and Extension
- Self- and Parallel Talk
- Advance Language

https://teachstone.com/
Alliteration

• Teacher reads each sentence. Students repeat the onset.
• Let’s Make a Silly Sentence.
• Stand if your name starts with /s/. 
Rhyming

Recognition:
• Thumbs Up/Thumbs Down
• Repeat the two that rhyme

Production:
• Willoughby Wallaby Woo
Sentences – Oral Word Awareness

Hears and shows awareness of separate words within spoken phrases or sentences.

- Start 2-5 words
- No more than 8 words
- Jump when you hear the word “____.”
- Jumping jacks for phrases and sentences
Syllables

Identify and discriminate syllables in words.

- Sort picture cards/objects
- Take a step for each syllable in a word
- Manipulate syllables
  - Say “bookcase”. Change book to brief, and the word is?
Onset/Rime

Combines onset and rime to form a familiar one-syllable word with and without pictorial support.

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

Systematically introduce phonological skills in a continuum, from easy to more difficult, to increase your students’ reading achievement.
Reflection

Explore the full phonological awareness continuum

Ways to support phonological awareness continuum birth-5 in preparation for kindergarten
Take aways?
Complete the Breakout Session Evaluation on the Mobile App

To get the app, just go to your app store – Apple or Google Play – and search for Attendify App. Downloading the app is free. Next, open the app and search for “2019 FTF Summit”. Select Join and create a profile – include your LinkedIn account for networking after the conference.
Thank you!

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### Concept 3: Phonological Awareness

The child develops awareness that language can be broken in words, syllables, and smaller units of sounds (**phonemes**).

Young children learn to discriminate between the similarities and differences in spoken language. Such awareness is the foundation of young children’s abilities to hear and discriminate different sounds in words (phonological awareness). Research indicates how quickly and how easily children learn to read often depends on how much phonological awareness they have. Children’s abilities to play with or manipulate the smallest units of speech (phonemes) are demonstrated in a variety of ways, including using rhymes, alliteration, blending, segmenting, and experimenting with beginning and ending sounds. Phonological awareness and phonemic awareness are the foundations that enable preschool children to later match sounds to their letters (phonics).

### Indicators and examples in the Context of Daily Routines, Activities, and Play

- **a. Differentiates between sounds that are the same and different** (e.g., environmental sounds, animal sounds, phonemes).
  - Plays the game, Sound Bingo, and can differentiate between sounds – “That’s a telephone.” “That’s a dog barking.”
  - Says, “Hey, the beginning of my name sounds like that /t/.”

- **b. Identifies rhyming words.**
  - Shows thumbs up when two words rhyme in a poem, cat/hat.
  - Points to pictures of words that rhyme.

- **c. Produces rhyming words.**
  - Sings, “Joy, noy, boy, loy, toy,” while playing.
  - Finishes the rhyme “The fat cat sat on the _____.”

- **d. Recognizes spoken words that begin with the same sound.**
  - Exclaims Millie, “My name starts like Mel’s name!”
  - Selects man and mop as beginning with the same sound when presented with pictures of man, hat, and mop.
Indicators and examples in the Context of Daily Routines, Activities, and Play (Continued)

e. Hears and shows awareness of separate words within spoken phrases or sentences.
   ▪ Jumps when hearing a specified word in a story/poem.
   ▪ Claps each word spoken in a sentence “I like blocks.”

f. Identifies and discriminates syllables in words.
   ▪ Claps each syllable of a name during a name game or name song. (Ben-ja-min = clap, clap, clap)
   ▪ Takes a step for each syllable heard in a word. (hi-ber-na-tion = step, step, step, step)

g. Combines onset and rime to form a familiar one-syllable word with and without pictorial support.
   ▪ Selects the correct picture of the cat when the adult says the name by segmenting it into its onset and rime components. (/c/ + /at/)
   ▪Guesses, “Dog.” when teacher says the onset and rime /d/+/og/.
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<th>INFANT &amp; TODDLER GUIDELINES</th>
<th>AZ EARLY LEARNING STANDARD</th>
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<td>Reading: Foundational Skills (RF)</td>
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<td>Shows interest in songs, rhymes and stories.</td>
<td>Differentiates between sounds that are the same and different; e.g., environmental sounds, animal sounds, phonemes.</td>
<td>Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</td>
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<td>Recognizes spoken words that begin with the same sound.</td>
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<td>Identify that a sentence is made up of a group of words. (RF)</td>
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<td>Uses sounds, signs, or words for a variety of purposes</td>
<td>Combines onset and rime to form a familiar one-syllable word with and without pictorial support.</td>
<td>Child demonstrates awareness that spoken language is composed of smaller segment of sound.</td>
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Early Phonemic Awareness

The first set of phoneme subskills regard a single phoneme.

**Phoneme Isolation** – identifying initial, final, and medial sound in a word

(Common kindergarten risk indicators; first sound or initial sound fluency)

**Practice:**

1. **Initial** sound: What is the first speech sound in this word? *be systematic
   - van /v/
   - fan /f/
   - echo /e/
   - ship /sh/
   - flash /f/

2. **Final** sound: What is the last speech sound in this word?
   - rag /g/
   - comb /m/
   - throw /o/
   - trapped /t/
   - bath /th/

3. **Medial** vowel sound: What is the middle vowel sound in this word?
   - cap /a/
   - mit /i/
   - caught /o/

**Phoneme Identification** – identifying initial sounds (then final and medial) and whether they are the same or different; this is a challenge for phonological memory

**Practice:**

**Directions:** Say the two sounds. What are the first sounds? Are they same or different?

- milk, mouth — Are the sounds same or different?
- bug, fork — Are the sounds same or different?
- soap, saw — Are the sounds same or different?
**Phoneme Categorization** – sorting for common sounds or excluding which sound is not common

**Practice:**

1. **Position:** *(sort similar sounds)* Skill can move to three target-sound words, and expanded to final and medial vowel sounds

   Using a t chart with two different target-sound pictures. Ex. “This is key, this is tire. (show pictures). What’s the first sound in key? /k/ What’s the first sound in tire? /t/

   Additional picture cards are laid out on the desktop. Teacher would ask:
   1. What’s the word? *(ex. clock, tooth)*
   2. What’s the first sound? /k/
   3. Where should I put the word? *(under key)*
   4. Why? *(clock and key both start with the /k/ sound)*

   Students sort one picture at a time.

   *No letters are shown.*

2. **Exclusion:** *(doesn’t belong)* – High working memory load

   What word does not belong here? (may use pictures as scaffold)
   - mask, mail, goat? Which word doesn’t belong? *(goat)* Why? *(because it begins with a different sound than mask and mail)*
   - ceiling, kite, sister? Which word doesn’t belong? *(kite)* Why? *(because it begins with a /k/ and ceiling and sister start with a /s/ sound)*

   Now I want you to listen closely to the last sound in these words. When I signal, you know it is time to tell me the word that does not belong.

   Listen. “sad, food, game”

   Which word doesn’t belong? *(signal)* “Game.“

   Yes, why? Game doesn’t belong because it ends with /mmm/ and sad and food end with /d/ sound.
Basic Phonemic Awareness

The second set of phoneme subskills regard all phonemes in a word.

Phoneme segmentation and blending routines can include scaffolding:

- Say It and Move It
- Finger Tapping
- Arm stretching or chopping

Phoneme Blending

When first teaching students to blend sounds, it is best to use continuant phonemes including all vowels and consonant sounds represented by the letters f, l, m, n, r, s, v, z. Practice enunciation and don’t add an uh at the end of any sound /v/ not /vuh/.

The phoneme in the final position may be a stop sound such as b, k, d, g, j, p, t, h, w. Practice!

/x/ and /q/ are tricky sounds because they both make two sounds /k/+/s/ and /k/+/w/

Blend the sounds to make a word (Provide these sounds slowly). Start with continuing sounds.

Practice: “Blend these sounds to make a word.”

/s/ /ay/ = say
/ou/ /t/ = out
/sh/ /ar/ /k/ = shark

More difficult with stop sounds:
/p/ /oi/ /n/ /t/ = point
/g/ /r/ /ou/ /n/ /d/ = ground

Phoneme Segmentation

2 phoneme words first (CV – no, key, bee) and 3 phoneme words first, then build to 4 phoneme words

Practice: Tell me all the sounds in the word “___”.

  no = /n/ /o/
  key = /k/ /e/
  rag = /r/ /a/ /g/
  sun = /s/ /u/ /n/
  ship = /sh/ /i/ /p/
  float = /f/ /l/ /o/ /t/
  last = /l/ /a/ /s/ /t/
  jump = /j/ /u/ /m/ /p/
  socks = /s/ /o/ /k/ /s/
Advanced Phonemic Awareness

The third set of phoneme subskills regard doing something with those phonemes.

Practice:

Phoneme Addition

- What word would you have if you added /th/ to the beginning of “ink”? (think)
- What word would you have if added /f/ to the beginning of “eat”? (feet)
- What word would you have if you added /d/ to the end of the word “fine”? (find)
- What word would you have if you added /z/ to the end of the word “frog”? (frogs)

Phoneme Deletion

- Say “park.” Now say “park” without /p/. (ark)
- Say “lawn.” Now say “lawn” without /n/. (law)
- Say “fault.” Now say “fault” without /t/. (fall)
- *Say “sled.” Now say “sled” without /l/. (said)

Phoneme Substitution

Requires the most memory. **Skills involved: isolation, deletion, addition, blending**

Usually takes kindergartners 6-8 weeks to be able to do this skill. Mastery can happen by 6 ½ yrs., if not sooner.

- Say “rope.” Change /r/ to /m/. What word would you get? (mope)
- Say “chum.” Change /u/ to /ar/. What word would you get? (charm)
- Say “sweep.” Change /w/ to /l/. What word would you get? (sleep)
# Training and Technical Assistance for Head Start and Early Head Start

## CLASS- Language Modeling- “Teacher Talk”

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<td>Maps own action with language</td>
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### Frequent Conversation*

Child: This is my picture.
Teacher: Tell me about it.
Child: Me at the park.
Teacher: What happened at the park?
Child: I played ball with my brother.
Teacher: What kind of ball did you use?
Child: A basketball.
Teacher: What did you do with the basketball?

Teacher: Do you want to use the ____? Ask your friend. Can I use the ____.

*Conversations during structure/unstructured times. In small/large groups. Asking follow-up questions to keep the conversation going and the child interested. Responding based on what the child is saying. Encouraging child-child talk.

### Open-Ended Questions

Can someone tell us what is going to happen next?
Can you share your story with the group?
What do you think? How come.....

Tell me what is happening/about....
How do you know?
What did you do?

### Repetition and Extension*

Teacher: (picture) - How do you know this child is sick?
Child: Look-temperature thing.
Teacher: Yes, a temperature thing. It’s a thermometer.
Child: Like that one? (points to one in the classroom)
Teacher: Yes, like that. The thermometer in our classroom measures the temperature outside. This thermometer (picture) measures your body temperature. Both thermometers measure temperature.

Child: Home
Teacher: You went home. What happened at home?
Child: Mommy and me dinner.
Teacher: You and your mommy ate dinner

*Repeats the child’s response, then extends and builds on what is said.

### Self- and Parallel Talk

I’m going to give you....
I’m opening/closing/getting......,
I’m walking/moving over to the.......

(Child’s name), I see you are........
You’re giving me.....
You’re opening/closing/getting/walking/moving

### Advance Language*

Teacher: Tell me about your hat
Teacher: You have many different colors in your hat.
It’s a multicolored hat!

*Using a variety of nouns, verbs, adjectives, prepositions, and other forms that are new for children but are related to words the children already know.

California TTA Center
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