

F O U N D A T I O N S O F R E A D I N G :
Effective Phonological Awareness Instruction
& Progress Monitoring



T E X A S
E D U C A T I O N
A G E N C Y

THE UNIVERSITY OF TEXAS AT AUSTIN
COLLEGE OF EDUCATION

www.texasreading.org

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This revision includes information from several professional development efforts, including the *Texas Teacher Reading Academies* for kindergarten, first, and second grade; *Essential Reading Strategies for the Struggling Reader: Activities for an Accelerated Reading Program (Expanded Edition)*; and *Reading Strategies and Activities Resource Book for Students at Risk for Reading Difficulties, Including Dyslexia*. Individuals who contributed to the development of these products include national reading experts and researchers, those who work for The University of Texas Center for Reading and Language Arts, the Texas Education Agency, Education Service Centers, and school districts throughout Texas.

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- Handout 2: Phonological Awareness Activities
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- Handout 4: Phonological Awareness Instruction in Reading Programs
- Handout 5: Phonological Awareness Lesson Design
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- Handout 7: Phonemic Awareness Progress Check

Participant Notes

References

INTRODUCTION

Audience:

K–3 teachers

Session Objective:

Expand educators' knowledge and their ability to provide phonological awareness instruction to all students, especially those struggling with learning to read.

The activities in this session are designed to help teachers understand the importance of phonological awareness to beginning reading instruction and to learn how to create phonological awareness activities.

Advance Preparation:

Ask participants to bring a Teacher's Edition of their reading program.

Provide copies of the Reading and Language Arts Texas Essential Knowledge and Skills, Grades K–3 (one for each participant).

Select several children's books that have good examples of text that can be used for designing lessons with the phonological awareness continuum.

Review the slides/transparencies for the session. Note slides that may be reviewed quickly if many of the participants have attended a Teacher Reading Academy and know basic information about phonological awareness.

Prepare a set of activity cards from Handout 2 for each table of participants: print out pages 2–8 onto card stock (print out enough copies to provide one for each table), cut into cards, and laminate.

Prepare for the demonstration on Slide 13 by selecting a children's book and completing Handout 5 as an example.

Grouping Participants:

When possible, seat participants so that all K–3 grades are represented at each table. This will help participants consider the information presented in the activities across grade levels. One way to accomplish this grouping is to ask participants to write the grade level they teach on their nametags. *Optional: You can ask participants to stand up one grade level at a time to check the distribution of different grade levels at each table.*

During the Session:

Ask whether participants have attended a TRA. If most have, spend less time on slides 3–6.

**Foundations of Reading:
Effective Phonological Awareness
Instruction and Progress Monitoring**

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Foundations of Reading: Effective Phonological Awareness Instruction and Progress Monitoring

- **What is phonological awareness?**
- **Why is phonological awareness considered to be one of the foundations of reading?**
- **What are some ways to teach phonological awareness to students who are struggling with learning to read?**

Additional Information

This session will examine phonological awareness and its role in beginning reading instruction.

Basic information about phonological awareness and phonemic awareness is included in the Teacher Reading Academies (TRA) for Kindergarten (KTRA), First Grade (1TRA), and Second Grade (2TRA) teachers.

This session will briefly review and then extend the information provided in the TRAs. Those who have not attended a TRA will have an opportunity to learn the terminology and concepts associated with this aspect of research-based effective reading instruction.

Examples of phonological awareness activities will be provided, as well as opportunities to evaluate how phonological awareness is addressed in published reading programs. Teachers can modify examples of activities provided in this session to meet the needs of their students.

**Survey of
Knowledge:
Foundations
of Reading**



**Phonological
Awareness**

**Phonemic
Awareness**

**Letter-Sound
Knowledge**

**Alphabetic
Principle**

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Effective Phonological Awareness Instruction and Progress Monitoring 2

Discussion

What do you already know about these concepts?

Activity

Take a sheet of paper and draw lines to divide it into four quadrants. Label each quadrant with one of these terms:

- Phonological Awareness
- Phonemic Awareness
- Letter-Sound Knowledge
- Alphabetic Principle

Now, brainstorm words and ideas that come to mind for each concept at different grade levels (K-3).

First think about **phonological awareness**. You have one minute to list all the ideas you can think of. Begin.

Allow one minute.

Next, list your ideas about **phonemic awareness**. You have one minute. Begin.

Allow one minute.

Now list your ideas about **letter-sound knowledge**. You have one minute. Begin.

Allow one minute.

Last, list your ideas for **alphabetic principle**. Begin.

Allow one minute.

As we go through the session, refer to the ideas you wrote about these concepts.

Phonological Awareness

Phonological awareness

is understanding that spoken language conveys thoughts in words that are composed of sounds (phonemes) specific to that language.

Phonological awareness is understanding that:

- **Words are composed of separate sounds (phonemes); and**
- **Phonemes can be blended together to make words, words can be separated into phonemes, and phonemes can be manipulated to make new words.**

References

Burns, Griffin, & Snow, 1999; National Institute for Literacy (NIFL), 2001; National Reading Panel (NRP), 2000; Snow, Burns, & Griffin, 1998

Additional Information

Students with phonological awareness understand the sound structure of words and sentences.

Phonological awareness includes knowing that:

- sentences can be segmented into words;
- words can be segmented into syllables;
- words can be segmented into their individual sounds;
- words can begin or end with the same sounds;
- the individual sounds of words can be blended together; and
- the individual sounds of words can be manipulated (added, deleted, or substituted).

Phonological awareness is *auditory*—students can do most phonological awareness activities with their eyes closed.

Phonological awareness is an umbrella term that covers many skills.

Phonological awareness can be taught. It is an important component of beginning reading programs for ALL students.

What Are Phonemes?



Phonemes
are the smallest units of
sound in spoken words.

Phonemic awareness
specifically focuses on
individual sounds (known as
phonemes) in words.

/ m /
1st phoneme

/ a /
2nd phoneme

/ t /
3rd phoneme

References

Adams, 1990; Ball & Blachman, 1991; Blachman, 1997; Chard & Dickson, 1999; Clark & Uhry, 1995; Ehri & Nunes, 2002; Goswami, 2000, 2001; Learning First Alliance (LFA), 2000; NRP, 2000; O'Connor, 2000; Smith et al., 2001; Smith, Simmons, & Kame'enui, 1998a; Torgeson, 1999; Torgeson & Mathes, 2000; Uhry, 1999; Yopp & Yopp, 2000

Additional Information

Research indicates that for learning to read, the phoneme level of phonological awareness is the most critical.

When words are spoken, their phonemes are blended together. Phonemes are represented in written words as single letters or combinations of letters.

If many participants have not attended a Teacher Reading Academy, provide the following demonstration with pennies and a blank transparency.

Optional Demonstration Activity and Discussion

Materials:

- Four pennies
- Blank transparency

Place three pennies on the transparency, in the top right-hand corner.

The word *mat* has three letters and three phonemes, / m/ / a/ / t/ .

Move a penny as you say each sound.

How do we know that *mat* has three phonemes?

When we pronounce the word *mat*, there is no break between the sound segments. But, we can show there are three phonemes in *mat* by comparing it to other words.

When we compare *mat* to *sat*, we hear that these words differ in the initial phoneme.

Move the first penny.

When we compare *mat* to *map*, we hear that these words differ in the final phoneme.

Move the last penny.

And when we compare *mat* to *met*, we hear that these words differ in the medial phoneme.

Move the middle penny.

How many phonemes are in *cape*?

Move a penny as you say each sound: /k/ /a/ /p/. Explain that phonemes are sounds and may not correspond exactly to the number of letters; in this case, the final e is silent.

How many phonemes are in *shake*?

Move a penny as you say each sound: /sh/ /a/ /k/. Explain that the consonant digraph /sh/ makes one sound.

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Add another penny to the three.

We can do this in Spanish too. How many phonemes are in the word *queso*?

It has four phonemes: /k/ /ay/ /s/ /o/. Try *chico* ("boy"). Yes, it also has four phonemes.

Phonological Awareness Continuum

ALLITERATION RHYME	SENTENCE SEGMENTATION	SYLLABLES	ONSETS AND RIMES	PHONEMES
<p>Alliteration Producing groups of words that begin with the same initial sound</p> <p>Rhyme Matching the ending sounds of words</p>	<p>Segmenting sentences into spoken words</p>	<p>Blending syllables to say words or segmenting spoken words into syllables</p>	<p>Blending or segmenting the initial consonant or consonant cluster (<i>onset</i>) and the vowel and consonant sounds spoken after it (<i>rime</i>)</p>	<p>Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words</p>
Examples				
<p>Alliteration ten tiny tadpoles</p> <p>Rhyme cat, hat, bat, sat</p>	<p>The dog ran away. 1 2 3 4</p>	<p>/mag/ /net/ /pa/ /per/</p>	<p>/m/ /ice/ /sh/ /ake/ (onset) (rime)</p>	<p>/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/</p>

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Phonological Awareness 5

References

- Adams, 1990; Adams, Foorman, Lundberg, & Beeler, 1998; Adams, Treiman, & Pressley, 1998; Ball & Blachman, 1991; Blachman, 1997; Chard & Dickson, 1999; Goswami, 2000, 2001; Moats, 1999; Morrow, 2001; O'Connor, Notari-Syverson, & Vadasy, 1998; Smith et al., 1998a; Texas Center for Reading and Language Arts (TCRLA), 2002b, 2002c; Torgeson, 1999; Torgeson & Mathes, 2000; Uhry, 1999

Additional Information

Refer participants to Handout 1: “Overview of the Phonological Awareness Continuum.”

Briefly review the phonological awareness continuum, beginning with Rhyme and Alliteration, and moving across.

Phonological awareness involves skills that can be represented by a continuum.

Rhyme, alliteration, and sentence segmentation are levels of phonological awareness that are emphasized during preschool and kindergarten.

Examples:

- *I see a shoe.* What words rhyme with *shoe*?
- Look around. What do you see that begins with the /p/ sound?
- Clap the words in this sentence: *The teacher wrote a letter.* How many claps did you hear? *Five.* How many words? *Five.*

Sentence segmentation helps students understand that sentences are composed of separate words.

Blending syllables to make words and segmenting words into syllables help students distinguish distinct units of sounds.

- Counting, clapping, tapping, and finger-snapping are ways students can show they hear the different syllables in words.
- Have students orally produce the syllables as they blend syllables into words and segment words into syllables.

One-syllable words can be segmented into their onsets and rimes.

- The onset consists of the initial consonant or consonant cluster of a word: /sh/ in *shake*.
- The rime is the vowel and consonant sounds that follow the onset: *-ake* in *shake*.
- Groups of onset-rimes are sometimes called “word families.”
- Onset-rime instruction is less appropriate in Spanish because one-syllable word families seldom occur (*flan, pan, dan, tan*).

Blending phonemes into words and segmenting words into phonemes helps students learn to read and spell words.

Phonological Awareness Continuum				
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Phonological Awareness 5				

References

Adams, 1990; Adams, Foorman, Lundberg, & Beeler, 1998; Adams, Treiman, & Pressely, 1998; Ball & Blachman, 1991; Blachman, 1997; Chard & Dickson, 1999; Goswami, 2000, 2001; Moats, 1999; Morrow, 2001; O'Connor, Notari-Syverson, & Vadasy, 1998; Smith et al., 1998a; Texas Center for Reading and Language Arts (TCRLA), 2002b, 2002c; Torgeson, 1999; Torgeson & Mathes, 2000; Uhry, 1999

Students at risk for dyslexia or other reading difficulties can use small hand mirrors to see the positions of their mouths and tongues as they say individual sounds.

Manipulating phonemes in words by adding, deleting, or substituting them is the most complex phonological awareness task.

Examples:

- What word do you have when you add the /b/ sound to the beginning of the word *right*? (*bright*)
- What word do you have when you change /l/ for /s/ in *sight*? (*light*)
- What word do you have when you take away /t/ from *light*? (*lie*)

Assess the experience of the participants and choose one of the following two activities.

Activity—Option 1

Choose this activity if the majority of participants have not attended a Teacher Reading Academy or need to learn the phonological awareness continuum.

Materials:

- Handout 1: “Overview of the Phonological Awareness Continuum”
- Handout 2: “Phonological Awareness Activities”

Use Handout 1: “Overview of the Phonological Awareness Continuum.”

Find the phonological awareness activity cards at your table. These were used in the Kindergarten and First Grade Teacher Reading Academies. Work with your colleagues to match each activity card to one of the five types of phonological awareness on the continuum. Write the type of phonological awareness on a sticky note and attach it to the card.

Demonstrate with one card.

There are 20 activity cards and only five types, so some types will have more than one activity.

Each group will evaluate the example activity and label it with the corresponding type of phonological awareness on the continuum.

Allow 15 minutes.

Phonological Awareness Continuum				
ALLITERATION RHYME	SENTENCE SEGMENTATION	SYLLABLES	ONSETS AND RIMES	PHONEMES
<p>Alliteration Producing groups of words that begin with the same initial sound</p> <p>Rhyme Matching the ending sounds of words</p>	<p>Segmenting sentences into spoken words</p>	<p>Blending syllables to say words or segmenting spoken words into syllables</p>	<p>Blending or segmenting the initial consonant or consonant cluster (<i>onset</i>) and the vowel and consonant sounds spoken after it (<i>rime</i>)</p>	<p>Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words</p>
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References

Adams, 1990; Adams, Foorman, Lundberg, & Beeler, 1998; Adams, Treiman, & Pressely, 1998; Ball & Blachman, 1991; Blachman, 1997; Chard & Dickson, 1999; Goswami, 2000, 2001; Moats, 1999; Morrow, 2001; O'Connor, Notari-Syverson, & Vadasy, 1998; Smith et al., 1998a; Texas Center for Reading and Language Arts (TCRLA), 2002b, 2002c; Torgeson, 1999; Torgeson & Mathes, 2000; Uhry, 1999

Check the correct placement of the cards. Answers:

Rhyme: Humpty Dumpty, Catch a Rhyme

Alliteration: Let's Pretend, Describe It!

Sentence segmentation: Walk This Way, One at a Time

Syllable blending and segmentation: Sound Marching, Change Up, What's in a Name?

Onsets and rimes: Simon Says, Round Robin, Sound Blocks, Round and Round We Go

Manipulating phonemes: Take Off Cinderella, Catch It!, Clueless, Matching Sounds, Blending Sounds, Sound by Sound, Change That Tune

Activity—Option 2

Choose this activity if the majority of participants have attended a Teacher Reading Academy with the phonological awareness continuum.

Materials:

- Chart paper

Work at your tables.

On chart paper, create a continuum of phonological awareness, writing examples for each type of phonological awareness.

You have 10 minutes.

Allow 10 minutes. Monitor groups, identify examples, and share them with the whole group.

Activity—Optional (for all participants):

Materials:

- Handout 2: "Phonological Awareness Activities"

Assign each table a type of phonological awareness. Ask each table to add examples of activities that can be used to teach their assigned type of phonological awareness to students at each grade level.

Ask participants to record their examples on page 1 of Handout 2: "Phonological Awareness Activities."

Allow 10 minutes. Call on tables to share an example activity, sampling grade levels and types of phonological awareness.

Phonemic Awareness

Phonemic awareness is the most complex skill on the phonological awareness continuum.

Phonemic awareness is the ability to segment words into sounds, blend them back together, and manipulate the sounds to make new words.

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References

TCRLA, 2002c

Additional Information

Phonemic awareness is one of several skills under the umbrella of phonological awareness.

It is not the same as phonological awareness; it is one type of phonological awareness.

Sometimes the terms “phonological awareness” and “phonemic awareness” are used interchangeably. “Phonological awareness” refers to the more general understanding of the sound structure of words and sentences. “Phonemic awareness” focuses on the specific individual sounds (or phonemes) in words.

We will discuss more about the different levels of phonological awareness, including phonemic awareness, in a few minutes.

Letter-Sound Knowledge and the Alphabetic Principle

Letter-Sound Knowledge

Students with *letter-sound knowledge* have learned the common sounds of letters, letter combinations, and spelling patterns, and how they can blend the sounds of letters together to read words.

Alphabetic Principle

The *alphabetic principle* involves the understanding that the sequence of sounds in spoken words is represented by the sequence of letters in printed words.

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References

Adams, 1990; Compton, Olson, & DeFries, 2002; NRP, 2000; Snow et al., 1998

Discussion

How is phonological awareness critical to either of these concepts?

Discuss the relationship of phonological awareness to alphabetic understanding and alphabetic principle.

Additional Information

Phonological awareness is related to both alphabetic understanding and the alphabetic principle.

Accurate and rapid letter naming is a critical predictor of success in learning to read.

Phonemic awareness instruction helps students understand how sounds map onto print.

In first grade, begin pairing phonemic awareness activities with print to develop letter-sound knowledge as early as possible, so that students can begin to decode print.

Some children quickly understand the alphabetic principle and learn to make the connections between letters and sounds to identify and read words. These children learn to read more easily than children who have difficulty acquiring these skills.

The TEKS and Phonological Awareness



The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

**—Texas Essential
Knowledge
and Skills (TEKS)**

Activity

Materials:

- TEKS for Reading and Language Arts, K, 1, 2, and 3
- Highlighter
- Chart paper

Use your copy of the TEKS. Take 5 minutes to read and highlight the specific TEKS expectations for phonological awareness for kindergarten, first, and second grade. Find the grade levels for the TEKS objective on this slide.

Now, divide the chart paper into four columns. At the top of each column, label the grade levels: K, 1, 2, and 3. List the TEKS expectations for each grade level.

Allow seven minutes.

Discussion

Ask these questions, calling on participants for responses:

To which grade levels does this TEKS objective apply? (K.6 and 1.6)

Are there differences between the English TEKS and the Spanish TEKS for phonological awareness?

What are the differences between kindergarten and first grade?

Between kindergarten and second grade?

Why do you think there are no specific TEKS expectations for phonological awareness for second and third grade?

Additional Information

By second and third grade, students must incorporate phonological awareness, especially phonemic awareness, into the decoding strategies that they use. For students in these grades who are struggling with learning to read, you should study the results of their early reading inventories and other classroom data to determine if they need additional phonemic awareness instruction as an intervention.

What Do We Know from Research?

Explicit phonemic awareness instruction:

- Helps young students learn to read;
- Teaches phonemic awareness and shows how sounds relate to letters;
- Is more effective when students are taught to use letters to manipulate phonemes; and
- Helps kindergartners and first graders, including English language learners, learn to spell.

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References

Adams, 2001; Adams, Foorman, et al., 1998; Adams, Treiman, et al., 1998; Ball & Blachman, 1991; Blachman, 2000; Clark & Uhry, 1995; Dickson & Bursuck, 1999; Goswami, 2000, 2001; Hatcher & Hulme, 1999; Juel & Minden-Cupp, 2000; LFA, 2000; NIFL, 2001; NRP, 2000; O'Connor, 1999; O'Connor & Jenkins, 1999; Scarborough, 2001; Smith et al., 2001; Smith, Simmons, & Kame'enui, 1998b; Snow et al., 1998; TCRLA 2002a, 2002b; Torgeson, 1999, 2000; Torgeson & Mathes, 2000; Torgeson et al., 1999; Uhry, 1999; Uhry & Ehri, 1999; Venezky, 1999; Whitehurst & Lonigan, 2001; Wilkinson & Silliman, 2000

Additional Information

Students from all socioeconomic levels, including kindergartners, first graders, English language learners, students learning to read in other alphabetic languages, and older struggling readers, benefit from phonemic awareness instruction.

Students who have phonemic awareness use their knowledge of letter sounds as they spell words. This is evident in students' early phonetic spellings of words.

Students who enter first grade with limited phonemic awareness may have more difficulty with learning to read and write in an alphabetic language than those who have a stronger understanding of the ways that sounds in words can be blended and manipulated. This is true for English speakers as well as students who are second language learners.

A lack of phonological awareness is one characteristic associated with dyslexia.

Phonemic Awareness and Phonics

Phonemic Awareness



Phonics

- **Phonemic awareness instruction focuses students' attention on the sounds of spoken words.**
- **Phonemic awareness instruction helps students make the connection between letters and sounds.**
- **During reading and spelling activities, students begin to combine their knowledge of phonemic awareness and phonics.**

References

Adams, 1990, 2001; Ball & Blachman, 1991; Blachman, 2000; Dickson & Bursuck, 1999; NRP, 2000; Snow et al., 1998; Torgeson, 1999; Torgeson & Mathes, 2000; Yopp & Yopp, 2000

Additional Information

Look at Handout 3: “Phonological Awareness and Phonics Chart.”

When letters or print are added to a phonological awareness activity, the activity becomes a phonics activity.

Phonics instruction focuses students’ attention on letters and their sounds.

During reading and spelling activities, students begin to combine their knowledge of phonological awareness and phonics.

For example, they may use word families to spell and read words that contain a common rime, such as /at/: *hat, mat, cat, sat, and fat.*

Or, they may say each sound to help them spell and decode words, such as /s/ /i/ /t/, to spell or read *sit.*

Both phonological awareness and phonics are important components of a comprehensive beginning reading program.

Phonological Awareness . . .

What Students Need to Learn

- Spoken words consist of individual sounds or phonemes
- How words can be pulled apart into sounds (*segmented*); how these sounds can be put back together (*blended*) and added, deleted, and substituted (*manipulated*)
- How to use their phonemic awareness to blend sounds to read words and to segment words into sounds to spell words

How We Teach It

- Provide explicit and systematic instruction that focuses on only one or two phonemic awareness skills at a time, such as segmenting and blending
- Link sounds to letters as early as possible
- Use systematic classroom-based instructional assessment to inform instruction

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References

Adams, 1990, 2001; Adams, Treiman, et al., 1998; Allor, Fuchs, & Mathes, 2001; Ball & Blachman, 1991; Blachman, 2000; Goswami, 2001; Lennon & Slesinski, 1999; NIFL, 2001; NRP, 2000; O'Connor, 1999, 2000; Smith et al., 2001; Smith et al., 1998a; Torgesen, 1999; Torgesen et al., 1999; Uhry & Ehri, 1999; Yopp & Yopp, 2000

Additional Information

Some students acquire phonological awareness skills as they learn to read, but some will not.

Many students benefit from explicit instruction in phonological awareness.

Regularly schedule phonological awareness instruction.

Students who are learning English as a second language may have phonological awareness in their native language, but not in English.

In designing explicit and systematic phonological awareness instruction, provide additional instruction and practice for students who are having difficulty.

Discussion

How do we teach what students need to learn about phonological awareness?

Review slide.

How is phonological awareness addressed in the reading program you use with your students?

Activity

Materials:

- Participant's Teacher's Editions
- Handout 4: "Phonological Awareness Instruction in Reading Programs"

Take out the Teacher's Edition for your reading program.

Select one or two lessons.

Use Handout 4: "Phonological Awareness Instruction in Reading Programs" to evaluate how phonological awareness instruction is addressed in your reading program.

Allow 8 minutes.

Discussion

Now discuss with your colleagues:

- How well does each grade level address phonological awareness skills?
- What impact does this information have on the instruction you provide to students who are having difficulty with learning to read?

Allow 5 minutes. Ask two participants to summarize their discussions.

Note: Second- and third-grade reading programs will not explicitly provide phonological awareness.

Grouping for Instruction

- **Teach phonological awareness, especially phonemic awareness, in small groups.**
 - **Use the results from individually administered early reading inventories or from student progress monitoring to form small groups for explicit phonological awareness instruction.**
-

References

NIFL, 2001; NRP, 2000

Additional Information

Research indicates that small-group instruction is more effective than one-on-one and whole-group instruction in helping students acquire phonemic awareness.

Small-group instruction may be more effective because students benefit from listening to each other and having more opportunities to participate.

Designing Explicit and Systematic Phonological Awareness Instruction



- **During a lesson, target only one type of phonological awareness.**
 - **Begin with easier activities and progress to more difficult ones.**
 - **Model each activity before asking students to respond.**
 - **Have the students practice the activity.**
 - **Have the students work independently.**
-

References

Adams, 1990, 2001; Adams, Treiman, et al., 1998; Allor et al., 2001; Ball & Blachman, 1991; Blachman, 2000; Chard & Dickson, 1999; Chard & Osborn, 1999; Goswami, 2001; Lennon & Slesinski, 1999; NIFL, 2001; NRP, 2000; O'Connor, 1999, 2000; Smith et al., 2001; Smith et al., 1998a; TCRLA, 2002a, 2002c; Torgesen, 1999; Torgesen et al., 1999; Uhry & Ehri, 1999; Yopp & Yopp, 2000

Additional Information

Use words students know and that are easy to work with.

- For example, *me* has two phonemes and is easier than *trap*, which has four phonemes.
- An identification task, “Find the picture that starts with /m/,” is easier than a production task, “Which sounds do you hear in *moon*?”

Enhance phonological awareness as students practice phonological activities, using words and concepts in stories and books that are read aloud.

Remember, as soon as possible, help students make the connection between letters and sounds to read and spell words.

Each phonological awareness skill can be addressed whenever you introduce a new story or information book to students.

Read aloud a few pages from a children’s book. Using a previously completed Handout 5, give examples of how to teach elements of the phonological awareness continuum when introducing the book to students in a particular grade.

Find Handout 5: “Phonological Awareness Lesson Design.”

This handout is designed as a guide for scaffolding phonological awareness skills for a particular story. It provides you with a ready reference for phonological awareness or word play activities, especially when students need scaffolding to learn the skills.

Post chart paper on the wall for the activity.

Choose one of the following two activities based on the experience of the participants.

Designing Explicit and Systematic Phonological Awareness Instruction



- **During a lesson, target only one type of phonological awareness.**
 - **Begin with easier activities and progress to more difficult ones.**
 - **Model each activity before asking students to respond.**
 - **Have the students practice the activity.**
 - **Have the students work independently.**
-

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References

Adams, 1990, 2001; Adams, Treiman, et al., 1998; Allor et al., 2001; Ball & Blachman, 1991; Blachman, 2000; Chard & Dickson, 1999; Chard & Osborn, 1999; Goswami, 2001; Lennon & Slesinski, 1999; NIFL, 2001; NRP, 2000; O'Connor, 1999, 2000; Smith et al., 2001; Smith et al., 1998a; TCRLA, 2002a, 2002c; Torgesen, 1999; Torgesen et al., 1999; Uhry & Ehri, 1999; Yopp & Yopp, 2000

Activity—Option 1

Choose this activity if the majority of participants have not attended a Teacher Reading Academy.

Materials:

- Handout 5: “Phonological Awareness Lesson Design”
- Teacher’s Editions or children’s books
- Index cards
- Chart paper for wall poster of continuum
- Markers
- Tape

For this activity, you’ll plan part of a phonological awareness or word-play lesson that you can use.

- Choose a story in your Teacher’s Edition (or children’s book). Your table will be assigned one part of the word-play lesson.
- Develop an activity for the type of phonological awareness you are assigned.
- On an index card, write the title of your story, your activity, and the suggested grade level.
- Post your activity on the wall to form a phonological awareness continuum, beginning with rhyming and alliteration.

Assign each table one of the types of phonological awareness.

Allow 10 minutes.

Encourage participants to walk around the room to read the posted activities.

Activity—Option 2

Choose this activity if the majority of participants have attended a Teacher Reading Academy with the phonological awareness continuum.

Materials:

- Handout 5: “Phonological Awareness Lesson Design”
- Children’s books

Ask participants to work with a partner and use a children’s book to develop examples to represent each element of the phonological awareness continuum. Ask them to write their examples on Handout 5.

Allow 10 minutes. Then ask participants to share a few examples for specific elements in the continuum.

Variation in Spoken Sounds: English Language Learners

- Capitalize on the students' native language ability.
- Spoken sounds vary from word to word and speaker to speaker.
- Focus on words that children already know.
- Teach blending, segmenting, and manipulating individual phonemes and syllables.
- Accept oral approximations.

References

Adams, 1990; Adams, Foorman, et al., 1998; Borzone & Signorini, 1994; Carillo, 1994; Denton, Hasbrouck, Weaver, & Riccio, 2000; Ferroli & Shanahan, 1993; Kame'enui & Carnine, 1998, NRP, 2000; Peregoy & Boyle, 2001; Smith et al., 2001; Tabors & Snow, 2001, TCRLA, 2002a, 2002b

Additional Information

English language learners may have phonological awareness in their native language. This knowledge may not be apparent to teachers who speak only English.

Speech sounds in a student's first language may differ from speech sounds in English. English language learners may have difficulty hearing slight differences in sounds in English, such as those in short *e* and short *i*, or they may have difficulty producing certain sounds if these same sounds are not present in their first language.

Phonological skills can be applied and transferred to other alphabetic languages.

Students often "borrow" the closest sound from their native language when pronouncing words in English.

- Even though a student may struggle with pronunciation, this does not necessarily indicate a lack of understanding.
- Take care when working with English language learners on sounds that may be unfamiliar to them. Avoid continuously correcting students' speech during lessons on phonological awareness.

Provide instruction to help students develop phonological elements that are unique to English.

Teach phonological awareness in a meaningful context. For example, read aloud a poem or story before beginning a phonological awareness lesson.

Provide Ongoing Practice in Phonological Awareness

- **Regularly schedule opportunities for students to practice phonological awareness with teacher support and guidance.**
 - **Integrate practice in phonological awareness throughout the curriculum and school day.**
-

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References

Adams, 1990, 2001; NIFL, 2001; NRP, 2000

Additional Information

Some phonological awareness activities are simply oral, such as songs, games, and stories. Others use concrete objects and manipulatives, such as fingers, blocks, counters, puppets, and pictures.

After explicit phonological awareness instruction, provide opportunities for students to practice when they are having a snack; lining up for lunch, recess, or the bus; or moving from one activity to another. These opportunities focus on what is spoken and heard rather than what can be seen.

As soon as possible, link sounds to letters. When students practice sounds along with the letters of the alphabet, they learn to apply their phonemic awareness knowledge as they blend the sounds of letters into words to read them, and segment words into sounds to spell them.

Everyone can have fun participating in phonological activities and playing with language.

**Explicit
Phonological
Awareness
Instruction
for
Struggling
Readers**

Many students will not acquire phonological awareness, and in particular phonemic awareness, unless they receive explicit instruction. Although most second graders do not need further instruction in phonemic awareness, letter knowledge, or alphabetic principle, some struggling readers do.

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References

Clark & Uhry, 1995; Smith et al., 1998a; TCRLA, 2000, 2002b; Uhry, 1999

Additional Information

Students at risk for reading difficulties tend to have poor phonological awareness, particularly in the area of phonemic awareness. Explicit instruction in phonemic awareness is critical to their reading success.

Focus instruction on blending phonemes, segmenting words into phonemes, and linking phonemes to print for developing letter-sound knowledge. This is especially important for first and second graders who are experiencing difficulty in learning to read.

With explicit and intensive instruction, most struggling readers will develop phonemic awareness knowledge and skills.

Components of Intervention for Struggling Readers



Intervention is:

- **Explicit and direct instruction;**
- **Individualized; and**
- **Intensive.**

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References

Texas Education Agency (TEA), 2001a; TCRLA, 2002d

Additional Information

Provide explicit instruction in a small group (fewer than five students) that proceeds at a rate commensurate with students' ability levels, needs, and progress.

Intervention instruction is provided in addition to regular instruction several times a week.

Intensive intervention is highly concentrated instruction that maximizes student engagement.

Activity

Materials:

- Handout 6: "Phonological Awareness Activities"
- Teacher's Editions

Your handouts include several sample activities for explicit phonological awareness instruction. These activities also are appropriate for use in intervention lessons with students who are at risk for dyslexia and other reading difficulties.

We will look at how you can use these sample activities with your Teacher's Edition.

Skim through these activities and choose one that may meet the needs of your students. Select a lesson or story from your Teacher's Edition. Identify words in the story that can be used in the phonological awareness activity. Use these words to complete Handout 6.

Allow 10 minutes.

**Progress
Monitoring:
Phonological
Awareness**

Verify

Identify

Specify

Recognize

**Use the results of individually
administered reading inventories
to help you make informed
instructional decisions.**

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References

Adams, Treiman, et al., 1998; NRP, 2000; Snow et al., 1998; TCRLA, 2002a; TEA, 2001b

Additional Information

Use progress monitoring of phonological awareness to:

- verify that students are reaching specific phonological awareness objectives;
- identify students in need of additional instruction or practice;
- specify concepts or skills that need more attention; and
- recognize when children have or have not acquired phonological awareness knowledge and skills.

During each lesson, monitor student progress by keeping a log, checklist, or progress sheet of students' abilities to rhyme, blend, and segment sounds in words, syllables, and parts of words. Use this information to tailor the lessons to each student's skill level.

Use the results of individually administered reading inventories to help you make informed instructional decisions.

For example, the Texas Primary Reading Inventory (TPRI) assesses the phonemic awareness of kindergarten and first grade students.

Handout 7: "Phonemic Awareness Progress Check" can be used to monitor your students' progress.

Keep in mind that English language learners should achieve some proficiency in spoken English before they are held accountable for phonological awareness in English.

Remember . . .

Phonological awareness, especially phonemic awareness, " . . . provides children with essential foundational knowledge in the alphabetic system. It is one necessary instructional component within a complete and integrated reading program."

—National Reading Panel, 2000, p.8

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References

National Reading Panel, 2000

Overview of the Phonological Awareness Continuum

Type	Description	Examples
Phonemic Awareness	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
Onsets and Rimes	Blending or segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime)	/m/ /ice/ /sh/ /ake/
Syllables	Combining syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
Sentence Segmentation	Segmenting sentences into spoken words	<i>The dog ran away.</i> 1 2 3 4
Alliteration Rhyme	Producing groups of words that begin with the same initial sound Matching the ending sounds of words	<i>ten tiny tadpoles</i> <i>cat, hat, bat, sat</i>

Phonological Awareness Activities

Type	Description	Example
Phonemic Awareness		
Onsets and Rimes		
Syllables		
Sentence Segmentation		
Alliteration Rhyme		

Catch a Rhyme

The teacher throws a ball of yarn or a beach ball to a child and says: "Tell me a word that rhymes with *lawn*."

The child says a rhyming word and throws the ball back to the teacher.

Variation:

"Tell me a word that rhymes with *lawn*. I'll give you a hint: When I'm tired, I sometimes [Teacher acts out a long yawn]."

Change That Tune

The teacher leads children in a familiar song but substitutes different sounds in the lyrics.

Example:

"Apples and Bananas" is sung substituting the **long a** sound in each phrase:

"I like to ***ate, ate, ate ayples and baynaynays.***"

What's in a Name?

The teacher says an animal name. One child is asked to clap, snap, or tap the syllables as the teacher slowly repeats the name syllable-by-syllable.

Other children count the syllables that they hear.

The teacher asks: "How many syllables did you hear in . . . ?"

Note: Some children can segment the word into syllables on their own.

Sound Blocks

The teacher gives children two blocks that do not have any numbers or letters written on them. Blocks are placed in a row.

The teacher says: "When I want to say *tap* in two parts, I touch the blocks like this."

[Touch the first block and say "/t/"; touch the second block and say "-ap."]

The teacher says other words that end in "-ap."
The children touch the blocks as they say the words in two parts.

One at a Time

The teacher slowly says a sentence:
"We are on our way to lunch."

Children take one step, hop, or skip for each word in the sentence.

Variation:

Children step on one tile square for each word.

Describe It!

Children add descriptive words to the names of different foods.

These phrases contain words that all begin with the same sound:

jolly juice

round rolls

big bean burrito

Round and Round We Go

The teacher passes around familiar objects and says: "Whoever has an object that starts with the /b/ sound, please stand up."

The teacher asks the child with the object (*basket*) to say the name of the object.

The teacher continues around the room until all the objects have been named.

Sound by Sound

The teacher says a three- or four-phoneme word such as *cat* or *lamp*.

Children play a clapping game with the teacher or another child.

They clap or touch hands as they say the individual sounds in the word:

/k/ /a/ /t/
or
/l/ /a/ /m/ /p/

Blending Sounds

The teacher gives students several blank counters. Stretching out each sound, the teacher says a word. Students repeat the sounds slowly and move a counter for each sound. Then they say each sound faster, moving their fingers below the counters as they say the word.

Teacher: “/fffaannn/. Now say it again slowly and move one counter for each sound in the word.”

Students: “/fffaannn/.” [*They move one counter each for /f/, /a/, and /n/ sounds.*]

Teacher: “Now let’s say each sound faster this time. Point to each counter. Move your finger quickly under the counters as we say the word.”

Teacher and students: “/ffaann/.” [*Point to each counter.*]
 “**Fan.**” [*Slide finger under counters when saying the word.*]

Catch It!

Students form a circle. The teacher says a one-syllable word, **ship**, and tosses a bean bag to a student. The student catches the bag and says the initial sound in the word, /sh/. The student tosses the bag to another student who catches it and says the medial sound, /i/. The bag is thrown again and the student who catches it says the final sound, /p/. The group repeats the whole word, **ship**. Continue with other words.

Take Off Cinderella

Play "Take Off Cinderella" after reading and discussing the story.

Teacher: "Let's play a game using some of the words from the story. If I ask you to take off the /s/ sound in *mice*, you say *my*. Let's try one. Take off the /m/ in *midnight*. What's left?"

Students: "*idnight*."

Teacher: "Very good, *idnight* is correct."

The game continues with other words from the story such as *coach*, *gown*, *wand*, and *prince*.

Variation:

Use words from any story.

Clueless

Divide the class into two teams. Pair students on each team. Place pictures of one-syllable words in a stack, face down. One pair selects the top picture (e.g., *mop*). The pair gives clues about the sounds in the picture's name to all the members of the other team until they guess the picture's name.

Example of clues for *mop*:

- Its name has three sounds.
- Its name begins with the /m/ sound.
- Its name ends with the /p/ sound.
- Its name has a middle /o/ sound.

The score is the number of clues that are given before the name is guessed. The team with the lowest score wins.

Matching Sounds

Place several different objects on a table (e.g., a sock, pen, book, box, clip). One student chooses an object and says its name. Students say other words that end with the same sound as the object's name. For example, the pen is chosen. Students say other words that end with the /n/ sound, such as **can, moon, fun,** and **pumpkin.**

Continue with other objects.

Let's Pretend

Students decide on a place they want to go. Then they think of three things they want to take with them that begin with the same sound as where they are going.

Teacher: "I'm going on a **picnic**, and I'm taking a **poncho, potato chips,** and **punch.**"

Students tell where they want to go and what they will take.

Humpty Dumpty

Recite "Humpty Dumpty" with your students. Change the last part of each line and ask students to say the final word.

Teacher: Let's make up our own "Humpty Dumpty."

"Humpty Dumpty sat on a **pear**.

Humpty Dumpty had curly --- (**hair**)

Humpty Dumpty rode a ---. (**bear**)

Humpty Dumpty went to the ---." (**fair**)

*(Students say the final word for each line. Accept words that make sense and end in the same rhyming sound as **pear**.)*

Walk This Way

The teacher says a simple sentence: **The dog barks.** Students repeat it and take one step forward for each word in the sentence. Students say how many steps or words are in the sentence.

(Note: It is helpful for students to hold up one finger for each word to help them count the number of steps/words.)

Variation: Students can walk backwards, sideways, etc.

Change Up

Teacher says a two-syllable word. Students repeat the word as they raise both their arms above their heads.

Students drop one arm as they say each part of the word.

Teacher: "**Magnet.**"

Students: "**Magnet.**" (Raise both arms above head)

Teacher: "Now say the word in its two parts."

Students: (Drop one arm to side) **/Mag/.**"

Students: (Drop other arm to side) **/net/.**"

Teacher: "Good. Say it again."

Students: "**Magnet.**"

Teacher: "Let's try another. **Staple.**"

Continue with other two-syllable words.

Sound Marching

Teacher: "We are going to say some words that have more than one syllable. We will march as we say each part of the word."

Model by saying the whole word, **classroom**, marching first with right foot as you say **class** and then with the left foot as you say **room**.

Practice together.

Teacher: "How many marching steps did you take for the word, **classroom?**" (two)

*Other words: **chalkboard, pencil, paper, eraser, sharpener***

Simon Says

Teacher says a one-syllable command word in this way: /t/ **alk**/. Students say the word if it is preceded by "Simon says" and follow the command. Students do not say the word or follow the command if it is not preceded by "Simon says." No one is ever "out."

Teacher says: "Simon says /cl/ **ap**."

Students say: "**Clap**," and start clapping.

Teacher says: "Simon says stop clapping." Students stop clapping.

Teacher says: "/S/ **it**."

Students: No response.

Teacher says: "Good, Simon did not say **sit**."

Teacher says: "Simon says /j/ **ump**."

Students say: "**Jump**," and start jumping.

Teacher says: "Simon says stop jumping." Students stop jumping.

Round Robin

Group students in 3 circles. Each circle passes around a bag filled with objects. Students take turns pulling out an object and saying its name. Then they segment the initial consonant or consonant cluster in the name from the rest of the word: If the object is a ball, the student says **ball** /b/ /all/. The next student pulls out another object from the bag and play continues around the circle.

*Suggested objects: **clock** /cl/ /ock/, **ring** /r/ /ing/, **stick** /st/ /ick/, **chip** /ch/ /ip/*

Phonological Awareness and Phonics Chart

Phonological Awareness	Phonics
<p>Ability to recognize the sounds of spoken language and how sounds can be blended together, segmented, and manipulated.</p> <p style="text-align: center;">AUDITORY</p> <p>Involves sound.</p> <p>Tasks can be done with the eyes closed if not using manipulatives.</p> <p><i>Examples:</i> Ask children to listen to each sound in the word /m/ /a/ /n/ and say the word <i>man</i>.</p> <p>Say the word /man/. Ask children to say each sound they hear in the word: /m/ /a/ /n/.</p> <p>Focuses on the sounds of spoken language and how they can be blended, segmented, and manipulated.</p> <p>Provides the basis for understanding the alphabetic principle and lays the foundation for phonics and spelling.</p>	<p>An instructional approach that links the sounds of spoken language to printed letters.</p> <p style="text-align: center;">GRAPHOPHONEMIC</p> <p>Involves sound and print.</p> <p>Tasks involve looking at print.</p> <p><i>Examples:</i> Write the word <i>man</i> on the board. Ask children to say each sound in the word and blend the sounds together to read the word: /mmaann/.</p> <p>Ask children to listen to each sound in a word and spell the word using letter tiles.</p> <p>Shows how the sounds of spoken language are represented by letters and spellings.</p> <p>Helps children begin to read and to spell words.</p>

Phonological Awareness Instruction in Reading Programs

Name of Reading Program: _____ Grade: _____

Teacher's Edition pages: _____ How many lessons included: _____

1. Which types of phonological awareness are addressed?

Phonological Awareness Type	Is it <i>explicitly</i> addressed in the lesson(s)?	Examples in lessons	Is there sufficient practice? Describe.
Rhyme Alliteration	Y / N		
Sentence Segmentation	Y / N		
Blending Syllables Segmenting Words	Y / N		
Onset and Rime	Y / N		
Manipulating Phonemes • adding • deleting • substituting	Y / N		

2. Does each lesson limit the focus to only one or two phonemic awareness skills?

3. Which phonological awareness skills are insufficiently addressed or not addressed at all?

4. In kindergarten and first grade, are sounds quickly linked to their corresponding letters?

5. Look at other lessons in the Teacher's Edition. Which types of phonological awareness skills are addressed throughout the year?

Phonological Awareness Lesson Design

SAMPLE

Title of Book or Story: Jack and Jill

Rhyme

"We're going to think of rhyming words. Tell me a word that rhymes with . . ."

hill

"Listen to the two words I say and tell me if they rhyme:"

stack - stick

down - crown

Alliteration

"Tell me two more words that begin with the same sound as . . ."

fell

went

Sentences

"I'm going to say a sentence." [Say a sentence.] "Now you say part of the sentence." [Children say part of the sentence.] "Good. Now say part of that." [Continue until the children are down to one word.]

Jack fell down and broke his crown.

"I'm going to say a sentence." [Say a sentence.] "Now say it again with me and move one counter as you say each word." [Repeat the sentence slowly with children.]

Jack and Jill went up the hill to fetch a pail of water.

Syllables

"Listen to the sounds I say and tell me the word. [Say a word, stretching the sounds.] What's the word?"

wa-ter

tum-bling

"We're going to count syllables in words. How many syllables do you hear in . . . ?"

after (2)

nursery (3)

Phonological Awareness Lesson Design SAMPLE

Onsets and Rimes

"Listen to the sounds I say and tell me the word. [Say onset, then rime.] What's the word?"

 j-ill h-ill
 p-ail m-ail

Blending Phonemes

"Listen to the sounds I say and tell me the word. [Say individual phonemes of the word.] What's the word?"

 c-r-ow-n
 f-e-ll

Segmenting Words into Phonemes

"I'm going to say a word, and I want you to count each sound you hear. How many sounds do you hear in . . . ?"

 went (4)
 spill (4)

"Listen to the word I say and tell me the first sound you hear in the word. What's the first sound in . . . ?"

 tumble (t)
 after (a)

"Listen to the word I say and tell me the final or last sound you hear in the word. What's the last sound in . . . ?"

 came (m)
 broke (k)

"Listen to the word I say and tell me the middle sound you hear in the word. What's the middle sound in . . . ?"

 fell (e)
 Jack (a)

Manipulating Phonemes

"We're going to leave out the first sound in a word.

Say _____ [say word] without the _____ [say first phoneme]."

 Jill (j)
 went (w)

"We're going to change sounds in words. Say this word: _____." [Children respond.] "Instead of [phoneme] say [new phoneme]. What's the word?"

 fell: f → s = sell
 pail: ai → i = pill

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Phonological Awareness Lesson Design

Title of Book or Story: _____

Rhyme

"We're going to think of rhyming words. Tell me a word that rhymes with . . ."

"Listen to the two words I say and tell me if they rhyme."

Alliteration

"Tell me two more words that begin with the same sound as . . ."

Sentences

"I'm going to say a sentence." [Say a sentence.] "Now you say part of the sentence." [Children say part of the sentence.] "Good. Now say part of that." [Continue until the children are down to one word.]

"I'm going to say a sentence." [Say a sentence.] "Now say it again with me and move one counter as you say each word." [Repeat the sentence slowly with children.]

Syllables

"Listen to the sounds I say and tell me the word. [Say a word, stretching the sounds.] What's the word?"

"We're going to count syllables in words. How many syllables do you hear in . . . ?"

Phonological Awareness Lesson Design

Onsets and Rimes

"Listen to the sounds I say and tell me the word. [Say onset, then rime.] What's the word?"

Blending Phonemes

"Listen to the sounds I say and tell me the word. [Say individual phonemes of the word.] What's the word?"

Segmenting Words into Phonemes

"I'm going to say a word, and I want you to count each sound you hear. How many sounds do you hear in . . . ?"

"Listen to the word I say and tell me the first sound you hear in the word. What's the first sound in . . . ?"

"Listen to the word I say and tell me the final or last sound you hear in the word. What's the last sound in . . . ?"

"Listen to the word I say and tell me the middle sound you hear in the word. What's the middle sound in . . . ?"

Manipulating Phonemes

"We're going to leave out the first sound in a word. Say _____ without the ____."

"We're going to change sounds in words. Say this word: _____." [Children respond.] "Instead of [phoneme] say [new phoneme]. What's the word?"

PHONEMIC AWARENESS

Strategy Set Outline



I.) First Sound

- Lesson 1: Initial Instructional Strategy—*Isolating First Sounds in Words*
- Lesson 2: Review Strategy—*Discriminating First Sounds*
- Lesson 3: Expansion Strategy—*Matching First Sounds and Letters in Words*

II.) Blending Onset-Rime

- Lesson 1: Initial Instructional Strategy—*Blending Onset-Rimes*
- Lesson 2: Review Strategy—*Segmenting and Blending Onsets and Rimes*
- Lesson 3: Expansion Strategy—*Integrating Onset-Rime and First Letter Identification*

III.) Blending Phoneme by Phoneme

- Lesson 1: Initial Instructional Strategy—*Blending Phonemes in Words*
- Lesson 2: Review Strategy—*Blending Phonemes Using Manipulatives*
- Lesson 3: Expansion Strategy—*Integrating Letter-Sound Correspondence and Blending*

IV.) Segmenting Sound by Sound

- Lesson 1: Initial Instructional Strategy—*Segmenting Sound by Sound: Elkonin Boxes*
- Lesson 2: Review Strategy—*Segmenting Sound by Sound Using Fingers*
- Lesson 3: Expansion Strategy—*Segmenting Sound by Sound*

V.) Deletion and Substitution

- Lesson 1: Initial Instructional Strategy—*Deletion and Substitution of Initial Sounds*
- Lesson 2: Review Strategy—*Deletion and Substitution of Final Sounds*
- Lesson 3: Expansion Strategy—*Deletion and Substitution of Medial Sounds*

PHONEMIC AWARENESS



I. First Sound-Lesson 1:

Initial Instructional Strategy—Isolating First Sounds in Words

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to isolate the first sounds in words using pictures as prompts. Next, students learn to discriminate among initial sounds by matching pictures that begin with the same first sound. The third strategy integrates students' knowledge of initial sounds with their knowledge of letter names and sounds by having them identify the name and sound of a letter and match it to a picture that begins with the target initial sound.

Lesson Objective

Isolate the first sound of a word presented orally.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This strategy is designed to teach students to isolate and produce the first sound in words presented through pictures.
- It may be used with students in kindergarten and first grade, or with older students who have difficulty isolating the first sounds in words.
- In this activity, the teacher shows picture cards to students, models how to identify the first sounds of the pictures, and assesses students' knowledge of the first sounds. Students respond by telling the teacher the first sounds in the words represented on picture cards.
- The ability to isolate first sounds is a critical step in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce individual sounds
- Understand the concept "first"

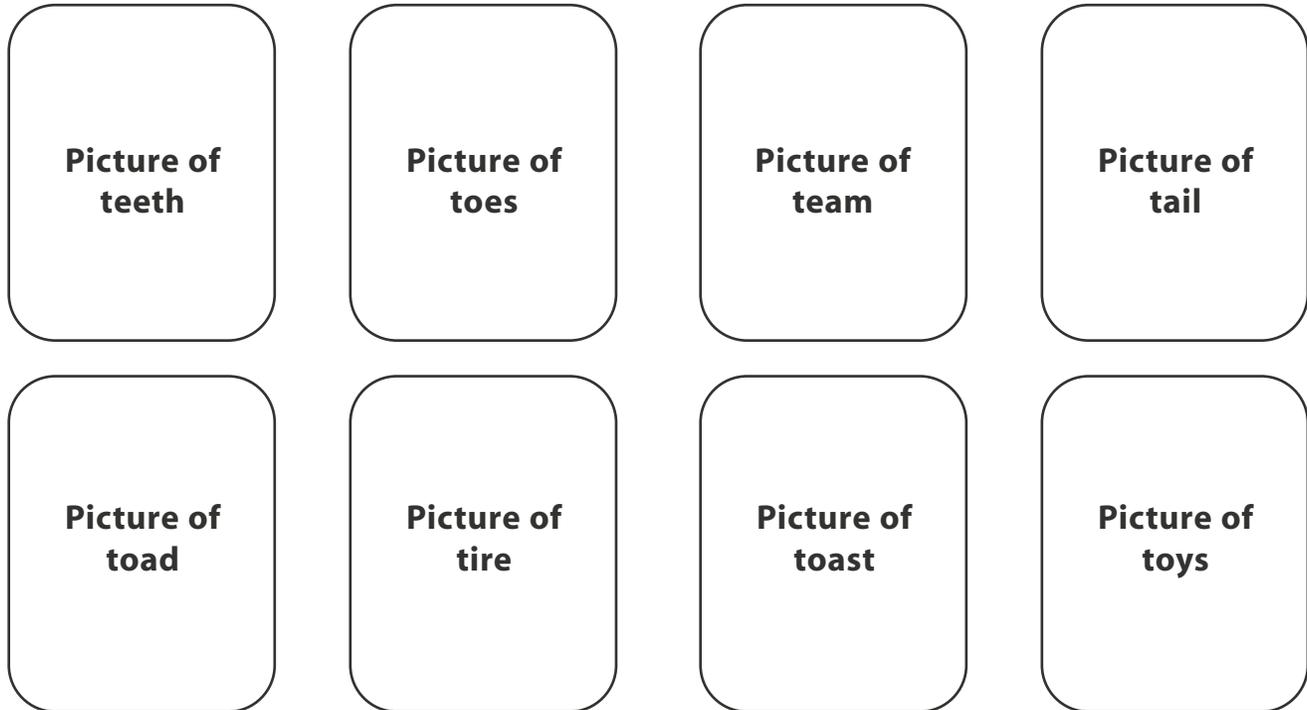
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach first sound isolation include:

- Select pictures students recognize.
- Do not include pictures that begin with easily confused sounds (e.g., p/b; t/d).
- Introduce the task using pictures that begin with the same sound. After students are proficient at isolating that sound, introduce a second sound. Include pictures of words that begin with both sounds only after students are proficient at isolating each of the initial sounds.

Materials and Examples

Materials: Picture cards of one-syllable words.



Examples: Example sounds to introduce first: /t/ /b/ /m/ /f/ /s/ /l/

Sample instructional sets: Include six to eight pictures in each instructional set. Teach one set each day. Once students can proficiently identify all the initial sounds in the target words, include a maximum of three cards that require students to discriminate initial sounds.

Set 1: Target sound /t/. Picture cards for teeth, tire, toast, toys, toad, toes, team, tail.

Set 2: Target sound /b/. Picture cards for bee, boat, boy, bed, bath, bird, bear.

Set 3: Target sound /m/. Picture cards for mop, mouse, moon, man, moose, milk.

Set 4: Target sound /f/. Picture cards for feet, fish, face, fan, farm, phone.

Set 5: Target sound /s/. Picture cards for sun, sit, soap, sock, sand, salt.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Instructional Feature Introduce picture cards.	Put picture cards on the table in front of students.	"These are teeth. What are these?" Students repeat, <i>"Teeth."</i> Use the same format with <i>tire, toast, toys, toad, toes, team, and tail.</i> ("This is a tire.")
Model explicit examples.	Model two examples.	"I'm going to say the first sound in the word. I'll say the name of the picture and then say the first sound. Teeth. The first sound in teeth is /t/. What's the first sound in teeth?" /t/. "I'll do another one. Tire. The first sound in tire is /t/. What's the first sound in tire?" /t/.
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set.	"Your turn. What is this?" Toast. "What is the first sound in toast?" /t/. "Yes, the first sound in toast is /t/." Continue with <i>toys, toad, toes, team, and tail.</i>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	"Joe, what are these?" Teeth. "What is the first sound in teeth?" /t/. "Yes, the first sound in teeth is /t/."
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on picture identification. Ex: When shown a picture of <i>teeth</i>, students say <i>mouth</i>. "These are teeth. What are these?" Teeth. • Provide feedback on initial sound identification. Ex: A student says the first sound of <i>teeth</i> is <i>/f/</i>. "This first sound in teeth is /t/. What's the first sound in teeth?" /t/.
Review.	Provide individual turns on today's target sound.	"Joe, what are these?" Teeth. "What is the first sound in teeth?" /t/. "Yes, the first sound in teeth is /t/."

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of first sounds presented orally.

Materials: Picture cards of words that include first sounds reviewed over the past two weeks, data collection sheet.

Criterion: When presented with five picture cards, students will correctly identify the initial sounds of four of the five pictures.

Sample checklist for monitoring student success with initial sounds.

Opportunities to Respond

Student	Day 1: Target sound /t/					Day 2: Target sound /t/					Day 3: Target sound /b/					Day 4: Target sound /b/					Day 5: Target sounds /t/ & /b/				
Carol	X	X	X		X																				
Brian		X	X	X	X																				
Scott	X	X	X	X	X																				
Leigh	X	X		X	X																				
Lisa	X	X	X	X	X																				

The columns in the evaluating learning table represent each presentation of an opportunity to assess understanding. For example, in one day the teacher may provide a student with five opportunities to respond. Each time the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading* (3rd ed.). Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



I. First Sound-Lesson 2:

Review Strategy—Discriminating First Sounds

Lesson Objective

Isolate the first sound of a word presented orally.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sound of a spoken word (K-1).

Rationale and Purpose

- This strategy provides students with additional practice in producing the first sound in words.
- It may be used with students in kindergarten and first grade, or with older students who have learned to isolate the first sounds in words and would benefit from review.
- In this activity, students play a game, matching the pictures presented by the teacher with pictures beginning with the same initial sound on their squares card. The teacher presents picture cards. Students respond by telling the teacher the first sounds in the words represented on picture cards. Students then match the first sound of the target picture with a picture on their squares card.
- The ability to isolate first sounds is a critical step in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce and discriminate between different sounds in the alphabet
- Understand the concept “first”

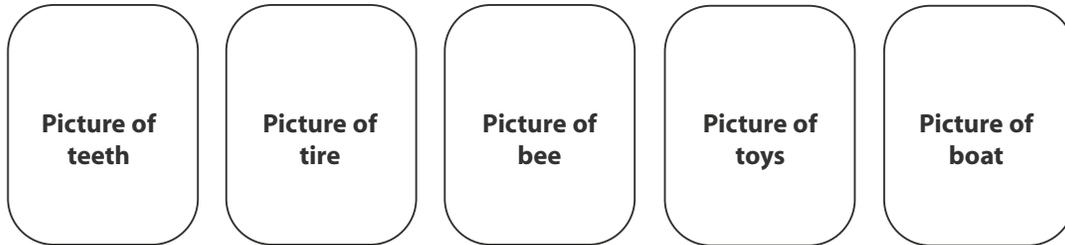
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend first sound isolation include:

- Select pictures students recognize.
- Use pictures that include a maximum of two different first sounds (e.g., t, m).
- As students develop proficiency at identifying and discriminating first sounds, you may use pictures that begin with sounds that are similar (e.g., p/b; t/d).

Materials and Examples

Materials: **Picture cards** of one-syllable words, beginning with two different sounds.



- **Squares cards** with pictures of one-syllable words, beginning with a maximum of two different sounds. Pictures on the squares cards may be the same as or different from those presented by the teacher, as long as they begin with the same sounds (see below for further explanation).

Picture of teeth	Picture of tire	Picture of bee	Picture of toys	Picture of boat
Picture of toad	Picture of bed	Picture of two	Picture of bear	Picture of bus
Picture of bike	Picture of toast	Picture of boy	Picture of toes	Picture of bath

- **Marker chips** for students to mark the pictures on their cards.

Examples: Use picture cards of words that include first sounds used in the squares card. For students who have just begun isolating initial sounds, use picture cards that represent the same pictures on the squares card. For students who are proficient at identifying initial sounds, use pictures that begin with the same sound as pictures on the squares card but which do not represent the exact pictures. For example, for the sound /b/ on the above card, you may use pictures of bird, bag, badge, bank, bat, bean, book, and bell, rather than bee, boat, bed, bear, bus, bike, boy, and bath. This will require students to generalize their skill of identifying initial sounds to new pictures.

Sample instructional sets: Present cards in groups of five. Include a maximum of two pictures that begin with different initial sounds.

- **Card 1: Early isolation skills**

Set 1: Picture cards for teeth, tire, bee, toys, boat.

Set 2: Picture cards for toad, bed, two, bear, bus.

Set 3: Picture cards for bike, toast, boy, toes, bath.

- **Card 1: More advanced isolation skills**

Set 1: Picture cards for tie, tape, bird, tongue, bag.

Set 2: Picture cards for tail, badge, tall, bank, bat.

Set 3: Picture cards for bean, team, book, tear, bell.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Tell students how to play the First Sounds Squares game. Show students materials.	“We are going to play a game that will help us hear the first sounds in words. I will show you a picture and you will find a picture on your card that starts with the same first sound as my picture. You’ll put a marker on that picture. When you have five markers in a row we’ll start again. First we’re going to review our pictures.”
Review pictures.	Put picture cards for one set of words on the table in front of students.	“These are <i>teeth</i>. What are these?” Students repeat, <i>“Teeth.”</i> Continue with <i>tire, bee, toys, and boat.</i>
Provide students opportunities.	Provide group turns on one of the pictures in the instructional set.	“Tell me the name of the picture and the first sound. What are these?” <i>Teeth.</i> “What is the first sound in <i>teeth</i>?” /t/. “Yes, the first sound in <i>teeth</i> is /t/. Find the picture of <i>teeth</i> on your card. Cover the picture with a marker.” Ask one or two students to tell you the name and sound of the picture they just covered. FOR STUDENTS WITH MORE ADVANCED SKILLS: “Tell me the name of the picture and the first sound. What are these?” <i>Teeth.</i> “What is the first sound in <i>teeth</i>?” /t/. “Yes, the first sound in <i>teeth</i> is /t/. Find a picture on your card with the same first sound as <i>teeth</i>. Cover the picture with a marker.” Ask one or two students to tell you the name and sound of the picture they just covered.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns on the remaining pictures in the instructional set.	<p>Continue with <i>tire, bee, toys, and boat</i>. Ask individual students to name the picture and say the first sound.</p> <p>“Joe, what is this?” Tire. “What is the first sound in tire?” /t/. “Yes, the first sound in tire is /t/. Find a picture of tire on your card and cover it with a marker.” or “Find a picture on your card with the same first sound as tire. Cover the picture with a marker.”</p> <p>Continue with pictures in the additional sets until a student covers all the pictures in each row. Then begin the game again, presenting the pictures in a different order.</p>
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on picture identification. Ex: When shown a picture of <i>teeth</i>, students say <i>mouth</i>. “These are teeth. What are these?” Teeth. <p>If students choose the wrong picture on their squares card, use the feedback procedure above to tell them the name of the picture they chose, then tell them which picture to choose. Allow them five seconds to find the correct picture. If they don’t find it, name and show them the correct picture.</p> <ul style="list-style-type: none"> • Provide feedback on initial sound identification. Ex: A student says the first sound of teeth is /f/. “This first sound in teeth is /t/. What’s the first sound in teeth?” /t/.
Review.	Provide individual turns on target sounds used today.	“Joe, what is this?” Tire. “What is the first sound in tire?” /t/. “Yes, the first sound in tire is /t/.”

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with discriminating initial sounds.

Opportunities to Respond

Student	Day 1: t & b					Day 2: t & b									
	t			b		t			b						
Carol	X	X	X	X	X	X	X	X	X	X					
Brian		X	X	X	X		X	X	X	X					
Scott	X	X	X	X	X	X	X	X	X	X					
Leigh	X	X		X	X	X	X	X	X	X					
Lisa	X	X	X	X	X	X	X	X	X	X					

Student	Day 3: t & m					Day 4: b & m									
	t			m		b			m						
Carol															
Brian															
Scott															
Leigh															
Lisa															

Student	Day 5: m & f									
	m			f						
Carol										
Brian										
Scott										
Leigh										
Lisa										

The columns in the evaluating learning table represent each presentation of an opportunity to assess understanding. For example, in one day the teacher may provide a student with five opportunities to respond. If the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



I. First Sound-Lesson 3:

Expansion Strategy—Matching First Sounds and Letters in Words

Lesson Objectives

Isolate the first sound of a word presented orally.
Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.D & 1.6.D: Identify and isolate the initial and final sounds of a spoken word (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills in identifying the first sound in words and integrates their knowledge of letter sounds and initial sounds.
- This task may be used with students in kindergarten and first grade, or with older students who have learned to isolate the first sounds in words, know letter-sound correspondences, and would benefit from review.
- In this activity, students play a game, matching the letter cards presented by the teacher with pictures beginning with the same initial sound on their squares card. The teacher presents letter cards and students tell the teacher the sound of the letter. Students then match the letter sound with a picture on their squares card.
- The abilities to isolate first sounds and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Understand the concept "first"
- Know letter-sound correspondences

Instructional Design Criteria

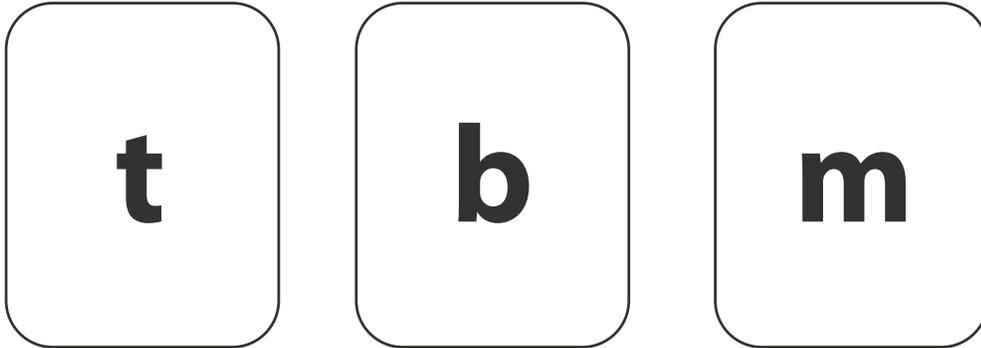
To ensure success, the instructional examples and sequence of instruction to expand first sound isolation include:

- Select pictures students recognize.
- Select letter sounds students know.
- Use lower-case letters.
- Use pictures that include a maximum of three different first sounds (e.g., f, m, p).
- As students develop proficiency at identifying and discriminating first sounds, you may use pictures that begin with sounds that are similar (e.g., p, b; t, d).

Materials and Examples

Materials:

- **Letter cards** of initial sounds on the squares card.



- **Squares cards** with pictures of one-syllable words that begin with a maximum of three different letter sounds.

Picture of teeth	Picture of tire	Picture of bee	Picture of toys	Picture of mouse
Picture of toad	Picture of mat	Picture of two	Picture of moon	Picture of bus
Picture of mop	Picture of toast	Picture of boy	Picture of boat	Picture of mitt
• Letter tiles for students to mark the pictures on their cards.				

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Tell students how to play the First Sounds Squares game. Show students materials.	“We are going to play a game that will help us hear the first sounds in words. I will show you a letter and you will find a picture on your card that starts with the same sound as my letter. You’ll put the letter tile for the sound on that picture. When you have five tiles in a row we’ll start again. First we’re going to review our pictures.” Review picture names as needed using procedures in Initial Instructional Model.
Model explicit examples.	Put letter cards on the table in front of students.	“This is the letter t. It makes the sound /t/. What is the name of this letter?” t. “What is the sound of the letter?” /t/. Continue with /b/ and /m/. Ask individual students to say the name and sound. “This letter makes the sound /t/. I’ll find a picture on my card that starts with /t/. The first sound in toast is /t/. I’ll put a /t/ tile on toast.” Continue with one example each for /b/ and /m/.
Provide students opportunities.	Match a picture to the letter card. Provide group turns on letter sounds to be used on the card. Hold up a letter card and have students find a picture that begins with that sound.	“What is the name of this letter?” t. “What is the sound of this letter?” /t/. “Cover a picture on your card that starts with /t/.” Ask one or two students to tell you the name and first sound of the picture they just covered.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns on the remaining pictures in the instructional set.	<p>Continue with remaining pictures on the page. Ask individual students to say the letter name and sound and have all students find a corresponding picture on their cards.</p> <p>“Joe, what’s the name of this letter?” t. “What’s the sound of this letter?” /t/. “Cover a picture on your card that starts with /t/.”</p> <p>Continue until a student gets five in a row. Then begin the game again, presenting the letters in a different order.</p>
Ongoing assessment and feedback.	Provide feedback during group and individual practice: model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on picture identification. Ex: When shown a picture of <i>teeth</i>, students say <i>mouth</i>. “These are teeth. What are these?” Teeth. <p>If students choose the wrong picture on their squares card, use the feedback procedure above to tell them the name of the picture they chose, then tell them which picture to choose. Allow them five seconds to find the correct picture. If they don’t find it, name and show them the correct picture.</p> <ul style="list-style-type: none"> • Provide feedback on initial sound identification. Ex: A student says the first sound of <i>teeth</i> is /f/. “The first sound in teeth is /t/. What’s the first sound in teeth?” /t/.
Review.	Provide individual turns on target sounds used today.	<p>“Joe, what is this?” Tire. “What is the first sound in tire?” /t/. “Yes, the first sound in tire is /t/.”</p>

Additional Expansion Activities

- Have students identify the first sound in two-syllable words.
- Play the game until all squares on all students’ cards are covered. This activity may be most appropriate for students who require additional practice.
- Include one or two additional letter tiles.

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning.

Student performance on identifying letter names, sounds, and initial sounds is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of letter names and sounds presented in written form.

Materials: Letter cards of sounds used on the squares card, data collection sheet.

Criterion: When presented with five opportunities to say the name and sound of a letter, students will correctly identify the name and letter four of five times.

Sample checklist for monitoring student success with discriminating initial sounds and naming letters.

Opportunities to Respond

Student	Day 1: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol	X	X	X		X	X	X	X	X	X	X	X	X	X		X	X	X	X	X
Brian		X	X	X	X		X	X	X	X	X		X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X	X	X		X		X	X	X	X	X	X	X	X	X
Leigh	X	X		X	X	X	X	X	X	X	X	X	X	X	X		X	X	X	X
Lisa	X	X	X	X	X	X	X	X	X	X	X	X	X		X	X	X		X	X

Student	Day 2: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol																				
Brian																				
Scott																				
Leigh																				
Lisa																				

Student	Day 3: Targets: t & b																			
	Letter sound t					Letter name t					Letter sound b					Letter name b				
Carol																				
Brian																				
Scott																				
Leigh																				
Lisa																				

The columns in the evaluating learning table represent each presentation of an opportunity for students to respond and for teachers to monitor student progress. For example, in one day the teacher may provide a student with five opportunities to respond. Each time the task is performed correctly, the box is checked.

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



II. Blending Onset-Rime -Lesson 1: *Initial Instructional Strategy—Blending Onset-Rimes*

Lesson Objective

Blend the onset and rime in a word presented orally.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

Rationale and Purpose

- This strategy is designed to teach students to blend onsets and rimes. It may be used with students in kindergarten and first grade, or with older students who have learned to blend onsets and rimes and would benefit from review.
- In this activity, the teacher presents the onset and rime of a word, models how to blend the two using a puppet, and assesses students' knowledge of blending onsets and rimes.
- Students respond by blending the onset and rime into the target word.
- The ability to blend onsets and rimes is an important skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach blending onset and rime include:

- Select pictures students recognize.
- Begin with one-syllable words, then introduce multisyllabic words as students develop proficiency.
- Start with words that begin with one-sound onsets (e.g., /c/ /at/), then introduce words that begin with two-sound onsets (e.g., /st/ /op/).

Materials and Examples

Materials: Puppet.

Sample instructional sets: Include only four to five words in each instructional set. Complete two sets per day. As students develop proficiency, include words that begin with different initial sounds.

Day 1:

Set 1: Cave, cat, can, cap.

Set 1: Man, can, mat, mouse.

Day 2:

Set 1: Man, can, mat, mouse.

Set 2: Goat, ghost, mitt, girl.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the puppet.	"This is our puppet, Buster. He has a hard time putting the parts of words together, and we're going to help him learn how to do that. He's going to say the first part of each word, then he'll say the rest of the word. Last he'll put the parts together to say the whole word."
Model explicit examples.	Use the puppet to model saying the onset, then the rime. End with saying the whole word.	"He'll say the parts and then the whole word: C---ave, cave. Here's another one: C---at, cat."
Provide students opportunities.	Provide group turns on the remaining words in the instructional set. Have the puppet say the onset and rime and have students blend the parts.	"Try one on your own. Buster will say the parts, you say the word." "C---an." Can. "Yes, can." "Let's try another. C---ap." Cap. "Yes, cap." Continue with <i>bee, bear, boat, and boy.</i>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	Provide feedback on blending. If a student says any parts or the whole word incorrectly, tell them the word, repeat the onset, rime, and whole word, say the onset and rime again, and have them repeat the whole word. "The whole word is cave. C---ave, cave. Now it's your turn. C---ave." Cave. "Yes, cave."
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on initial sounds.

Skill: Identification of onsets and rimes presented orally.

Materials: Puppet, data collection sheet.

Criterion: When presented with eight words, students will correctly blend the onset and rime of seven of the eight words.

Sample checklist for monitoring student success with initial sounds.

Opportunities to Respond

Blending Onsets and Rimes								
	Day 1							
Student	c-ave	c-at	c-an	c-ap	b-ee	b-ear	b-oat	b-oy
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Onsets and Rimes								
	Day 2							
Student	m-an	c-an	m-at	m-ouse	g-oat	g-host	m-itt	g-irl
Carol	X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X
Scott	X	X	X	X	X		X	X
Leigh	X	X	X	X	X	X	X	X
Lisa		X	X	X	X	X	X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



II. Blending Onset-Rime -Lesson 2:

Review Strategy—Segmenting and Blending Onsets and Rimes

Lesson Objective

Blend the onset and rime in a word presented orally.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

Rationale and Purpose

- This strategy provides students with additional practice in blending onsets and rimes and introduces segmenting onsets and rimes.
- It may be used with students in kindergarten and first grade, or with older students who have learned to blend onsets and rimes and would benefit from review.
- In this activity, the teacher presents a word and assesses student knowledge of segmenting and blending onsets and rimes. Students segment the onset and rime of the word and blend the parts into the whole word using pictures that are cut in half as prompts.
- The abilities to blend and segment onsets and rimes are important skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept “first”
- Isolate first sounds in words

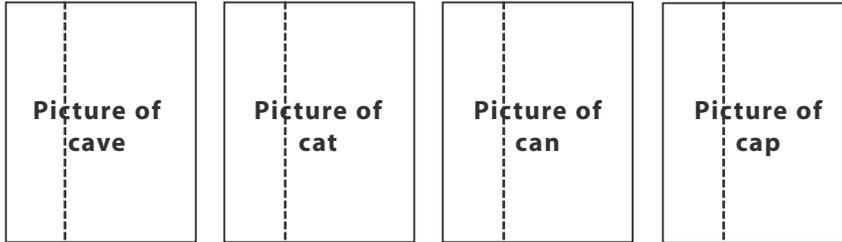
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting and blending onset and rime include:

- Select words students recognize.
- Begin with one-syllable words, then introduce multisyllabic words as students develop proficiency.
- Start with words that begin with one-sound onsets (e.g., /c/ /at/), then introduce words that begin with two-sound onsets (e.g., /st/ /op/).

Materials and Examples

Materials: Picture cards of one-syllable words, cut into two parts. The second part of the picture should be wider than the first part.



Sample instructional sets: Include only four to five words in each instructional set. Complete two sets per day. As students develop proficiency, include words that begin with different initial sounds.

Day 1:

Set 1: Cave, cat, can, cap.

Set 2: Bee, bear, boat, boy.

Day 2:

Set 1: Mat, can, man, mouse.

Set 2: Goat, ghost, mitt, girl.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce picture cards.	Put picture cards in front of students. Review names of pictures as needed.	Use Explicit Instruction from Phonemic Awareness initial instructional model.
Introduce the activity.	Show students picture cards.	"I'm going to say the parts of a word, then the whole word. I'll use these picture puzzles to help me say the parts and the whole word."
Model explicit examples.	Present cut-up pictures to students. Model the task, including how to use the pictures.	Begin with the puzzle pieces for the word put together, with both pieces side by side. "This is cave. The first part is /c/." Separate the first part of the picture from the second part, moving it to the left. "The rest of the word is /ave/." Move the second part of the picture to the right. "I'm going to say the parts again, then push them together. /c/ /ave/." Move the pictures together again to complete the puzzle. "Cave." Repeat for <i>cat</i> .
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set.	Begin with each puzzle put together. "Now it's your turn. Can. What's the word?" <i>can</i> . "What's the first sound?" /c/. Move the first part of the picture to the left. "What's the rest of the word?" /an/. Move the second part of the picture to the right. "What are the parts?" /c/ /an/. "What's the whole word?" <i>Can</i> . Move the pictures together. Repeat with <i>cap</i> .
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities. Have students move the picture pieces on their turns.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • If a student mislabels a picture, tell them the name of the picture and have them repeat the name. “This is cave. What is this?” Cave. • Provide feedback on segmenting. If a student segments the onset and rime incorrectly, say the word, the onset and rime, and have them repeat the word and its parts. “Cave. The first part is /c/. The rest of the word is /ave/. Cave. Say the word.” Cave. “What’s the first part?” /c/. “What’s the rest of the word?” /ave/. “Say the whole word.” Cave. • Provide feedback on blending. If a student blends the onset and rime incorrectly, repeat the onset, rime, and whole word, and have them repeat the parts and the whole word. “The whole word is cave. C---ave, cave. Now it’s your turn. C---ave.” Cave. “Yes, cave.”
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with discriminating initial sounds.

Opportunities to Respond

Blending and Segmenting Onsets and Rimes																
Day 1																
Student	cave		cat		can		cap		bee		bear		boat		boy	
	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL
Carol	X	X	X	X	X	X	X	X		X	X	X	X	X	X	X
Brian	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X	X	X	X	X	X		X	X	X	X	X

Blending and Segmenting Onsets and Rimes																
Day 2																
Student	mat		can		man		mouse		goat		ghost		mitt		girl	
	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL	S	BL
Carol																
Brian																
Scott																
Leigh																
Lisa																

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



II. Blending Onset-Rime -Lesson 3:

Expansion Strategy—Integrating Onset-Rime and First Letter Identification

Lesson Objectives

Blend the onset and rime in a word presented orally.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.B & 1.6.B: Identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills in segmenting and blending onsets and rimes and requires them to integrate their knowledge of letter sounds, segmenting, and blending in one task. It may be used with students in kindergarten and first grade, or with older students who have learned to segment and blend onsets and rimes, know letter-sound correspondences, and would benefit from review.
- The teacher orally presents a word and assesses students' knowledge of segmenting and blending onsets and rimes and letter-sound correspondences.
- Students segment and blend the onset and rime and then substitute a letter tile for the first sound.
- The abilities to isolate first sounds and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"
- Have knowledge of letter-sound correspondences
- Identify first sounds

Instructional Design Criteria

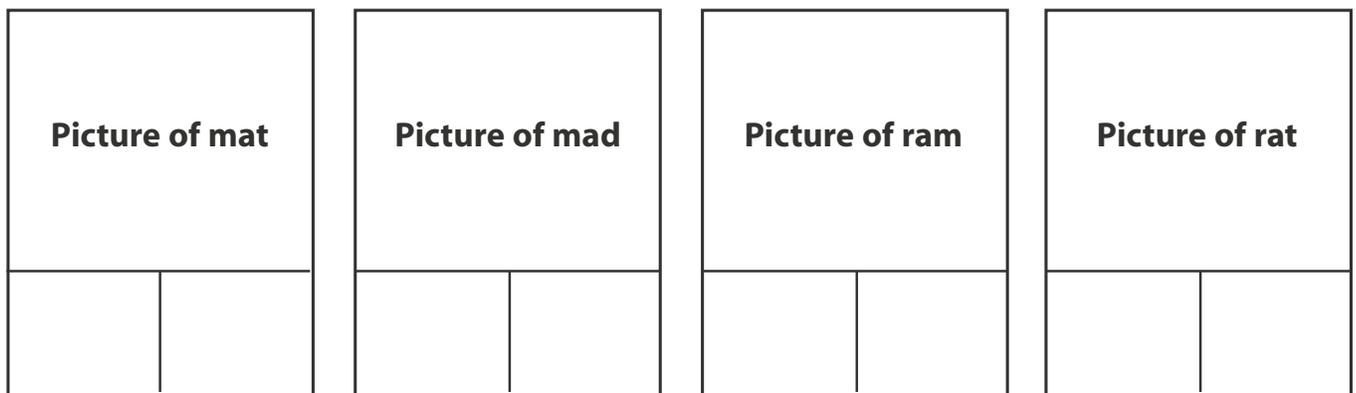
To ensure success, the instructional examples and sequence of instruction to review and extend blending onset-rime include:

- Select words students recognize.
- Select words that begin with one-sound onsets only (e.g., /c/ /at/, not /st/ /op/).

- Select letter sounds students know.
- Use words whose first sound represents the most common sound of the letter.
- Begin with words that begin with the same initial sound, then use words with different initial sounds as students develop proficiency.
- As students develop skill in identifying and discriminating first sounds, you may use words that begin with similar sounds (e.g., p/b; t/d).

Materials and Examples

Materials: Picture cards with two-square boxes underneath; marker chips; letter tiles.



Examples: Use words students have reviewed in previous strategies and that begin with a letter students have learned. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials.	<p>“We are going to play a game that will help us blend the first sound in a word with the rest of the word. We’ll say the parts of the word, then we’ll say the whole word. We’re going to put a letter in the box for the first sound of each word, so remember all the sounds you’ve learned!”</p> <p>Review picture names as needed. Use wording from initial instructional model.</p>
Model explicit examples.	<p>Put out a maximum of two letters for students to choose for the first sound. Include only letter sounds students have learned and can identify proficiently. Begin with markers above the boxes.</p> <p>Point to each box as you say each part, then move your finger underneath the boxes as you say the whole word.</p>	<p>“This is <i>mat</i>. The first part is /m/.” Demonstrate moving a marker into the first box. “The rest of the word is /at/.” Demonstrate moving a marker into the last box. “<i>Mat</i>.” Move your finger under the boxes from left to right.</p> <p>“Now I’ll choose the letter that makes the first sound. The first sound in <i>mat</i> is /m/. Which of these letters makes the /m/ sound?” Point to the letter m. “This letter makes the /m/ sound. I’ll put /m/ in place of my first marker. Now I’ll say each part, then the whole word. /m/ /at/, <i>mat</i>.”</p> <p>Repeat with <i>mad</i>.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. <i>Ram</i>. What’s the first part?” /r/. Monitor students to make sure they’re putting a marker in the first box. “What’s the next part?” /am/. Monitor students. “What’s the whole word?” <i>Ram</i>. Place two letter tiles on the table for students to choose.</p>

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
		<p>“What’s the first sound of ram?” /r/. “What letter makes the /r/ sound?” Students choose the letter. “Yes, this letter makes the /r/ sound. Put the /r/ sound in place of your first marker. Now say each part, then say the whole word.” Students respond by saying the parts, then the whole word.</p> <p>Continue with remaining items in set.</p>
Assess understanding.		Use procedures outlined for providing students opportunities.
Ongoing assessment and feedback.	<p>Provide individual turns. Present items in a different order than previously introduced.</p> <p>Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.</p>	<ul style="list-style-type: none"> • If a student mislabels a picture, tell them the picture and have them repeat the name of the picture. <p>“This is mat. What is this?” Mat.</p> <ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the onset and rime incorrectly, say the word, the onset and rime, and have them repeat the word and its parts. <p>“Mat. The first part is /m/. The rest of the word is /at/. Mat. Say the word.” Mat. “What’s the first part?” /m/. “What’s the rest of the word?” /at/. “Say the whole word.” Mat.</p> <ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the onset and rime incorrectly, repeat the onset, rime, and whole word, and have them repeat the parts and the whole word. <p>“The whole word is mat. M---at, mat. Now it’s your turn. M---at.” Mat. “Yes, mat.”</p>
Review.	Provide individual turns on target sounds used today.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Student performance on identifying letter sounds is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on producing and writing letter sounds.

Skill: Production and identification of letter sounds presented orally and in written form.

Materials: Picture cards with two-square boxes, marker chips, letter tiles, data collection sheet.

Criterion: When presented with five opportunities to say the sound and identify a letter, students will correctly produce and identify the letter four of five times.

Opportunities to Respond

Segmenting, Blending, and Naming Parts: Day 1												
	mat			mad			ram			rat		
Student	SEG	BL	LS									
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

SEG = Segment

BL = Blend

LS = Letter sound

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



III. Blending Phoneme by Phoneme -Lesson 1: *Initial Instructional Strategy—Blending Phonemes in Words*

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to orally blend phonemes into words. Next, students learn to blend phonemes using an Elkonin box, which has one square representing each phoneme of a word. The third strategy integrates students' knowledge of phonemes with their knowledge of letter sounds by having them blend the letter sounds in a word.

Lesson Objective

Orally blend two to three separately spoken phonemes into one-syllable words.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

Rationale and Purpose

- This strategy is designed to teach students to blend phonemes into words. It may be used with students in kindergarten and first grade or with older students who would benefit from review.
- In this activity, the teacher uses a puppet to say the phonemes of a word and assesses students' knowledge of blending at the phoneme level.
- Students blend the phonemes to make a whole word.
- The ability to blend phonemes is an essential skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Blend at the onset-rime level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction used to teach blending phonemes include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: Puppet.

Examples: Include words that contain letter sounds students have learned. In this sample lesson, we are assuming students have learned the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/.

Sample instructional sets: Include four to five words in each instructional set and instruct on two sets per day.

Day 1:

Set 1: am, in, on, me.

Set 2: at, if, an, it.

Day 2:

Set 3: man, fin, lab, mud.

Set 4: sun, rib, lot, sad.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the puppet and explain the task.	"This is our puppet, Buster. He's still learning how to blend the sounds in words, so you're going to show him how to do it. He'll say the sounds in a word and you say the whole word."
Model explicit examples.	Use the puppet to present the phonemes.	Have the puppet say /a/ /m/, then you say, "am." Continue with in.
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	"Now Buster will say the sounds and you tell him the whole word." Have the puppet say /n/ /o/, then ask, "What word did you hear?" No. Repeat with remaining items in set.
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	Provide feedback on blending. If a student says a phoneme or the whole word incorrectly, tell them the word, repeat the phonemes and whole word, say the phonemes again, and have them repeat the whole word. "The whole word is am. A---m, am. Now you try. A---m." Am. "Yes, am."
Review.	Provide individual turns on today's target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on blending phonemes.

Skill: Blending of phonemes presented orally.

Materials: Words that have been reviewed over the past two weeks, data collection sheet.

Criterion: When presented with eight words, students will correctly blend the phonemes of seven of the eight words.

Sample checklist for monitoring student success with segmenting sound by sound.

Opportunities to Respond

Blending Phoneme by Phoneme								
	Day 1							
Student	am	in	on	me	at	if	an	it
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Phoneme by Phoneme								
	Day 2							
Student	man	fin	lab	mud	sun	rib	lot	sad
Carol								
Brian								
Scott								
Leigh								
Lisa								

References:

Blachman, B. A., Ball, E. W., Black, R., & Tangel, D. M. (2000). *Road to the code: A phonological awareness program for young children*. Baltimore: Brookes.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



III. Blending Phoneme by Phoneme -Lesson 2: *Review Strategy—Blending Phonemes Using Manipulatives*

Lesson Objective

Orally blend two to three separately spoken phonemes into one-syllable words.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

Rationale and Purpose

- This strategy provides students with additional practice blending phonemes by having them use manipulatives to represent and blend the sounds in words. It may be used with students in kindergarten and first grade or with older students who would benefit from review.
- In this activity, the teacher provides the phonemes of a word and assesses students' knowledge of blending at the phoneme level.
- Students respond by marking each sound and blending the phonemes into the target word.
- The ability to blend phonemes is an essential skill in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts "first" and "next"
- Segment at the onset-rime level

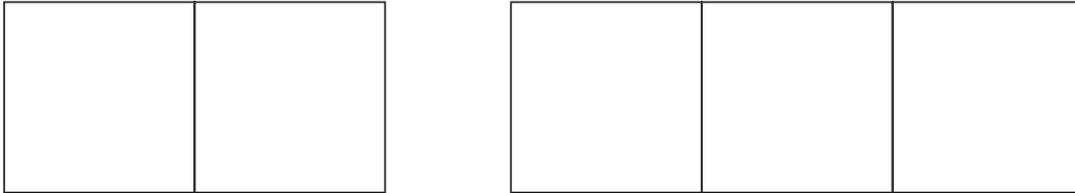
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach blending phonemes include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: two- and three-square Elkonin boxes for each student, marker chips.



Examples: Include words that contain letter sounds students have learned. In this sample lesson, we are assuming students have learned the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/.

Sample instructional sets: Include only four to five words in each instructional set, and instruct on two sets per day.

Day 1:

Set 1: Two-phoneme words: an, if, me, on.

Set 2: Two- and three-phoneme words: am, in, man, fun.

Day 2:

Set 3: Two- and three-phoneme words: sun, it, lot, fan.

Set 4: Three-phoneme words: mud, rib, fin, not.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	“We’re going to say the sounds of each word, then we’ll say the whole word. When I say a sound of the word I’ll put a marker in one of my boxes.”
Model explicit examples.	Place one marker above each box before beginning the task, and move them into each box as you say each part. Move your finger underneath the boxes from left to right as you say the whole word	“The first word has two sounds. The first sound is /a/.” Demonstrate moving the marker to the first box. “The next sound is /n/.” Demonstrate moving the marker to the next box. “The sounds are /a/ /n/. What’s the whole word? An.” Repeat with second item in the set.
Provide students opportunities.	Provide group turns on the remaining words in the instructional set.	“Your turn. This word has two sounds. The first sound is /m/. Put a marker in your first box for /m/.” Monitor students to make sure they put a marker in the first box. “The next sound is /e/. Put a marker in the next box for /e/.” Point to each box as you say each sound. “The sounds are /m/ /e/. What’s the whole word?” <i>Me.</i> Monitor students to make sure they move their finger underneath the boxes from left to right. Repeat with on. Continue with examples in Instructional Set 2: am, in, man, fun. As students become familiar with the task, remove the wording: “Put a marker in the next box for /_/. ”
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are firm on the correct response.	<ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. <p>“The whole word is am. A---m, am. Now it’s your turn. A---m.” Am. “Yes, am.”</p> <ul style="list-style-type: none"> • If students move the markers or slash from right to left, show them how to move from left to right, then have them practice twice.
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with blending phonemes.

Opportunities to Respond

Blending Phoneme by Phoneme								
	Day 1							
Student	an	if	me	on	am	in	man	fun
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

Blending Phoneme by Phoneme								
	Day 2							
Student	sun	it	lot	fan	mud	rib	fin	not
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



III. Blending Phoneme by Phoneme -Lesson 3:

Expansion Strategy—Integrating Letter-Sound Correspondence and Blending

Lesson Objectives

Orally blend two to three separately spoken phonemes into one-syllable words.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.E: Blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word (K).

1.6.E: Blend sounds to make spoken words, including three and four phoneme words, through ways such as moving manipulatives to blend phonemes in a spoken word (1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands students' skills at blending phonemes and requires them to integrate their knowledge of letter sounds and blending in one task. It may be used with students in kindergarten and first grade, or with older students who have learned to blend phonemes, know letter-sound correspondences, and are ready to review the skills.
- The teacher presents each word phoneme by phoneme and assesses students' knowledge of blending at the phoneme level.
- The students write the letter that represents each phoneme, produce its sound, and blend the sounds together to make a word.
- The abilities to blend and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts "first" and "next"
- Have knowledge of letter-sound correspondences
- Write letters
- Segment and blend at the onset-rime level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend blending phonemes include:

- Select words students recognize.
- Select letter sounds students know.
- Begin with two- and three-phoneme words in which each phoneme is represented by one letter, then introduce words with more phonemes as students develop proficiency.
- As students become better at identifying and discriminating first sounds, you may use words that contain similar sounds (e.g., /p/, /b/, /t/, /d/).

Materials and Examples

Materials:

- Inchworm Game worksheets for students to write the short version of the word. See attached page for an example of the Inchworm Game worksheet.
- Pencils for each student.

Examples: Use words students have reviewed in previous strategies and that include letters students can sound out and write. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /a/, /m/, /t/, /s/, /o/, /d/, /r/.

Sample Instructional Sets: Include four words in each instructional set. Include two- and three-phoneme words.

Set 1: am, mat, sat, rod.

Set 2: dot, rat, at, sad.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	“We are going to play a game that will help us blend sounds to make a word. We’ll use the Inchworm Sheet. I will say the sounds in the word, then you’ll write the sounds and tell me the whole word. Let’s start!”

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	<p>Show students how to use the worksheet. Say the sound of the letter as you write it on the worksheet.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p>	<p>“I’ll do the first two. The first word has two sounds. The first sound is /a/. What letter makes the /a/ sound? a. So I’ll write “a” on the first line under my inchworm.” Model writing “a” under the first worm.</p> <p>“The next sound in am is /m/. What letter makes the /m/ sound? m. So I’ll write “m” next to the “a” under my inchworm.” Model writing “m.”</p> <p>“The sounds are /a/ /m/. What’s the whole word? Am.”</p> <p>Continue with second item in set.</p>
Provide students opportunities.	<p>Provide group turns on the remaining items in the instructional set.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p>	<p>“Now it’s your turn. This word has three sounds. The first sound is /s/. What letter makes the /s/ sound?” s. “Yes, the letter “s” makes the /s/ sound. Write an “s” on the line under the inchworm. Remember to say the sound as you write the letter.” Monitor students’ work.</p> <p>“The next sound is /a/. What letter makes the /a/ sound?” a. “Yes, “a” makes the /a/ sound. Write an “a” on the line.” Monitor work.</p> <p>“The next sound is /t/. What letter makes the /t/ sound?” t. “Yes, “t” makes the /t/ sound. Write a “t” on the line.” Monitor work.</p> <p>“The sounds are /s/ /a/ /t/. What’s the whole word?” Sat. “Yes, sat.”</p> <p>Repeat with remaining items in set.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on letter names/sounds. If a student identifies a letter incorrectly, tell them the correct letter name and sound and have them repeat it. <p>“The letter “m” makes the /m/ sound. What letter makes the /m/ sound?” m.</p> <ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. <p>“The whole word is am. A---m, am. Now it’s your turn. A---m.” Am. “Yes, am.”</p> <ul style="list-style-type: none"> • Provide feedback on writing. If a student writes a letter incorrectly, show them how to write it and have them write it. If necessary, help them write the word.
Review.	Provide individual turns on target sounds used today.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Use procedures outlined in the initial instruction model for evaluating student learning on Blending Phoneme by Phoneme.

Opportunities to Respond

Student	Day 1: am					Day 1: mat									
	Blend			Write		Blend			Write						
Carol	X	X	X	X	X	X	X	X	X	X					
Brian		X	X	X	X	X	X	X	X	X					
Scott	X	X	X	X	X	X	X	X	X	X					
Leigh	X	X		X	X	X	X	X	X	X					
Lisa	X	X	X	X	X	X	X	X	X	X					

Student	Day 1: sat										Day 1: rod									
	Blend					Write					Blend					Write				
Carol	X	X	X		X	X	X	X	X	X										
Brian		X	X	X	X	X	X	X	X	X										
Scott	X	X	X	X	X	X	X	X	X	X										
Leigh	X	X		X	X	X	X	X	X	X										
Lisa	X	X	X	X	X	X	X	X	X	X										

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

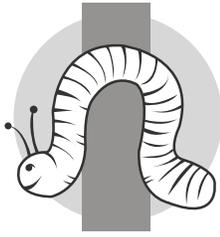
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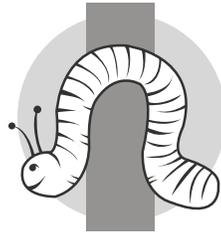
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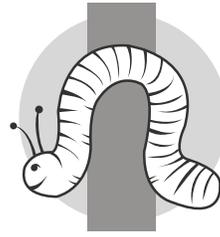
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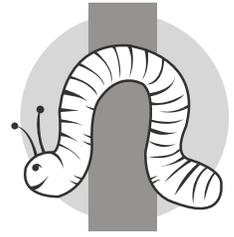
Webber, M. T., Jr., & Webber, S. G. (1998). *Webber's jumbo articulation drill book*. Greenville, South Carolina: Super Duper Publications.

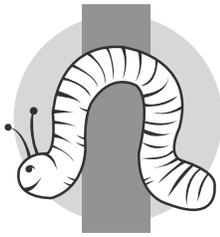
The Inchworm Game: Blending Two- and Three-Phoneme Words

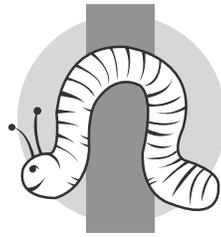


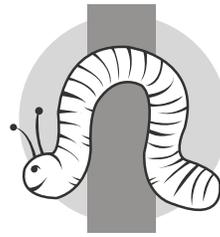


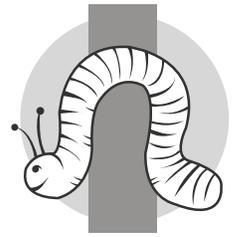












PHONEMIC AWARENESS



IV. Segmenting Sound by Sound -Lesson 1:

Initial Instructional Strategy—Segmenting Sound by Sound: Elkonin Boxes

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to segment words into their phonemes using an Elkonin box, which has one square representing each phoneme of a word. Next, this strategy teaches students to segment words into their phonemes using their fingers to represent each sound. The third strategy integrates students' knowledge of phonemes with their knowledge of letter sounds by having them identify, segment, and blend the letter sounds that make up a word.

Lesson Objective

Segment individual sounds in words.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy is designed to teach students to segment phonemes in words using manipulatives. It may be used with students in middle kindergarten through middle first grade, or with older students who would benefit from review.
- In this activity, the teacher provides a word and assesses students' knowledge of segmenting at the phoneme level.
- Students respond by segmenting the phonemes in the target word, and moving a marker for each sound in the word.
- The ability to segment phonemes is one of the most essential skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Identify common pictures
- Produce individual sounds
- Understand the concepts "first" and "next"
- Segment and blend at the onset-rime level
- Blend at the phoneme level

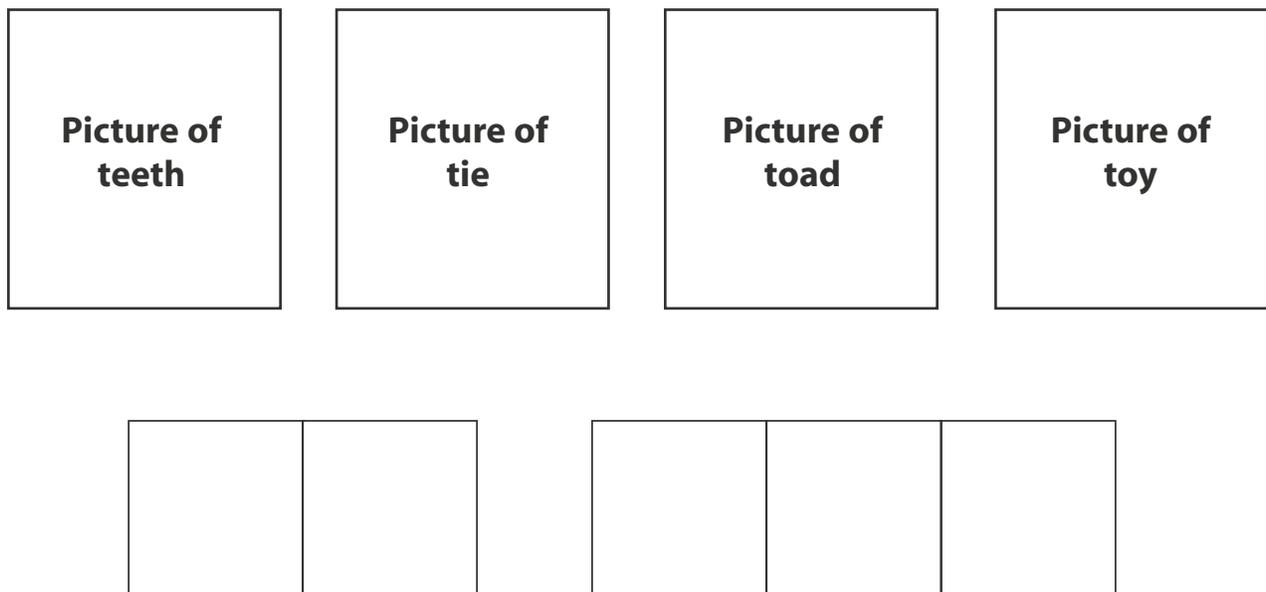
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting words include:

- Select words students recognize.
- Begin with two- and three-phoneme words.

Materials and Examples

Materials: Picture cards of two- and three-phoneme words. Two- and three-square Elkonin boxes for each student. Enough markers or chips per student to mark the squares in each box.



Sample instructional sets: Include only four to five pictures in each instructional set. Sets should begin with words that begin with the same letter sound. As students develop proficiency, sets may include pictures with different initial sounds.

Day 1:

- Set 1: Target sound /t/. Picture cards for teeth, tie, toad, toy.
 Set 2: Target sound /b/. Picture cards for bat, boat, bath, bow.

Day 2:

- Set 3: Target sound /c/. Picture cards for cat, cane, cape, cow, cot.
 Set 4: Target sound /f/. Picture cards for feet, fish, fan, fox.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Put picture cards in front of students. Review names of pictures as needed. Show students the materials.	Use Explicit Instruction from Phonemic Awareness Initial Instructional Model for reviewing names of pictures. "I'm going to say a word, then we'll say the sounds in the word. When I say each sound in the word I'll put a marker in one of my boxes."
Model explicit examples.	Put the picture card on the table. Place a marker above each box of the three-square strip. When saying each sound, move the marker down into the box. When reviewing the sounds and saying the word, point to the boxes as you say each individual sound, then move your finger from left to right under the boxes as you say the whole word.	"Put a marker above each box." Monitor students. "The first word is teeth. Teeth has three sounds. The first sound is /t/." Demonstrate moving the marker to the box. "The next sound is /e/." Demonstrate moving the marker to the next box. "The next sound is /th/." Move a marker down into the next box. "The sounds in teeth are /t/ /e/ /th/, teeth." Complete for second item in the set.
Provide students opportunities.	Provide group turns on the remaining pictures in the instructional set. Give each student a three-square box and markers.	"Now it's your turn. You'll put a marker in a box each time you say a sound, then you'll say the whole word. What's this picture?" <i>Toad</i> . Tell students if it's a two- or three-sound word. "What's the first sound?" /t/. "Move your first marker into the first box. What's the next sound?" /oa/. Monitor students to make sure they move the marker into the next box. "What's the next sound?" /d/. Monitor students. "Say the sounds in toad." /t/ /oa/ /d/. "Say the whole word." <i>Toad</i> . Monitor to make sure students move their finger across the boxes from left to right.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • If a student mislabels a picture, tell them the picture and have them repeat the name of the picture. “These are <i>teeth</i>. What are these?” <i>Teeth.</i> • Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and have them repeat the word and its phonemes. “Teeth. The first sound is /t/. The next sound is /e/. The next sound is /th/. Say the word.” <i>Teeth.</i> “What’s the first sound?” /t/. “What’s the next sound?” /e/. “What’s the next sound?” /th/. “What’s the whole word?” <i>Teeth.</i> • If students move their markers or finger from right to left, show them how to move from left to right, then have them practice twice. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. “The whole word is <i>teeth</i>. T---ee---th, <i>teeth</i>. Your turn. T---ee---th.” <i>Teeth. “Yes, <i>teeth</i>.”</i>
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students' responses to items. A checklist, such as the one below, may be used to record data on students' success and rate of progress on segmenting.

Skill: Segmenting of phonemes presented orally.

Materials: Picture cards of words that have been reviewed over the past two weeks, markers, data collection sheet.

Criterion: When presented with five picture cards, students will correctly segment the phonemes of four of the five pictures.

Sample checklist for monitoring student success with segmenting phonemes.

Response Opportunities

Segmenting Sound by Sound								
	Day 1							
Student	teeth	tie	toad	toy	bat	boat	bath	bow
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

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Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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PHONEMIC AWARENESS



IV. Segmenting Sound by Sound -Lesson 2: *Review Strategy—Segmenting Sound by Sound Using Fingers*

Lesson Objective

Segment individual sounds in words.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy provides students with additional practice on segmenting by having them say the sounds in words without using manipulatives. It may be used with students in middle kindergarten through middle first grade or with older students who have learned to segment words and would benefit from review.
- The teacher presents the word and students respond by saying the individual sounds in the word, using one finger to represent each sound.
- The ability to segment phonemes is one of the most essential skills in the development of phonological awareness.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concepts “first” and “next”
- Segment and blend at the onset-rime level
- Blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach segmenting words include:

- Select words students recognize.
- Begin with two-phoneme words, then introduce three-phoneme words as students develop proficiency.

Materials and Examples

Materials: None.

Sample instructional sets: Present words in groups of four to five, and instruct on two sets per day.

Day 1:

Set 1: bee, boat, bath, bow.

Set 2: toad, tie, tin, ten.

Day 2:

Set 3: man, mitt, mouse, mat.

Set 4: goat, ghost, game, mad.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.		“You’re going to say the sounds in words without looking at pictures. You’ll use your fingers to help say the sounds.”
Model explicit examples.	Show students how to use their fingers to segment words. Hold up a finger for each sound, moving from left to right.	“The first word is bee. Bee has two sounds. I’ll hold up a finger for each sound. /b/ /ee/, bee.” Say the sounds in bee, pausing between each sound. Model segmenting <i>bee</i> twice. Continue with <i>boat</i> .
Provide students opportunities.	Provide group turns on the remaining words in the instructional set.	“Now it’s your turn. I’ll say the word, then you say each sound as you hold up a finger. Bath. Bath has three sounds. What’s the first sound?” /b/. Monitor students to make sure they’re holding up one finger. “What’s the next sound?” /a/. “What’s the next sound?” /th/. Make sure students are moving from left to right. “What’s the whole word?” <i>Bath</i> . Continue with remaining items in set.
Assess understanding.	Provide individual turns on words in the instructional set. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and repeat the word. Have students repeat the word and its phonemes, and say the whole word. <p>“Teeth. The first sound is /t/. The next sound is /e/. The next sound is /th/. Teeth. Say the word.” <i>Teeth.</i> “What’s the first sound?” /t/. “What’s the next sound?” /e/. “What’s the next sound?” /th/. “What’s the whole word?” <i>Teeth.</i></p> <ul style="list-style-type: none"> • If students hold up their fingers from right to left, show them how to move from left to right, then have them practice twice.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with segmenting phonemes.

Response Opportunities

Segmenting Sound by Sound								
	Day 1							
Student	bee	boat	bath	bow	toad	tie	tin	ten
Carol	X	X	X	X		X	X	X
Brian	X	X	X		X	X	X	X
Scott	X	X	X	X	X	X	X	X
Leigh	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



IV. Segmenting Sound by Sound -Lesson 3: *Expansion Strategy—Segmenting Sound by Sound*

Lesson Objectives

Segment individual sounds in words.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

K.6.F: Segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds (K-1).

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

K.7.C & 1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands on students' skills at segmenting words and requires them to integrate their knowledge of letter sounds and segmenting in one task. It may be used with students in later kindergarten through middle first grade, or with older students who have learned to segment, know letter-sound correspondences, and would benefit from review.
- In this activity, the teacher orally presents a word and students segment the word, choosing letters that represent each phoneme.
- The abilities to segment and identify letter sounds are critical steps in the continuing development of early reading skills.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Have knowledge of letter-sound correspondences
- Understand the concepts "first" and "next"
- Segment and blend at the onset-rime level
- Blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to review and extend segmenting words include:

- Select words students recognize.
- Select letters students know.
- Begin with two- and three-phoneme words, then introduce words with more phonemes as students develop proficiency.
- As students become better at identifying and discriminating sounds, use words that contain similar sounds (e.g., /p/, /b/, /t/, /d/).

Materials and Examples

Materials: Dry erase board, dry erase pens, eraser.

Examples: Use words students have reviewed in previous strategies and that include letters students can sound out and write. Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /a/, /m/, /t/, /s/, /o/, /d/, /r/.

Sample Instructional Sets: Include four words in each instructional set and instruct on two sets per day. Include two- and three-phoneme words.

Set 1: at, dot, sad, rat.

Set 2: mat, am, rod, sat.

Instructional Sequence		
Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	“We are going to play a game that will help us segment the sounds in words. We’ll use a white board to play our game. I’ll write some sounds you’ve learned at the top of the board. Then I’ll say a word that has some of those sounds. You’ll tell me all the sounds in the word and what to write for each sound. When you get all of the sounds and letters right you’ll have spelled a whole word. Let’s start now!”

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials.	<p>“First tell me all the sounds on the board.” Use the feedback procedure below if necessary. “Good. These are all the sounds that will be in the words we’ll spell today.”</p>
Model explicit examples.	Write the sounds /a/, /m/, /t/, /s/, /o/, /d/, and /r/ on the board. Make blank lines for each phoneme in the word.	<p>“I’ll do the first word. At. The sounds in at are /a/ /t/. What letter makes the /a/ sound?” Look through the letters on the white board until you get to the letter <i>a</i>. “A. I’ll write the letter <i>a</i> on the white board.”</p> <p>“The next sound in at is /t/. What letter makes the /t/ sound?” Look through the letters on the white board until you get to <i>t</i>. “T. So I’ll write a <i>t</i> next to the <i>a</i>. Now I’ll say the sounds together and then the whole word. /a/ /t/, at.”</p> <p>Continue with second item in set.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set. Point to each letter as students say the sounds, then slash your finger under the letters as they say the whole word.	<p>“Now it’s your turn. The word is sad. What are the sounds in sad?” /s/ /a/ /d/.</p> <p>“What letter makes the /s/ sound?” <i>s</i>. “What letter makes the /a/ sound?” <i>a</i>. “What letter makes the /d/ sound?” <i>d</i>.</p> <p>“Very good. Say the sounds in sad together, then say the whole word.”</p> <p>Repeat with remaining items in the set.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the word, and have them repeat the phonemes and word. "At. The first sound is /a/. The next sound is /t/. Say the word." At. "What's the first part?" /a/. "What's the rest of the word?" /t/. "What's the whole word?" At. • If students choose the wrong letter or sound, say the letter/sound they're looking for, point to the correct letter/sound, and say the letter/sound again while pointing to the letter. Have the student repeat the letter/sound. Ex: Students say the sound /b/ for /d/. "/d/. Find the /d/ sound." Point to the letter <i>d</i>. "/d/. What sound?" /d/. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. "The whole word is am. A--m, am. Your turn. Say the sounds and the whole word." /a/ /m/, am. "Yes, am."

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning on segmenting.

Sample checklist for monitoring student success with segmenting, blending, and naming letters.

Response Opportunities

Segmenting, Blending, and Naming Letters												
	at			dot			sad			rat		
Student	SEG	L NM	BL									
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

Segmenting, Blending, and Naming Letters												
	mat			am			rod			sat		
Student	SEG	L NM	BL									
Carol												
Brian												
Scott												
Leigh												
Lisa												

SEG = Segment;

L NM = Letter name;

BL = Blend

References:

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Simmons, D. C., & Kame'enui, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



V. Deletion and Substitution-Lesson 1:

Initial Instructional Strategy—Deletion and Substitution of Initial Sounds

Introduction

In this three-lesson strategy set, the first lesson introduces a strategy for teaching students to delete and substitute phonemes in words. Students learn to delete and substitute initial sounds by replacing the first letter of a word. Then they learn to delete and substitute the final sound in a word by changing one three-phoneme word to another three-phoneme word using letter tiles. Finally students learn to delete and substitute the medial sound in a word, writing the sounds in the target word and the new word.

Lesson Objective

Delete and substitute initial sounds in words.

Corresponding TEKS Objective

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy is designed to extend students' phonemic awareness skills by teaching them to delete and substitute the initial phonemes in words using letter tiles. Students are specifically told which sound to delete and how to replace the deleted sound with a new sound. The strategy may be used with students in first grade, or with older students who know letter-sound correspondences and would benefit from review of manipulating the sounds in words.
- In this activity, the teacher presents a word, tells students to change the first sound to make a new word, and assesses students' knowledge of deleting and substituting initial phonemes.
- Students use letter tiles to replace the initial sound with the new initial sound.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson may require multiple instructional sessions before students develop proficiency.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "first"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

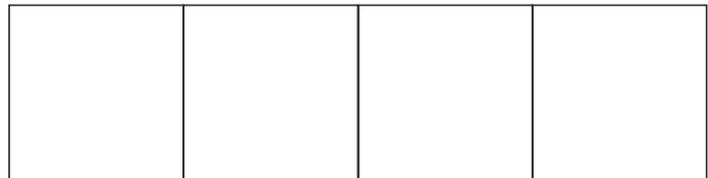
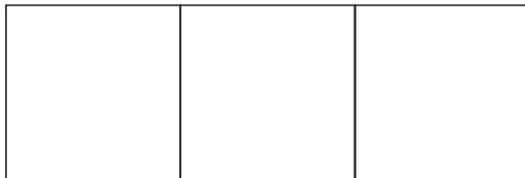
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting initial phonemes include:

- Select words students recognize and that can be easily changed to a different word by altering the first phoneme.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose first sound represents the most common sound of the letter.
- Begin with words containing three sounds, in which each sound is represented by one letter, then move to four-sound and -letter words as students develop proficiency. Keep words to a maximum of four letters.

Materials and Examples

Materials: Letter tiles, three- and four-square Elkonin boxes.



Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/, /k/, /v/, /e/, /w/, /j/, /p/.

Sample instructional sets: Include four to five words in each instructional set. As students develop proficiency, include words with more letters and sounds.

Set 1: Target word man. Substitute with /f/, /v/, /p/.

Set 2: Target word fit. Substitute with /s/, /p/, /w/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students the materials they will use.	Tell students they'll be using the white board and markers to change the first sounds in words to make new words.

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	<p>Put out all the letter tiles needed to make the words in the instructional set. For the first set, put the letters m, a, n, f, v, p, and r above the three-square strip.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p> <p>Put letter tiles for “man” in the boxes.</p>	<p>“I’ll do the first word. Man. What are the sounds in man? /m/ /a/ /n/.” Point to the letters as you say the sounds. “What’s the first sound in man?” Point to the letter m. “/m/.”</p> <p>“Now I’m going to change the first sound to /f/ to make a new word. I’ll erase the /m/ and put in /f/. Now I’ll say the sounds then the whole word. /f/ /a/ /n/, fan.” Point to the letters as you say the sounds, slashing under the letters when you read it as a whole word.</p> <p>Continue with second item in set.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. This word is van. What are the sounds in van?” /v/ /a/ /n/. “What’s the first sound in van?” /v/</p> <p>“Change the first sound to make a new word. Take away the /v/ and put in /p/.” Have one student change the sound. “Now what sounds do we have?” /p/ /a/ /n/. The teacher points to each. “What’s the whole word?” Pan. The teacher moves a finger under the whole word. “Yes, pan.”</p> <p>Repeat with remaining items in the set.</p> <p>Continue activity with Instructional Set 2: fit, sit, pit, wit.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments incorrectly, tell them the word, segment the phonemes, and have them repeat the words and its phonemes. “Man. The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word.” <i>Man.</i> “What’s the first sound?” /m/. “What’s the next sound?” /a/. “What’s the next sound?” /n/. “What’s the whole word?” <i>Man.</i> • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. “The sound is /m/. What sound does this letter make?” /m/. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. “The whole word is man. M---a---n, man. Your turn. Say the sounds and the whole word.” /m/ /a/ /n/, man. “Yes, man.”
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Student performance is evaluated in terms of accuracy. During group or individual turns you may record students’ responses to items. A checklist, such as the one below, may be used to record data on students’ success and rate of progress on deleting and substituting initial sounds.

Skill: Deleting and substituting of initial sounds presented orally and in printed form.

Materials: Elkonin boxes, letter tiles, data collection sheet.

Criterion: When presented with five target words, students will correctly delete or substitute the initial sound in the word four of five times.

Sample checklist for monitoring student success with deleting and substituting initial sounds.

Response Opportunities

SET 1: Deleting and Substituting Sounds												
	man			fan			van			pan		
Student	S	D	Su									
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X	X	X
Scott	X	X	X	X	X	X		X	X	X		X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

SET 2: Deleting and Substituting Sounds												
	fit			sit			pit			wit		
Student	S	D	Su									
Carol												
Brian												
Scott												
Leigh												
Lisa												

S = Segment
D = Delete
Su = Substitute

References:

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Boston: MIT Press.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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Simmons, D. C., & Kame'enui, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

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PHONEMIC AWARENESS



V. Deletion and Substitution-Lesson 2: *Review Strategy—Deletion and Substitution of Final Sounds*

Lesson Objective

Delete and substitute final sounds in words.

Corresponding TEKS Objective

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

Rationale and Purpose

- This strategy provides students with practice in deleting and substituting final sounds in words by having students change the last letter of a target word to make a new word. The strategy may be used with students in first grade, or with older students who know letter-sound correspondences and would benefit from review of manipulating the sounds in words.
- The teacher presents a word, tells students to change the target word to a new word, and assesses students' knowledge of deleting and substituting final sounds. This lesson is more difficult than the instruction for deleting and substituting first sounds, because students are not explicitly told which letter sound to delete and substitute.
- Students use letter tiles, replacing the final letter of the target word to make a new word.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson will require multiple instructional sessions before students develop proficiency.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "last"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

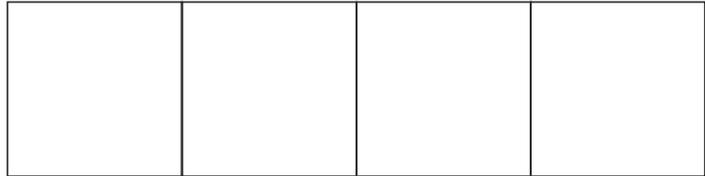
Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting final phonemes include:

- Select words students recognize and that can be easily changed to a different word by altering the final phoneme.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose final sound represents the most common sound of the letter.
- Begin with words containing three sounds, in which each sound is represented by one letter, then move to four-sound and -letter words as students develop proficiency. Keep words to a maximum of four letters.

Materials and Examples

Materials: Letter tiles, three- and four-square Elkonin boxes.



Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have been taught the following letter sounds: /m/, /t/, /s/, /a/, /d/, /r/, /o/, /f/, /i/, /g/, /h/, /l/, /u/, /c/, /b/, /n/, /k/, /v/, /e/, /w/, /j/, /p/.

Sample instructional sets: Include four to five words in each instructional set. As students develop proficiency, include words with more letters and sounds.

Set 1: Target word pat. Substitute with /n/, /l/, /d/.

Set 2: Target word man. Substitute with /p/, /t/, /d/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials they will use.	“We’re going to change the last sound in a word to make a new word. You’ll use the letter tiles and the three-square boxes to make the words.”

Continued on next page

Instructional Feature	What To Do	Explicit Instruction
Model explicit examples.	<p>Put out all the letter tiles needed to make the words in the instructional set. For the first set, put the letters p, a, t, n, l, and d above the three-square strip.</p> <p>As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p> <p>Put letter tiles for “pat” in the boxes.</p> <p>When you say the words you’re changing (e.g., pat/pan), emphasize the final sound so students hear the difference between the words.</p>	<p>“First let’s review the sounds of these letters.” Point to each letter and have students say the corresponding sound.</p> <p>“Good. I’ll do the first word. Pat. The sounds in pat are /p/ /a/ /t/.” Point to the letters as you say the sounds.</p> <p>“Now I’m going to change pat to pan.” Change the last letter in the word. “Now I’ll say the new sounds then the whole word. /p/ /a/ /n/, pan.”</p> <p>Model again, changing pan to pal.</p>
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. This word is pal. What are the sounds in pal?” /p/ /a/ /l/.</p> <p>“Change pal to pad.” Have one student change the sound.</p> <p>“Now what sounds do we have?” /p/ /a/ /d/. The teacher points to each sound. “What’s the whole word?” Pad. The teacher moves a finger under the whole word. “Yes, pad.”</p> <p>Repeat with remaining items in the set.</p> <p>Continue with Instructional Set 2: man, map, mat, mad.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.

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Instructional Feature	What To Do	Explicit Instruction
Assess understanding.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the whole word, and have them repeat the phonemes and word. “Man. The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word.” <i>Man.</i> “What’s the first sound?” /m/. “What’s the next sound?” /a/. “What’s the next sound?” /n/. “What’s the whole word?” <i>Man.</i> • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. “The sound is /m/. What sound does this letter make?” /m/. • Provide feedback on blending. If a student blends the phonemes incorrectly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. “The whole word is man. M---a---n, man. Your turn. Say the sounds and the whole word.” /m/ /a/ /n/, man. “Yes, man.”
Ongoing assessment and feedback	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with deleting and substituting final sounds.

Response Opportunities

Deleting and Substituting Sounds												
	pat			pan			pal			pad		
Student	S	D	Su									
Carol	X	X	X	X	X	X		X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X

References:

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Boston: MIT Press.

Carnine, D. W., Silbert, J., & Kame'enuei, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

Oregon Department of Education, & Institute for the Development of Educational Achievement. (1999). *Institute on beginning reading*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

Simmons, D. C., & Kame'enuei, E. J. (1999). *Project optimize intervention program*. Eugene: College of Education, Institute for the Development of Educational Achievement, University of Oregon.

PHONEMIC AWARENESS



V. Deletion and Substitution -Lesson 3:

Expansion Strategy—Deletion and Substitution of Medial Sounds

Lesson Objectives

Delete and substitute medial sounds in words.

Name letters and produce their corresponding letter sounds.

Corresponding TEKS Objectives

1.6.F: Segment one-syllable spoken words into individual phonemes, including three and four phoneme words, clearly producing beginning, medial, and final sounds (K-1).

1.7.C: Learn and apply letter-sound correspondences of a set of consonants and vowels to begin to read (K-1).

Rationale and Purpose

- This strategy expands on students' skills at deleting and substituting phonemes by having them delete and substitute medial sounds in words in a writing activity. The strategy may be used with students in first grade, or with older students who have learned to delete and substitute sounds, know letter-sound correspondences, and would benefit from review.
- The teacher presents a word orally, tells students to change the target word to a new word, and assesses students' knowledge of deleting and substituting medial sounds. This model is more difficult than the previous models because students must produce the letter sounds on their own.
- Students write the sounds in the target word and change the middle sound to make a new word.
- The ability to delete and substitute phonemes in words is one of the most complex skills in the development of phonological awareness.
- This lesson will require multiple instructional sessions before students develop proficiency, and is more difficult than the instruction for the prior deleting and substituting activities because it requires students to write all the sounds in the target word and the new words.

Necessary Preskills

For students to be successful, they need to be able to:

- Produce individual sounds
- Understand the concept "middle"
- Know letter-sound correspondences
- Segment and blend at the phoneme level

Instructional Design Criteria

To ensure success, the instructional examples and sequence of instruction to teach substituting and deleting final phonemes include:

- Select words that can be easily changed to a different word by altering the middle phoneme.
- Select words containing three sounds, in which each sound is represented by one letter.
- Use words that include letters and sounds students have learned to sound out and write.
- Use words whose middle sound represents the most common sound of the letter.

Materials and Examples

Materials: Dry erase board, dry erase pens, eraser.

Examples: Refer to the order of introduction provided in the initial instructional model for the first strategy set of Alphabetic Understanding. In this sample lesson, we are assuming students have learned the most common sounds of all consonants and vowels.

Sample instructional sets: Present eight to twelve words for each session.

Set 1: Target word *man*. Substitute with /e/.

Set 2: Target word *pot*. Substitute with /i/, /a/.

Set 3: Target word *fin*. Substitute with /u/.

Set 4: Target word *rob*. Substitute with /i/, /u/.

Instructional Sequence

Instructional Feature	What To Do	Explicit Instruction
Introduce the activity.	Show students materials they will use.	“You’re going to change the middle sound in a word to make a new word. You’ll use the white board and marker to make the words.”
Model explicit examples.	<p>Model how to delete and substitute the middle sound using the white board. As you say each sound, point to the letter. When you say the whole word, move your finger under the sounds from left to right.</p> <p>Write the word “man” on the board.</p> <p>When you say the words you’re changing (e.g., man/men), emphasize the medial sound so students hear the difference between the words.</p>	<p>“I’ll do the first word. <i>Man</i>. The sounds in <i>man</i> are /m/ /a/ /n/.” Point to the letters as you say the sounds. “The middle sound in <i>man</i> is /a/.”</p> <p>“Now I’m going to change <i>man</i> to <i>men</i>.” Change the middle letter. “Now I’ll say the sounds then the whole word. /m/ /e/ /n/, <i>men</i>.”</p> <p>Continue, changing <i>pot</i> to <i>pit</i>.</p>

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Instructional Feature	What To Do	Explicit Instruction
Provide students opportunities.	Provide group turns on the remaining items in the instructional set.	<p>“Now it’s your turn. This word is <i>pit</i>. What are the sounds in <i>pit</i>?” /p/ /i/ /t/.</p> <p>“What’s the middle sound in <i>pit</i>?” /i/</p> <p>“Change <i>pit</i> to <i>pat</i>.” Have one student erase and change the letter.</p> <p>“Now what are the sounds in the word?” /p/ /a/ /t/. “What’s the whole word?” <i>Pat</i>. “Yes, <i>pat</i>.”</p> <p>Repeat with remaining items in each instructional set: <i>fin/fun</i>; <i>rob/rib/rub</i>.</p>
Assess understanding.	Provide individual turns. Present items in a different order than previously introduced.	Follow procedures for providing students opportunities.
Ongoing assessment and feedback.	Provide feedback during group and individual practice: Model the correct response, have students repeat the correct response, and review the item at least twice more or until students are sure of the correct response.	<ul style="list-style-type: none"> • Provide feedback on segmenting. If a student segments the phonemes incorrectly, say the phonemes and the whole word, and have them repeat the phonemes and word. <p>“<i>Man</i>. The first sound is /m/. The next sound is /a/. The next sound is /n/. Say the word.” <i>Man</i>.</p> <p>“What’s the first sound?” /m/.</p> <p>“What’s the next sound?” /a/.</p> <p>“What’s the next sound?” /n/.</p> <p>“What’s the whole word?” <i>Man</i>.</p> <ul style="list-style-type: none"> • Provide feedback on letter sounds. If a student identifies a letter-sound incorrectly, tell them the correct letter sound and have them repeat it. <p>“The sound is /m/. What sound does this letter make?” /m/.</p> <ul style="list-style-type: none"> • Provide feedback on blending. If a student blends the phonemes in correctly, repeat the phonemes and whole word, and have them repeat the phonemes and the whole word. <p>“The whole word is <i>man</i>. M---a---n, <i>man</i>. Your turn. Say the sounds and the whole word.” /m/ /a/ /n/, <i>man</i>.</p> <p>“Yes, <i>man</i>.”</p>
Review.	Provide individual turns on today’s target sound.	Follow procedures for providing students opportunities.

How To Evaluate Learning.

Use procedures outlined in the initial instructional model for evaluating student learning.

Sample checklist for monitoring student success with deleting and substituting medial sounds.

Response Opportunities

Deleting and Substituting Sounds															
	man			men			pot			pit			pat		
Student	S	D	Su												
Carol	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X		X	X

Deleting and Substituting Sounds															
	fin			fun			rob			rib			rub		
Student	S	D	Su												
Carol	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Brian	X	X		X	X	X	X	X	X	X		X	X		X
Scott	X	X	X	X	X	X		X	X	X	X	X	X	X	X
Leigh		X	X	X	X	X	X	X	X	X	X	X	X	X	X
Lisa	X	X	X	X	X		X	X	X		X	X		X	X

S = Segment

D = Delete

Su = Substitute

References:

Adams, M. J. (1990). *Beginning to read: Thinking and learning about print*. Boston: MIT Press.

Carnine, D. W., Silbert, J., & Kame'enui, E. J. (1997). *Direct instruction reading (3rd ed.)*. Upper Saddle River, NJ: Merrill.

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Texas Education Agency. (1998). *Texas essential knowledge and skills (TEKS)*. Retrieved October 23, 2001, from Texas Education Agency Web site: <http://www.tea.state.tx.us/teks/>

Phonemic Awareness Progress Check

Student: _____ **Date:** _____

Note: This progress check is untimed and administered individually.

Materials: List of words [Create lists that include targeted letter sounds.]

Directions: "Today we're going to say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say 'dig,' you say '/d/ /i/ /g/.' Be sure to say the sounds heard in the word, not the letter names. Let's try a few together."

Practice Items: [Provide assistance if the child needs help on these items.]

1. net _____ 2. go _____ 3. boat _____

Sample List **Responses**

[Do not provide assistance during this portion of the assessment.]

- | | | |
|-----|------|-------|
| 1. | big | _____ |
| 2. | no | _____ |
| 3. | get | _____ |
| 4. | dot | _____ |
| 5. | ten | _____ |
| 6. | be | _____ |
| 7. | kite | _____ |
| 8. | in | _____ |
| 9. | not | _____ |
| 10. | by | _____ |
| 11. | kind | _____ |
| 12. | bet | _____ |
| 13. | dine | _____ |
| 14. | dog | _____ |
| 15. | note | _____ |

(Sample list targets consonants *b, g, n, t, k, d*; long vowels *o, i*; short vowels *i, o, e*.)

Adapted from Yopp, H. K. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*, 49(1), 22.

Phonemic Awareness Progress Check

Student: _____ **Date:** _____

Note: This progress check is untimed and administered individually.

Materials: List of words [Create lists that include targeted letter sounds.]

Directions: "Today we're going to say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say 'dig,' you say '/d/ /i/ /g/.' Be sure to say the sounds heard in the word, not the letter names. Let's try a few together."

Practice Items: [Provide assistance if the child needs help on these items.]

1. _____ 2. _____ 3. _____

<u>Word List</u>	<u>Responses</u>
[Do not provide assistance during this portion of the assessment.]	

- | | |
|-----------|-------|
| 1. _____ | _____ |
| 2. _____ | _____ |
| 3. _____ | _____ |
| 4. _____ | _____ |
| 5. _____ | _____ |
| 6. _____ | _____ |
| 7. _____ | _____ |
| 8. _____ | _____ |
| 9. _____ | _____ |
| 10. _____ | _____ |
| 11. _____ | _____ |
| 12. _____ | _____ |
| 13. _____ | _____ |
| 14. _____ | _____ |
| 15. _____ | _____ |

Adapted from Yopp, H. K. (1995). A test for assessing phonemic awareness in young children. *The Reading Teacher*, 49(1), 22.

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