

# **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?**

# **Survey of Knowledge: Foundations of Reading**



**Phonological  
Awareness**

**Phonemic  
Awareness**

**Letter-Sound  
Knowledge**

**Alphabetic  
Principle**

# 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.

# 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

# Phonological Awareness Continuum



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

# **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.**

# 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.

# **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)**



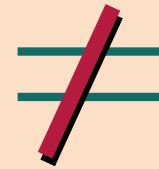
# **What Do We Know from Research?**

## **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.**

# 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.**



# 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

# 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.
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# **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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# **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.**
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# **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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# **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.



# **Components of Intervention for Struggling Readers**



## **Intervention is:**

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

# **Progress Monitoring: Phonological Awareness**

**Verify**

**Identify**

**Specify**

**Recognize**

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

**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**