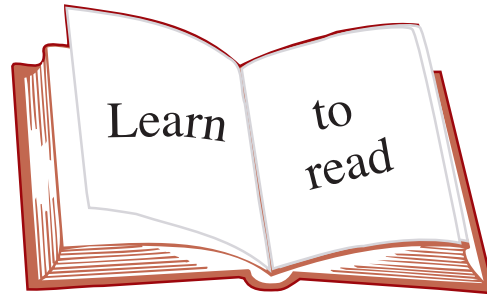


# Institute on Beginning Reading



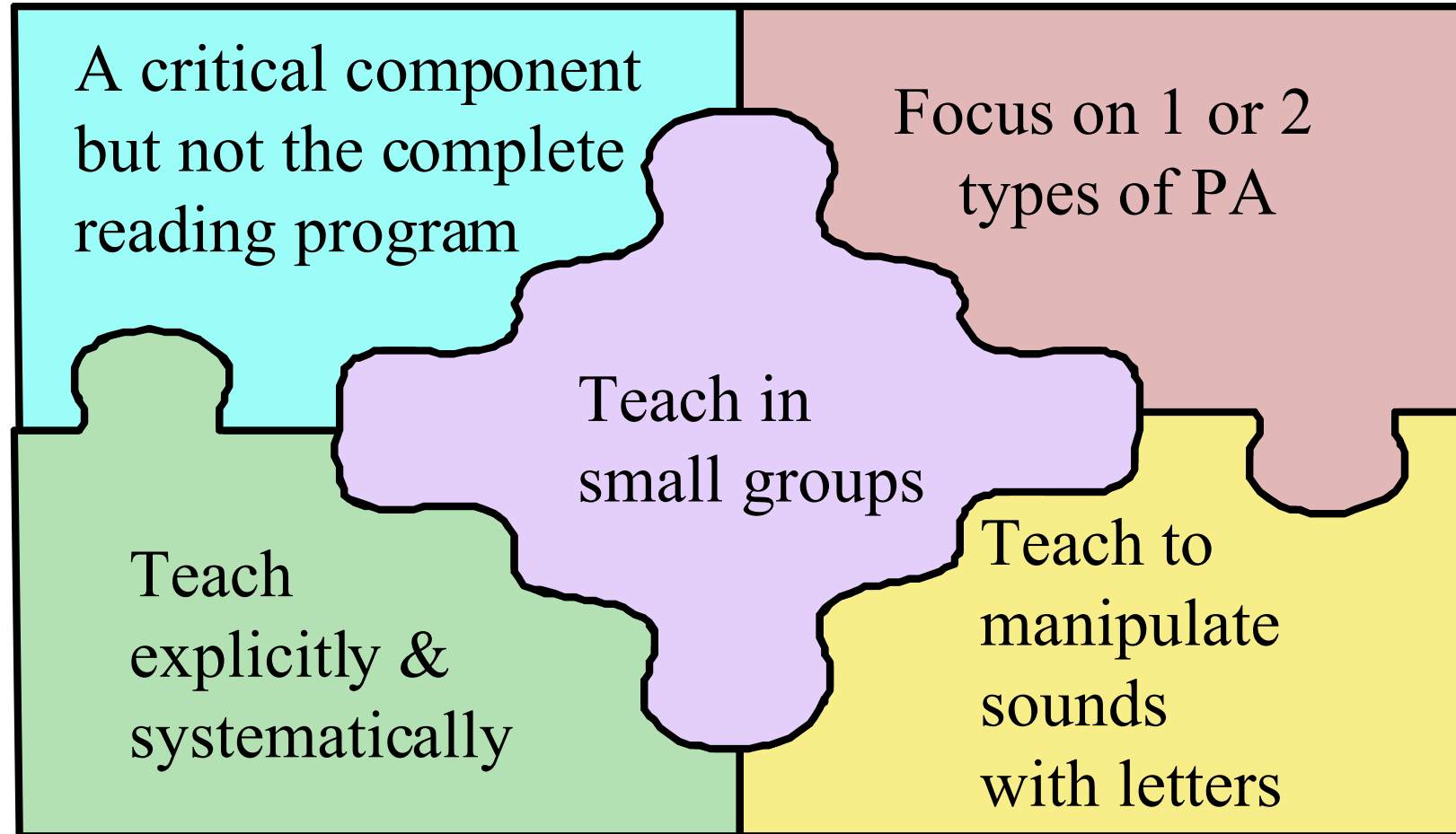
## **Chapter IV** **Instruction of Big Ideas in Beginning Reading** **Part 1: Phonological Awareness**

Institute for the Development of  
Educational Achievement  
College of Education  
University of Oregon

## **NRP Question: Does Instruction in Phonemic Awareness Improve Reading, If so, How is This Instruction Best Provided? (52 studies)**

- Yes, Yes, Yes.
- Teaching children to manipulate phonemes in words is highly effective under a variety of teaching conditions with a variety of learners across a range of grade and age levels, BUT, teaching phonemic awareness is necessary but not sufficient.

# Critical Features of Effective PA



## Mapping of Instruction to Achieve Instructional Priorities Kindergarten

Instructional Priority: <b>Phonemic Awareness</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Sound and Word Discrimination</b>									
1a: Tells whether words and sounds are the same or different	X	X							
1b: Identifies which word is different		X	X						
1c: Identifies different speech sound			X	X					
<b>Focus 2: Rhyming<sup>b</sup></b>									
2a: Identifies whether words rhyme	X								
2b: Produces a word that rhymes		X	X						
<b>Focus 3: Blending</b>									
3a: Orally blends syllables or onset-rimes			X	X					
3b: Orally blends separate phonemes					X	X	X		
<b>Focus 4: Segmentation</b>									
4a: Claps words in sentences	X								
4b: Claps syllables in words		X	X						
4c: Says syllables				X	X				
* 4d: Identifies first sound in 1-syllable words		X	X	X	25				
* 4e: Segments individual sounds in words					X	X	X	X	35 <sup>a</sup>

\* High priority skill

a. Sounds per minute

b. Optimal time for rhyme instruction not established

## Mapping of Instruction to Achieve Instructional Priorities First Grade

Instructional Priority: <b>Phonemic Awareness</b>	1	2	3	4	5	6	7	8	9
<b>Focus 1: Sound Isolation<sup>a</sup></b>									
1a: Identifies initial sound in 1-syllable words	X	X							
1b: Identifies final sound in 1-syllable words	X	X	X						
1c: Identifies medial sound in 1-syllable words		X	X	X					
<b>Focus 2: Sound Blending</b>									
* 2a: Blends 3-4 phonemes into a whole word	X	X	X	X	X				
<b>Focus 3: Sound Segmentation</b>									
* 3a: Segments 3- and 4-phoneme, 1-syllable words	35 <sup>b</sup>								

\* High priority skill

a. Skills in this category should be established by mid-year.

b. Number of phoneme segments per minute

# Critical Skills in Phonological Awareness

## 1. Sound Isolation

Example: The first sound in *sun* is /sss/.

## 2. Blending

Example: /sss/-/uuu/-/nnn/ is *sun*.

## 3. Segmenting

Example: The sounds in *sun* are /sss/-/uuu/-/nnn/.

## Sound Isolation

### Use Conspicuous Strategies

**1. Show children how to do all the steps in the task before asking children to do the task.**

#### Example:

(Put down 2 pictures that begin with different sounds and say the names of the pictures.) “My turn to say the first sound in *man*, /mmm/. *Mmman* begins with /mmm/. Everyone, say the first sound in *man*, /mmm/.”

#### Non-example:

“Who can tell me the first sounds in these pictures?”

## Sound Isolation

### Use Conspicuous Strategies

#### **2. Use consistent and brief teaching wording.**

##### Example:

The first sound in “*Mmman* is /mmm/. Everyone, say the first sound in *man*, /mmm/.”

##### Non-example:

“*Man* starts with the same sound as the first sounds in *mountain*, *mop*, and *Miranda*. Does anyone know other words that begin with the same sound as *man*?”

## Sound Isolation

### Use Conspicuous Strategies

**3. Correct errors by telling the answer and having children repeat the correct answer.**

Example:

The first sound in “*Man* is /mmm/. Say the first sound in *mmman* with me, /mmm/. /Mmm/.”

Non-example:

Asking the question again or asking more questions.  
“Look at the picture again. What is the first sound?”

# Phonological Awareness

## Programs with Sound Isolation Activities

1. Phonological Awareness Training for Reading (Torgesen & Bryant, 1994)
2. Ladders to Literacy (O'Connor, Notari-Syverson, Vadasy, 1998)
3. Open Court (2000)
4. Phonemic Awareness in Young Children (Adams, Foorman, Lundberg, & Beeler, 1998)

# Example of Sound Isolation Task

## *Phonemic Awareness in Young Children*

### **7C Finding Things: Initial Phonemes**

**Objective** To extend the children's awareness of initial phonemes by asking them to compare, contrast, and eventually identify the initial sounds of a variety of words.

**Materials needed** Picture cards

**Activity** This game should be played as an extension of Activity 7B: Different Words, Same Initial Phoneme. Spread a few pictures out in the middle of the circle. Then ask the children to find those pictures whose names start with the initial sound on which they have just been working. As each picture is found, the child is to say its name and initial phoneme as before (e.g., *f-f-f-f-ish*, */f-f-f-f/*, *fish*).

## Phonological Awareness

What should students be able to do by the end of grades 1 and 2 with sound isolation?

1. Correctly identify middle sounds or vowels.

For example: *set, sit*

2. Isolate sounds in blends.

For example: *stop, swim, crash, twin* [CCVC] and *tent, rest, went* [CVCC] and *start, twist* [CCVCC]

## Blending Scaffold Task Difficulty

**1. When children are first learning the task, use examples with continuous sounds, because the sounds can be stretched out and held.**

Example: “Listen, my lion puppet likes to talk in a broken way. When he says /mmm/-/ooo/-/mmm/ he means *mom*.”

Non-example: “Listen, my lion puppet likes to talk in a broken way. When he says /b/-/e/-/d/ he means *bed*.”

## Blending Scaffold Task Difficulty

**2. When children are first learning the task, use short words in teaching and practice examples. Use pictures when possible.**

Example: (Put down 3 pictures of CVC words and say the names of the pictures with the children.) “My lion puppet wants one of these pictures. Listen to hear which picture he wants, /sss/-/uuu/-/nnn/. Which picture?”

Non-example: “.../p/-/e/-/n/-/c/-/i/-/l/. Which picture?”

## Blending Scaffold Task Difficulty

**3. When children are first learning the task, use materials that reduce memory load and to represent sounds.**

Examples: Use pictures to help children remember the words and to focus their attention. Use a 3-square strip or blocks to represent sounds in a word.

Non-example: Provide only verbal activities.

## Blending Scaffold Task Difficulty

**4. As children become successful during initial learning, remove scaffolds by using progressively more difficult examples. As children become successful with more difficult examples, use fewer scaffolds, such as pictures.**

Examples: Move from syllable or onset-rime blending to blending all sounds in a word (phoneme blending).

Remove scaffolds, such as pictures.

“Listen, /s/-/t/-/o/-/p/. Which picture?”

“Listen, /s/-/t/-/o/-/p/. What word?”

Non-example: Provide instruction and practice at only the easiest levels with all the scaffolds.

# Phonological Awareness

## Examples of Blending Activities

1. Sounds and Letters Kit (Open Court Basal Program)

2. Ladders to Literacy (O'Connor, Notari-Syverson,  
Vadasy)

# Example of Blending Task

## *Open Court Unit 1, Lesson 15*

### Oral Blending

#### Word Parts

- Hold up the puppet and explain that you will say a part of a word and the puppet will say another part. When the puppet asks what the word is, have the children put the parts together and say the word.

- Practice with the following word:

Teacher:           de

Puppet:           light. What's the word?

Everyone:       delight

- When children demonstrate their understanding, continue with the following words. Alternate between whole-class and individual response.

les...son

per...fect

kitch...en

lem...on

grand...ma

tar...get

gro...ceries

ba...nana

pum...pernickel

# Segmenting

## Strategically Integrate Familiar and New Information

**1. Recycle instructional and practice examples used for blending. Blending and segmenting are parts of the same coin. The only difference is whether children hear or produce a segmented word.**

**Note: A segmenting response is more difficult for children to produce than a blending response.**

Example: “Listen, my lion puppet likes to say the sounds in words. The sounds in *mom* are /mmm/-/ooo/-/mmm/. Say the sounds in *mom* with us.”

## Segmenting

### Strategically Integrate Familiar and New Information

**2. Concurrently teach the letter-sound correspondences for the sounds children will be segmenting in words.**

Example: Letter sound /s/ and words *sun* and *sit*. Put down letter cards for familiar letter-sounds. Then, have children place pictures by the letter that begins with the same sound as the picture.

Non-example: Use letter-sounds that have not been taught when teaching first sound in pictures for phoneme isolation activities.

## Segmenting

### Strategically Integrate Familiar and New Information

#### **3. Make the connection between sounds in words and sounds of letters.**

Example: After children can segment the first sound, have them use letter tiles instead of markers for “Say-it-and-move-it” with a 3-square strip.

Non-example: Letters in mastered phonologic activities are not used. Explicit connections between alphabetic and phonologic activities are not made.

## Segmenting

### Strategically Integrate Familiar and New Information

**4. Use phonologic skills to teach more advanced reading skills, such as blending letter-sounds to read words.**

Example: (Give the children a 3-square strip and the letter tiles for s, u, n). Have the children do the familiar tasks of “Say-it-and-Move-It” and blending to teach stretched blending with letters.

## Phonological Awareness Goals

Benchmarks for kindergarten students: 25 first sounds/minute by midyear and 35 sequenced sounds/minute by the end of kindergarten.

Benchmarks for first grade students: 45 sounds/minute by midyear.

# Phonological Awareness

## Examples of Segmenting Activities

1. Optimize (University of Oregon, in development)
2. Sounds and Letters Kit (Open Court Basal Program)

# Example of Segmenting Activity

## *Optimize*

### **Activity 2 - Segmenting**

#### Say-it-and-Move-It with Two- and Three-Square Strips

(Children learn to segment two- and three-phoneme words.)

Teacher's Note: Say each sound separately and distinctly as indicated by the hyphen marks.

1. Distribute a two- and a three-square strip to each child and 3 game markers. Show children where to keep game markers (above their strips). If necessary, practice not touching the game markers. Tell the children that today they will say-it-and-move-it with short and long words. Gather two-phoneme words into one pile and three-phoneme words into a separate pile.
2. Model the activity for one two-phoneme word:  
"My turn to play Say-it-and-Move-It. I'll do a short word with my two-square strip."  
(Choose a two-phoneme picture from the pile.) "This is row."  
"Watch, I will say each sound in row and move a marker to a square as I say each sound. /Rrr/-/oooww/." (Move a marker to each square as you say each sound.)  
Return markers to above your strip.

# Example of Segmenting Activity (continued)

## Optimize

3. Lead the activity on one three-phoneme word:  
"Now, let's do a long word together. Put your three-square strip in front of you."  
(Call on a child to choose a picture from a pile of three-phoneme words.)  
"Everybody, what is this?" (e.g., lid)  
"Let's say each sound in lid. We will all move a marker to a square as we say each sound. /l/ /i/ /d/." (You and the children move a marker to each square as you say each sound.)  
"Everybody, move your markers above your strip."  
4. Test the activity on 6 pictures:  
"Now it's your turn."  
(Mix together the two- and three-phoneme words. Call on a child to choose a picture from the pile.)  
"Everybody, what is this?" (e.g., bag)  
"Bag is a long word. Put your three-square strip in front of you."  
"Let's say each sound in bag. You move a marker to a square as we say each sound, /b/ /a/ /g/." (Children move a marker to squares as everyone says each sound.)  
"Everybody, move your markers above your strip."  
Repeat the test with tie, bee, run, saw, and dot.  
⊗ For incorrect responses, repeat the sounds in the word as you guide the child's finger to move a marker to a square as you say each sound. Then, have the child try to move the markers to the squares on their own as everyone says each sound in the word again.  
5. Give individual turns.

## Phonological Awareness

What should students be able to do by the end of grades 1 and 2 with extensions of segmenting?

### 1. Substituting

Example: “*Nap*. What word do we get when we change /n/ to /c/?” (as in rhyming or word family practice).

### 2. Deleting

Example: “*Flake*. What word do we get when we take away /l/ from *flake*?”

### 3. Adding

Example: “*Mile*. What word do we get when when we add /s/ to the front of *mile*?”