



Phonological Awareness
Alphabetic Principle
Assessment & Instruction

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Peggy Paterson
pfp@graniteschools.org



Brain Research

Evidence-based reading instruction in phonemic awareness and phonic can change brain activity in struggling readers and assist in the activation and use of the areas in the back n the brain.

(Shaywitz et al. 2004)



Brain Research

- Occipito-temporal area is the hub where relevant information about a word is stored
 - How it looks
 - How it sounds
 - What it means
- Once a reader has analyzed and read a word several times a neural model is stored.
- After that, just seeing the word in print immediately activates the neural model and all relevant information about that word.

Phonological Awareness verses

Phonemic Awareness

- Phonological Awareness is an umbrella term that includes:
 - Words
 - Syllables
 - Onset and Rimes
 - Phoneme Awareness

Instruction in phonological awareness lays a strong foundation for development of phonemic awareness



BA BE BI BO BU Alu Alu

(All Long Vowels)

- BA BE BI BO BU Alu Alu
- BA BE BI BO BU Alu Alu
- If the word sounds crazy
- Don't be a lazy daisy
- Sing BA BE BI Bo BU Alu Alu



Phonological Awareness

Word Level

- Sentence segmentation
 - I like apples = 3
- Blend two words into compound word
 - rain bow rainbow
- Segment compound word into segments
 - clap rainbow two claps
- Delete one of the words in a compound word
 - Say rainbow without the bow



Phonological Awareness

Syllable level

- Blending

- Put these word parts together to make a word pock – et pocket

- Segmenting

- Clap the word parts in pocket = 2 claps

- Deletion

- Say pocket without the et = pock



Phonological Awareness

Onset – Rime Level

- Recognize rhyme
 - Do cat and fat rhyme? Yes
 - Do sit and sap rhyme? No
- Generate Rhyme
 - Tell me a word that rhymes with sun?
- Categorizes
 - Which word does not belong: mat, sat, bun
- Blending
 - I'm going to say two parts and you tell me the whole word:
/b/ /ig/
- Segmenting
 - Can you say the two parts of big? /b/ /ig/



Phonological Awareness

Phoneme Level -Ability to detect, identify, and manipulate phonemes in spoken words

Isolation

- What is the first sound in van?
- What is last sound in van?
- What is the middle sound in van?

■ Identification

- Which word has the same first sound as car: fan, bar, cat?

■ Categorization

- Which word does not belong: bus, ball, mop?

■ Blending

- Put these sounds together to make a word. /b/ ir/ /d/



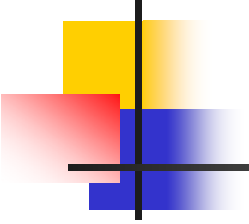
Phonological Awareness

Phoneme Level

- Segmenting (DIBELS PSF)
 - Tell me the sounds in arms /ar/m/z/ = 4
- Deletion
 - What is spark without the /s/? Park
- Addition
 - What word do you have if you add /er/ to bake
- Substitution
 - Change the /c/ in cat to /h/ = hat

DIBELS

Phoneme Segmentation Fluency PSF

- 
- Screener & progress monitoring measure
 - Assess a student's ability to segment 2,3,4,& 5 phoneme words fluently
 - Predictor of later reading achievement .62
 - Strengths: Predictive validity - Quick, easy,
 - Weakness: Face validity - Does not discriminate between 2-5 phoneme words (students may consistently segment words into 2 or 3 phonemes and receive a benchmark score)



DIBELS

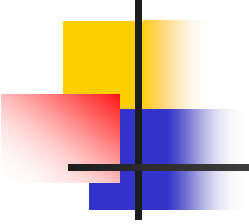
Phoneme Segmentation Fluency PSF

Administration

- Standardized
- Individual
- Practice item
- One minute measure
- Student is given target word to segment
- Student is given 3 seconds to respond
- Tester scores student responses in booklet

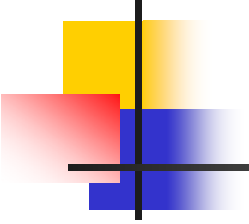
DIBELS

Phoneme Segmentation Fluency PSF

- 
- PSF is administered Mid, End K
Beg, Mid, End 1st
 - Goal (benchmark) is 35 to 45 correct phonemes in one minute
mid K & Beg 1st
 - Students scoring below 10 may need intensive instructional support

DIBELS

Phoneme Segmentation Fluency PSF

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-
- Video clip 3:28
 - Model
 - Participate score
 - Group discussion
 - Compare scores
 - Analyze errors

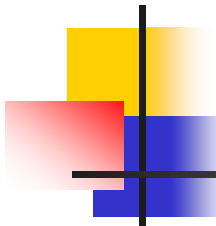
DIBELS

Phoneme Segmentation Fluency PSF

- If student is fluent on measure administer and evaluate Nonsense Word Fluency (NWF)
- If student does not reach benchmark drill down to find instructional level
 - Word level
 - Syllable level
 - Onset-Rime level
 - Phoneme level

Name:

Grade:



word	syllable	onset-Rime	phoneme
segmentation sentence	blending	recognize rhyme	Isolate sound: first last middle
blending compound wd	segmenting	generate rhyme	Identify sound: first last middle
segmentation compound wd	deletion	categorize rhyme	categorize
deletion compound wd		blends onset-rime	blends phonemes
		segments onset-rime	segments phonemes
			deletes phonemes
			adds phonemes
			substitutes phonemes



Phonemic Awareness

- Research indicates that the impact of phonemic awareness instruction may be greatest in preschool and kindergarten, and may become smaller beyond first grade (Ehri et al., 2001)
- Sequential sequence should be followed (Lane & Pullen 2004; Pullen 2005)
- Small-group instruction produced the greatest gains (NRP, 2000)



Phonological Awareness

Amount of & timing of instruction

- Kindergarten: 10-15 minutes per day as one lesson or tasks can be broken into informal activities throughout the day
- First grade: 10 minutes per day in conjunction with phonics instruction for about the first three months
- Second grade: For students who do not automatically recognize words and who are not reading on grade level, provide 10 minutes of instruction in small-group, for as long as is needed.
- Older readers struggling with decoding may need instruction on specific areas of weakness



Phonological Awareness Activities

- Read Alouds
 - Big books, chants and poems:
 - Alliteration
 - Rhyme
 - Compound words
 - Yummy, Yummy

Find picture cards of compound words – cupcake, hotdog, popcorn, etc. Display so all can see.
Preteach words
- Elkonin Boxes

Elkonin Boxes Three Phonemes

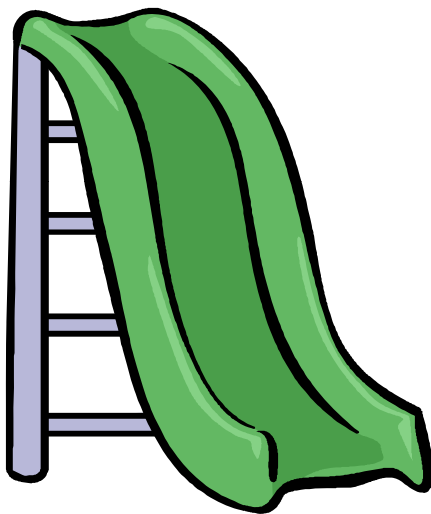
- Phoneme level:
Segmenting



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Elkonin Boxes-Four Phonemes



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Chant: Yummy, Yummy

Syllable level Segment words

Teacher: Point to cupcake, say: *This is a cupcake. There are two parts in cupcake, cup & cake. Listen as I say and clap each of the word parts in cupcake. Demonstrate. Say I just clapped two times. How many times did I clap? (two) There are two word parts in cupcake, cup & cake*



Chant: Yummy, Yummy

- **Syllable level Segment words**

Teacher: *Now we will practice saying word parts as we say the chant.*

Teach the chant:

Yummy, yummy, rub your tummy

What's the treat you like to eat?

We like (point to a picture say & clap)

pop corn



Phonological Awareness Activities

- **Onset-Rime:**

Using simple stories say, *I'm going to tell you a story but some of the words sound funny. When I say a word that sounds funny you help me say it the right way. I'll show you how.* Tell a simple story such as, *I was going to the /p/ /ark/. That doesn't sound right. The word should be park.* Demonstrate several words before student join in. Be sure to give a signal for students to join in.

Phonological Awareness Activities



- **Onset-Rime:**

*I was going the /p/ /ark/ , give signal
student say park. It was getting rather
/d/ /ark/ dark. I began to run real /f/
/ast/ . Then I saw a monster run /p/
/ast/. At last I made it to my /h/ /ouse/
and saw it really was only a /m/
/ouse/.*



Phonological Awareness Activities

- Group Activity
 - Templates for blending
 - Brainstorm other activities
 - Share out with group
 - Compile list



Template Instruction for Segmenting

- Demonstrate Card 6
 - Fist in front
 - Pop fingers from your right to left
 - Zip lip as you pop

As with all scaffolds, gradually fade out!



Phonics – Alphabetic Principle

- In order for students to read words and comprehend text, they must be able to read most of the words accurately (Ehri & Snowling, 2004)
- Reading text requires that students progress through the “Valley of Decoding Despair” (Ray Reutzel)

Ehri's Phases of Word Recognition Development

Pre-Alphabetic	Environmental Print 	Pre-K
Partial Alphabetic	cvc pan dog	Late K to Early 1st
Full Alphabetic	Vowels teams street Digraphs churn Diphthongs coin	Late 1 st Early 2 nd
Consolidated	Multisyllabic un-re-li-a-ble Structural un-re-li-able analysis	Late 2 nd 3+
Automatic	Fluent Reader	



Alphabetic Principle

- The understanding that written letters represent spoken sounds and that these sounds go together to make words.
The aim of phonics is to help children acquire alphabetic knowledge and use it to read and spell words (Ehri, 2004)



DIBELS

Nonsense Word Fluency

NWF

- Screener & progress monitoring measure
- Assess a student's knowledge of the alphabetic principle.
- Predictor of later reading achievement .82
January of 1st grade to May of 1st grade
- Strengths: Predictive validity - Quick, easy,
- Weakness: Access only CV & CVC



DIBELS

Nonsense Word Fluency

NWF

Administration

- Standardized
- Individual
- Practice item
- One minute measure
- Student is asked to read nonsense words sound by sound or whole word
- Student is given 3 seconds to respond
- Tester scores student responses in booklet



DIBELS

Nonsense Word Fluency

NWF

- NWF is administered: K Mid, End
1st Beg, Mid, End
2nd Beg
- Goal (benchmark) is 50 correct sounds and 15 correct words recoded in one minute
mid 1st (Granite RF sets 10 words recoded by end of K)
- Students scoring below 30 by mid 1st may need intensive instructional support



DIBELS

Nonsense Word Fluency

NWF

- Video clip 5:10
- Model
- Participate/score
- Group discussion
 - Compare scores
 - Analyze errors



DIBELS

Nonsense Word Fluency

NWF

- If student is fluent on measure administer an oral reading fluency assessment. DIBELS ORF, Reading A-Z, etc.
- If student does not reach benchmark drill down to find instructional level
 - Phoneme level
 - Segmenting (DIBELS PSF)
 - Tell me the sounds in arms /ar/m/z/ = 4
 - Deletion
 - What is spark without the /s/? Park
 - Addition
 - What word do you have if you add /er/ to bake
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Bridging from Phonemic awareness to the Alphabetic Principle

- Evidence supports inclusion of letters in phonemic awareness instruction, the appropriate time to begin incorporating letters is less clear (Ehri & Roberts 2006)
- Some students may become confused when they try to learn letter sounds and the process for blending and segmenting them at the same time (Stahl).



Alphabetic Principle

Letters and sounds working together in systematic ways to allow spoken language to be written down and written language to be read.

Quite simply

Written letters represent spoken sounds.



Explicit and Systematic Instruction

Students who receive systematic and explicit phonics instruction were better readers at the end of instruction than students who received nonsystematic or no phonics instruction (Ehri 2006; Armbuster, Lehr, & Osborn 2001).



Explicit and Systematic

Pair Share

Partner A what is explicit?

Partner B what is systematic?

Is the program you are using
explicit and systematic?



Explicit and Systematic

*The goal of **systematic** instruction is one of maximizing the likelihood that whenever children are asked to learn something new, they already possess the appropriate prior knowledge and understanding to see its values and to learn it efficiently (Adams 2001.) Instruction is **explicit** when the teacher clearly, overtly, and thoroughly communicates to students how to do something (Carnine et al 2006).*



Explicit Instruction

Just because a program has a scope and sequence doesn't mean it's systematic. The instruction must be cumulative (Blevins, 2006)



Explicit Phonics Lesson Plan

Set purpose:	"Today we will review..." "Today we will learn" "We will learn about... because..." "I use this skill or strategy when I ..."
Explain and model:	"Watch and listen while I do it."
Guided practice:	Monitor and provide feedback "Let's practice together."
Monitor independent practice:	"That's right, I noticed you ..." "Watch me again." "Now you try."
Assessment:	Determine level of mastery through work or observable behavior.



Explicit Phonics Lesson Sequence

- Phonemic Awareness
- Introduce Sound/Spelling
- Blend Words
- Build automatic word recognition
- Apply to decodable text
- Word work – building, manipulating, dictating



Activities for Phonics

- Elkonion Boxes
 - Teacher says a word student segments and writes the word in the boxes

Example, "Write the word stop."

Pop the sounds.

"Write the word green."

Pop the sounds.

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Activities for Phonics

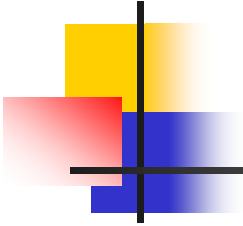
- Sound spelling practice
- Word practice-Sound by sound blending
whole word blending, spelling focus
- Word sorts
- Reading decodable text



Activities for Phonics

- If time allows brain storm ideas for phonics activities
- Share out

Parting Thoughts



"We are not where we want to be,
We are not where we are going to be,
But we are not where we were."

Rosa Parks

When you know better, you must do better.