

Phonemic Awareness /
Phonics Instruction
For Struggling Readers K-5

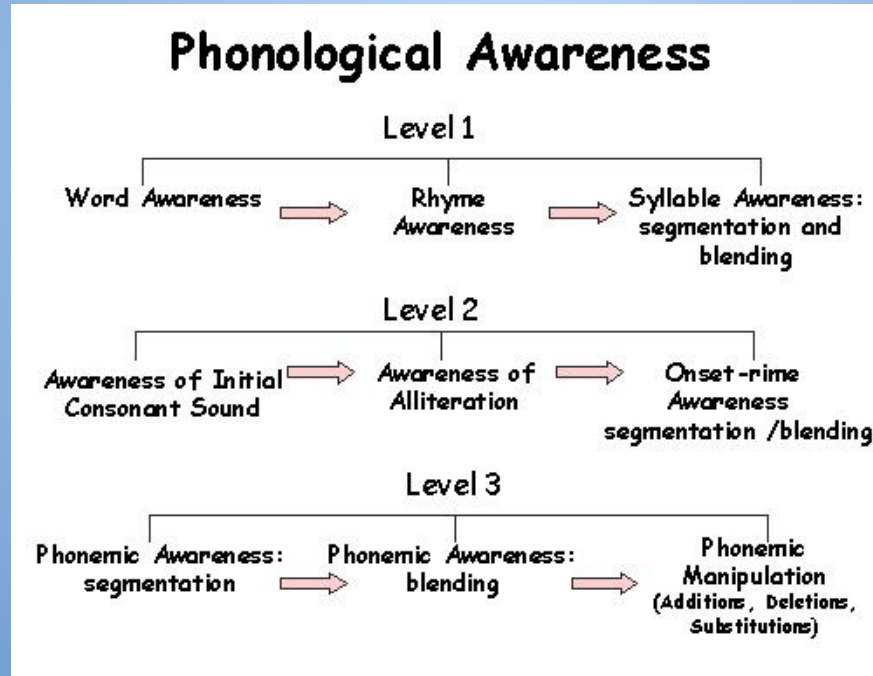
By Kate Cahill
Parkville Community School
10.5.16

Today's Targets:

- ★ I can understand how phonemic awareness mastery must occur prior to phonics instruction.
- ★ I can understand the Balanced Approach.
- ★ I can implement strategies for phonics instruction.



What is Phonological Awareness?

Definition: The ability to hear sounds that make up words in a spoken language



What is Phonemic Awareness?

What is Phonemic Awareness?

Phonemic awareness is an understanding about and attention to spoken language. It refers to the ability to recognize and manipulate  speech sounds. 

For example, children who are phonemically aware can:

- Segment the word “hat” into its 3 sounds: /h/ /a/ /t/
- Blend the sounds /d/ /o/ /g/ into the word “dog”
- Delete the last sound of “cart” and say the word “car”

(NRP, 2000; Armbruster, Lehr, & Osborn, 2001)

A student’s skill in phonemic awareness is a predictor of future reading ability.

Phonological Awareness Skills Screener

- ★ Auditory assessment designed for K-2 students
- ★ Can be used for **older** students who experience **difficulty** developing phonological awareness.
- ★ Aids teachers in detecting students who are at risk for reading.



Skills Assessed:

Word Discrimination
Rhyme Recognition
Rhyme Production
Syllable Blending
Syllable Segmentation
Syllable Deletion
Phoneme Recognition
Phoneme Blending
Phoneme Segmentation
Phoneme Deletion

What is Phonics?



Definition: The study of **sound-symbol relationships** for the purpose of learning to read and spell.

This involves **matching sounds** to **letters** of the alphabet, in order to make words we read and write.

How we got here...Balanced Approach to Phonics Instruction

Phonics-Based Approach:

- ★ Anderson (1985) stated that “Phonics instruction is just the first step toward the ultimate goal of fast, accurate word identification and fluent reading” (p. 56).

Becoming a nation of readers, 1985

- ★ Adams (1990) “was emphatic that beginning reading instruction involves a great deal of reading words in real texts...and it should include many opportunities to apply the decoding skills being learned”

Reading Instruction that Works, 2006

Whole Language Approach:

- ★ “In a nutshell, the classic whole-language philosophy with respect to the development of word recognition skills: Do not teach decoding directly. Rather, immerse children in print experiences and opportunities to write with invented spelling, and they will learn to read”

Reading Instruction that Works, 2006

Balanced Approach:

- ★ The National Reading Panel concluded that “it is important to emphasize that systematic phonics instruction should be integrated with other reading instruction to create a balanced reading program”

National Reading Panel, 2000

Components of Phonics:

- ★ consonants/vowels
- ★ consonant digraphs(ch, th)
- ★ consonant blends (br, sl)
- ★ silent letters (sameu)
- ★ short/long vowels (cut, cute)
- ★ R-controlled vowels (for, car, fir)
- ★ vowel digraphs (ee, ea)
- ★ vowel diphthongs (oi, ow)
- ★ multi-syllables (habitat)



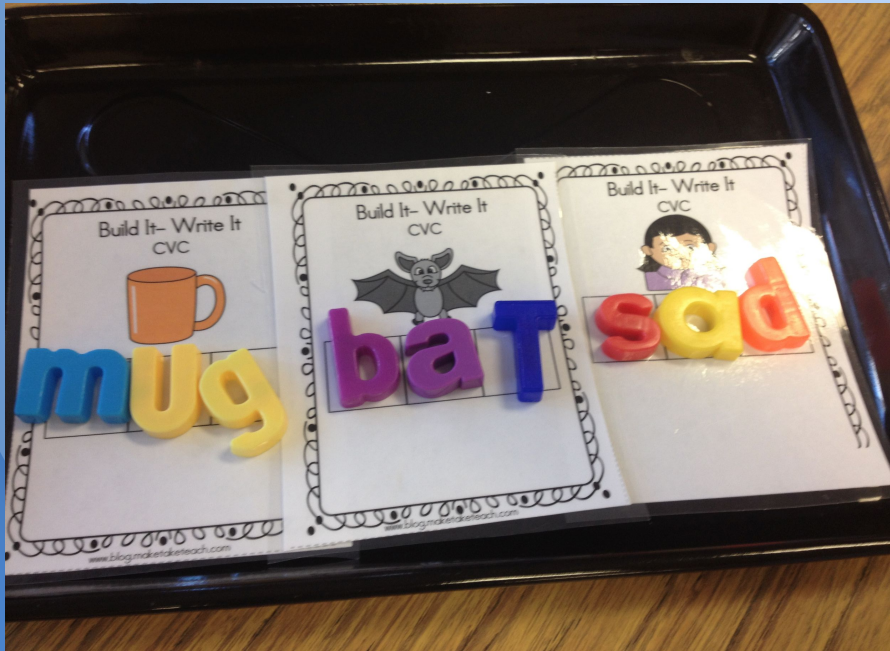
Assessments like the *Quick Phonics Screener* help determine what skill level your students falls in phonics.

Phonics: Teaching Strategies

- Word building- combining letters to create words with cards, tiles and in writing
- Word families- working with onsets and rimes to create words that are phonetically related (like at,et, ink, oad)
- Word sorts- separating or categorizing words, (i.e., initial sounds, blends, digraphs, word families)
- Word walls- areas of the classroom where words are displayed by category
- Word games- games designed to help children practice phonics skills

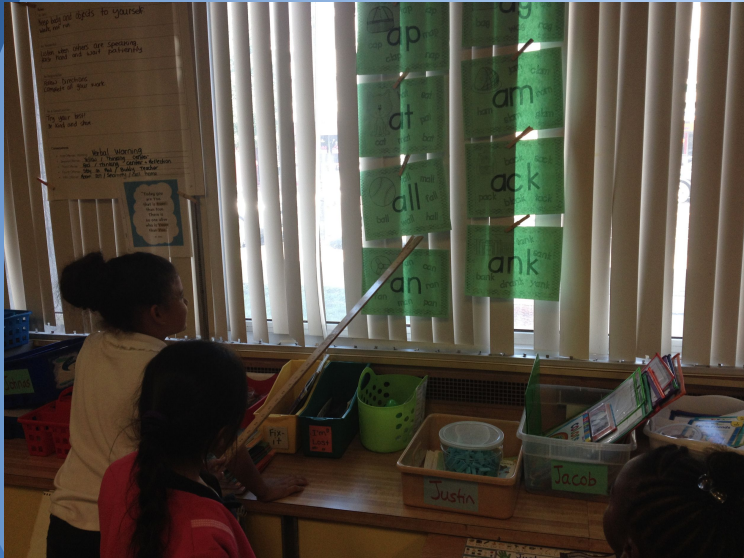
Phonics: Teaching Strategies

- Word building- combining letters to create words with cards, tiles and in writing (c-a-t, sh-i-p) *center materials at end




Phonics: Teaching Strategies

→ Word families- working with onsets and rimes to create words that are phonetically related (like at,et, ink, oad)



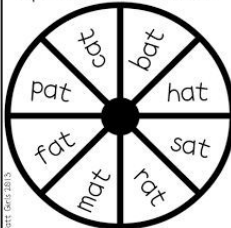
Name _____

-at Family Word Work

Color the  -at words

dog	vat	pit	fat
cat	Rat	sat	bat
pig	mat	HAT	pat

Spin, Read and Write



1. _____	5. _____
2. _____	6. _____
3. _____	7. _____
4. _____	8. _____

WORD BANK:

cat	_____	_____	_____
pat	_____	_____	_____
mat	_____	_____	_____
hat	_____	_____	_____
sat	_____	_____	_____

© 2008 by Jane Frazee • All Rights Reserved

Find Word Family Materials here:

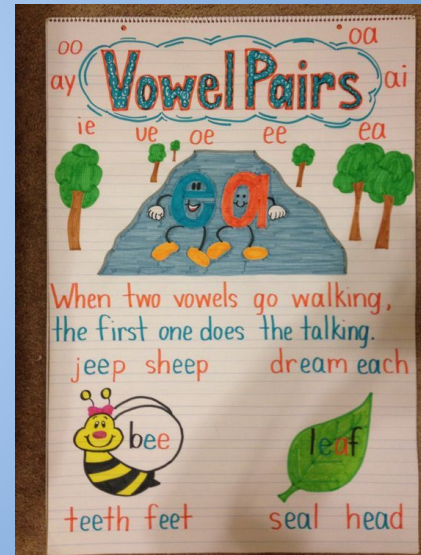
<https://www.teacherspayteachers.com/Product/CVC-Word-Family-Word-Work-851201>

Phonics: Teaching Strategies

→ Anchor Charts: Students can refer to during the day, during center time, and independent reading.



thecolettrain5060.blogspot.com



Phonics: Teaching Strategies

→ Word sorts- separating or categorizing words, (i.e., initial sounds, middle sounds, ending sounds, blends, digraphs, word families, r-controlled, etc)

Name _____

Bossy r

We have been learning about bossy "r" sounds. We made this bossy r book during center time. I sorted the words in my book.

ar	er	ir	ur	or

Please ask me to explain bossy "r" sounds to you. I should also be able to read each word from my list to you.

Word Sort

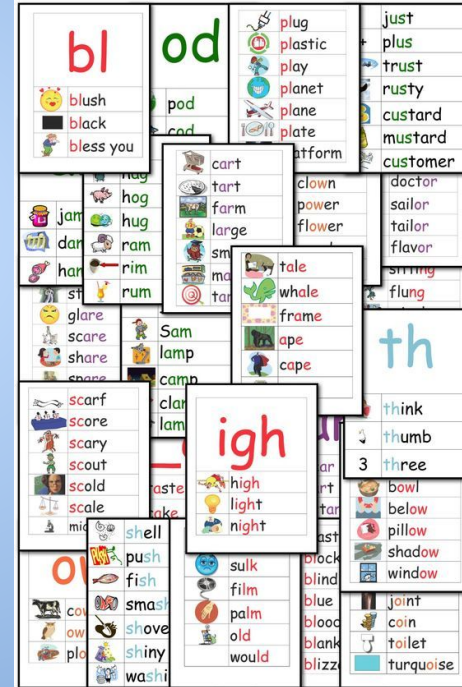
Name _____

-o	-oa	-ow	oddballs

no	snow	boat	were	show
mother	throw	toad	goal	old
soak	cold	yellow	don't	yolk
know	toast	soap	father	follow

Phonics: Teaching Strategies

→ Word walls- areas of the classroom where words are displayed by category



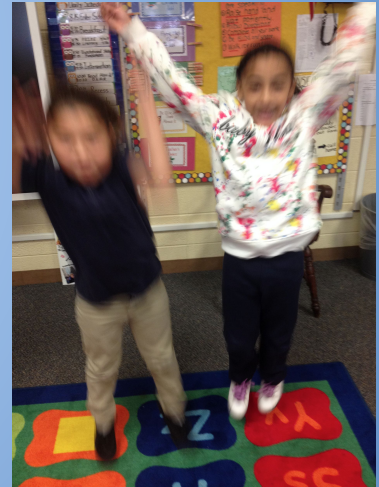
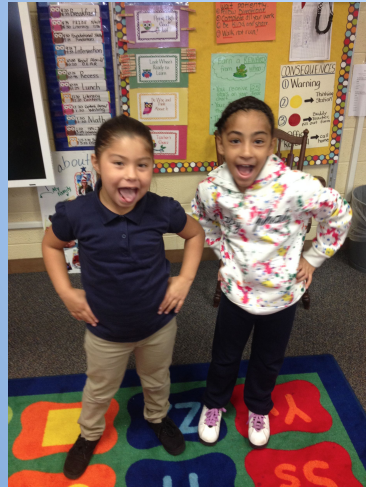
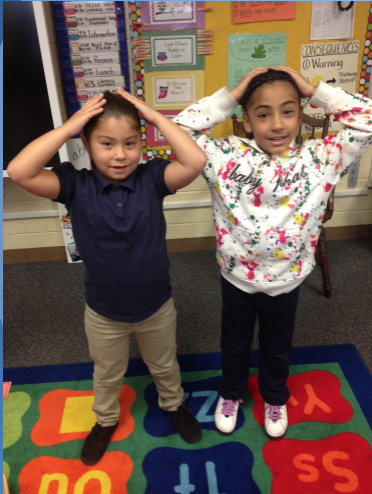
Phonics: Teaching Strategies

- Student Journals/Notebooks: Differentiated journals can be created for students on different levels in phonics.
- ◆ Read grade level texts (Flyleaf) to find words with their specific phonics skill
- ◆ Write the word they found
- ◆ Write it in a sentence and share with partner

Phonics: Teaching Strategies

→ Word games- games designed to help children practice phonics skills

CVC WORD WIGGLE!



Your turn! Think about / Share Out

- ~Will I give some struggling readers the PASS or QPS to determine skill level?
- ~What teaching strategies that I learned today can I implement? (Whole group, small group, centers?)
- ~Use this time to find, create activities and check out helpful links on the next page!

Helpful Materials:

Phonological/Phonemic Awareness https://www.reading-tutors.com/tips/TH_Tips_PhonAware.pdf

<http://www.readandwritewithrebecca.com/Phonics---Phonemic-Awareness.html>

Phonological Awareness Skills Screener (<http://www.senia.asia/wp-content/uploads/2011/02/PASS-directions.pdf>)

Word Family: <https://www.teacherspayteachers.com/Product/CVC-Word-Family-Word-Work-851201>

Phonics charts: <http://www.boostforreaders.com/phonicscharts.html>

Phonics Word Wall Sorts (TPT)

<https://www.teacherspayteachers.com/Product/Phonics-Word-Wall-Short-Vowels-Long-Vowels-Blends-37566>

CVC playing Cards FREE DOWNLOAD!

<https://www.teacherspayteachers.com/Product/CVC-playing-cards-for-blending-practice-195284>

CVC Words: Read and Nonsense Cookie Sort: FREE DOWNLOAD!

<https://www.teacherspayteachers.com/Product/CVC-Cookie-Word-Sort-Real-Non-Sense-Freebie-1068915>

Blends/Digraphs FREE DOWNLOAD! <https://www.teacherspayteachers.com/Product/Blends-Digraphs-Worksheets-FREEBIE-1540894>

*CVC Word Building FREE DOWNLOAD!

<https://www.teacherspayteachers.com/Product/Build-It-Write-It-CVC-and-CVCCCCVC-Words-325858>

CVC Fill in the short vowel! FREE DOWNLOAD!

<https://www.teacherspayteachers.com/Product/CVC-Review-487483>

Exit Ticket

3 Things I learned today...

2 Strategies I can incorporate into my teaching...

1 Question I still have...

Thank you for your time!

References

- Adams, M. J., Foorman, B. R., Lundberg, I., & Terri, B. (1998). *Phonemic awareness in young children: a classroom curriculum*. Baltimore, MD: P. H. Brookes.
- Anderson, R.C., Heibert, E.H., Scott, J.A. & Wilkinson, I. A. G. (1985). *Becoming a nation of readers: The report on the commission on reading*. Champaign, IL: Center for the Study of Reading.
- Beck, I. L., & Beck, M. E. (2013). *Making sense of phonics: The hows and whys* (2nd ed.). New York, NY: The Guilford Press.
- National Reading Panel. (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction-reports of the subgroups*. Washington, DC: National Institute of Child Health and Development.
- Pressley, M. (2006). *Reading instruction that works: The case for balanced teaching*. New York, NY: The Guilford Press.
- Savage, J. F. (2011). *Sound it out: Phonics in a comprehensive reading program* (4th ed.). New York, NY: McGraw-Hill.