

Leadership Training: Phonemic Awareness

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I Introduction

1. Welcome
2. What is "Phonemic awareness"? Is it the same as "*Phonological* awareness"? "Phonics"?
3. Why is it so difficult for some, but not all children
4. Related factors that put children at risk for reading difficulties
 - a. Other phonological processing difficulties: sound sequencing, word retrieval, verbal memory.
 - b. Delayed speech development
 - c. Frequent ear infections in early childhood
 - d. Family history of Dyslexia
 - e. English language learners
5. Key research findings
 - a. Best single predictor of reading skill
 - b. Can be trained and impact on reading/spelling
 - c. Reciprocal relationship between reading and phonemic awareness
 - d. The Double Deficit Hypothesis

II Sequence of Skill Development

III Challenges of the English sound system

IV Assessment of Phonemic Awareness (Demonstration)

- | | |
|---------------------------------|---|
| 1. Segmentation: | Test of Phonological Awareness (Torgesen & Bryant) Sawyer's Test of Awareness of Language Segments |
| 2. Oral Blending: | Woodcock Reading Mastery Test |
| 3. Deletion: | Jerome Rosner's Deletion Task |
| 4. Sequencing and Manipulation: | Lindamood Auditory Conceptualization Test |
| 5. Multiple Skills | Comprehensive Test of Phonological Processing |

V Sample Activities to Promote Phonological Awareness

VI Criteria for evaluating phonological awareness training

1. Assessment
2. Block of time to focus on oral language (K-1)
3. Teacher's awareness of sequence of skill development
4. Cues given to children as they try to produce sounds
5. Engaging students actively
6. Linking phonemic awareness, phonics and spelling
7. Meeting individual needs
8. Intervention plan for students who need more intensive instruction

PHONOLOGICAL AWARENESS SKILL SEQUENCE

| LEVEL | EXAMPLE | TYPICALLY MASTERED IN |
|------------------------------------|--|---|
| WORD | | |
| Isolating words in a sentence | Tomorrow / is / my / birthday | Preschool |
| RHYME | | |
| Recognition | Does <i>chicken</i> rhyme with <i>ricken</i> ? | Preschool |
| Production | What rhymes with <i>blue</i> ? | K |
| SYLLABLE | | |
| Blending | <i>cup + cake = cupcake</i> | Preschool |
| Segmentation | <i>cup / cake</i> | K |
| Deletion | Say <i>cupcake</i> without <i>cup</i> | K |
| PHONEME | | |
| Isolation of initial / final sound | What is the first sound in <i>cup</i> ? | K |
| Blending | What am I saying? /p/-/ouch/ What am I saying? /p/ /ou/ /ch/ | K K |
| Complete Segmentation | What are the sounds in <i>sit</i> ? /s/ /i/ /t/ | K-1 st |
| Manipulations | | |
| Addition | Add /w/ to <i>ed</i> | K-1 st Grade |
| Deletion | Say <i>meat</i> without /m/ Say <i>meat</i> without /t/ Say <i>clap</i> without /k/ Say <i>clap</i> without /l/ | Beginning 1 st Middle 1 st |
| Substitution | Say <i>hard</i> , & instead of /h/ say /k/ | 1 st |
| Transposition | <i>Tomboy</i> to <i>Bomtoy</i> <i>spot</i> to <i>stop</i> What is changing? | 1 st – 2 nd Grade |

CONSONANT CHART

| PLACE OF ARTICULATION | | LIPS | LIPS/TEETH | TONGUE | | ROOF OF MOUTH | | THROAT |
|-----------------------------|------------------------|-------------|------------|---------------|-------------|---------------|-------------|--------|
| | | | | BETWEEN TEETH | GUM RIDGE | HARD PALATE | SOFT PALATE | |
| MANNER OF ARTICULATION | | | | | | | | |
| Stops (stop plosive) | | /p/ /b/ | | | /t/ /d/ | | /k/ /g/ | |
| Continuants | Hissing (fricative) | | /f/ /v/ | /th/ /th/ | /s/ /z/ | /sh/ /zh/ | | |
| | Nasal | /m/ | | | /n/ | | /ng/ | |
| | Liquids | | | | /l/ /r/ | | | |
| Combinations (affricate) | | | | | /ch/ /j/ | | | |
| Glides | | /wh/ /w/ | | | | /y/ | | /h/ |

/ / - shading represents voiced sound

ENGLISH - SPANISH SOUNDS

| | | |
|--|--|---|
| Spanish sound not in English | ge gi j | sound is more guttural than English /j/ |
| English sound not in Spanish | th sh | |
| English letters not used in Spanish words | k w Final blends | used only in foreign words final sound may be omitted |
| Different sound in Spanish One vowel sound: | h -ed b-v s blends cc ll rr a e i o u | silent pronounced aid /v/ pronounced like /b/ /s/ sound preceded by a vowel in Spanish blends /ks/ sound pronounced like /y/ rolled as in spa as in way as in marine as in open as in tune |
| Similar but not identical English sound | c,s,z, | always pronounced /s/ ch is less aspirated more similar to /sh/ |

TESTS AND MEASURES OF PHONOLOGICAL AWARENESS

| TEST NAME | PUBLISHER / COST | SKILL(S) ASSESSED | GRADE LEVEL | COMMENTS |
|---|--|---|--|--|
| Test of Phonological Awareness Torgesen, J. & Bryant, B. | Pro-Ed 1 (800) 897-3202 Cost: \$129.00 | Recognition of Initial Recognition of Final Phoneme | Mid Kindergarten Beginning 1 st | Only normed grouped test. Format difficulties for kindergarten. Measures one aspect of phonemic awareness. |
| Sawyer's Test of Awareness of Language Segments | Pro-Ed 1 (800) 897-3202 Cost: \$98.00 Modified version included in handout. | Segmentation of sentences into words Words into syllables Syllables into phonemes | K – 2 nd grade | No norms. Part of many tools on the market Grade expectations derived from research literature. Uses manipulatives. Very informative. Leads directly into intervention. |
| Rosner's Test of Auditory Analysis Skills | Academic Therapy Publications, 1 (415) 883-3314 Cost: \$14 for 50 copies. | Syllable deletion Phoneme deletion | K-3 rd | No norms. Original grade expectations are low. Excellent quick and easy screening measure. Original has 13 items and instructions are not that clear. Expanded 25 item version is available on this website. |
| Sound Blending subtest (Woodcock Diagnostic Reading Battery) | Riverside Publishing (Houghton Mifflin) | Syllable and phoneme blending | K-16.9 | Standardized, yielding grade and age norms. Sensitive to differences mainly in pre- schoolers. |
| Lindamood Auditory Conceptualization Test | Pro-ed 1(800) 897-3202 Cost: \$98.00 | Phoneme discrimination, sequencing, manipulation | K-adult (Recommended for 2 nd – adult) | No norms. Grade expectations. Very sophisticated and highly recommended measure. Requires training to administer. |
| Comprehensive Test of Phonological Processing Wagner, R., Torgesen, J., Rashotte, C. | Pro-Ed Cost: \$231 | Phonological Awareness, Phonological Memory, Rapid Naming | Ages 5-25 | Sophisticated , normed, multi aged test with strong psychometric properties. Reflects current research on the Double Deficit Hypothesis. |

CHECKLIST FOR EFFECTIVE PHONOLOGICAL AWARENESS TRAINING

| CRITERION | COMMENTS | OBSERVATIONS |
|--|---|--------------|
| Has teacher evaluated her/his students to determine individual needs for more or less intense phonological awareness training? | Some programs (such as Open Court) do not have an assessment component, but provide intensive training to all. | |
| Has teacher developed an intervention plan to match results of the evaluation? | For programs that are not as systematic and comprehensive this is an important criterion. | |
| Is teacher following a particular program for phonological development? If yes, does the program follow a developmental sequence? | Not all reading programs have a developmentally sequenced program. | |
| Is teacher aware of the different kinds of sounds (voiced/unvoiced; stop/continuants; where sounds are formed). Does s/he use this information with students | Not all programs incorporate this. The State tape (Barbara Nicholson) has a good example. | |
| Do activities match the level of phonological awareness level expected of that grade level | K- rhyme, syllable, initial and final sound 1 st - complete phoneme segmentation and blending, and initial and final consonant deletion 2 nd - more complex manipulations | |

| CRITERION | COMMENTS | OBSERVATIONS |
|--|---|---------------------|
| If activity is too difficult or too easy is teacher familiar enough with the skill sequence to adjust the task. | For example, if students are having difficulty producing rhymes, will s/he ask them to complete a rhyme or just recognize one? | |
| Does teacher modify his/her activity for students who are weaker or more advanced? | Some activities lend themselves to individualizing more than others. For example, Duck-Duck-Goose for syllable or phoneme segmentation | |
| Has teacher set aside time to work more intensively with students needing extra help (at least 3-4 times a week for 15 minutes) | For example, Torgesen's Phonological Awareness Training for Reading; Lindamood Sound Sequencing Program. Schools using Open Court should be using Workshop time to attend to weaker students. | |
| If using pictures, can students name all of the pictures used in the activities? | This is particularly important for second language learners. Use pictures used in games as an opportunity to expand their vocabulary . | |
| Is teacher using some physical representation or manipulatives to indicate the number of syllables (or phonemes) in the words students are asked to segment and manipulate | If students are being asked to segment words into syllables and sounds, note if teacher is using Elkonin type procedures. | |

| CRITERION | COMMENTS | OBSERVATIONS |
|---|--|---------------------|
| Are second language learners involved in the activities? | It is particularly important for second language learners to learn about the sounds of the English language. Giving them visual and kinesthetic cues as to how to form certain sounds has been found to be most beneficial for them. | |
| Are all students engaged and attending to the activity | Note if students who did not do so well on the assessment measures are on task. | |
| Is teacher integrating decoding and encoding skills into phonemic awareness lessons: K- is teacher teaching the letters that correspond to sounds taught? 1-2 are students working on sounding out unfamiliar phonetically regular words? Are they using phonemic awareness for spelling? | Research suggests that phonemic awareness training is most effective when the connection between sounds and letters is made explicit. | |
| Are students manipulating materials or otherwise physically engaged? | Learning is optimized if children manipulate objects as they master phonological awareness skills. | |
| Does the teacher integrate informal phonological awareness activities into his/her daily routine? | Does teacher use opportunities such as taking attendance or having children line up to attend to the sound structure of language. | |

| CRITERION | COMMENTS | OBSERVATIONS |
|---|--|---------------------|
| Is the teacher focusing on where and how sounds are formed? | The State video has a very good example of this behavior. | |
| Is teacher preceding introduction of a new letter (or digraph) with phonemic awareness activities to prepare students for the new sound-symbol? | Before introducing a letter sound, for example /a/, does teacher have students identify words that start with the sound!? | |
| Is the teacher integrating decoding and encoding skills into phonemic awareness lessons? K- does the teacher teach the letter that corresponds to the sounds taught? 1-2 nd are students working on sounding out unfamiliar phonetically regular words. Are they using sound segmentation skills for spelling? | Research suggests that phonemic awareness is most effective when the relationship between sounds and letters is made explicit. | |

ADAPTATION

ROSNER'S TEST OF AUDITORY ANALYSIS SKILLS

Name: _____ Grade: _____ Date: _____

General Guidelines:

The test is divided into five different levels. Prior to administering each level, administer the practice items. If the child responds incorrectly to any of the practice items, say, "Let's try that again." If the student still responds incorrectly, artificially separate the sounds and provide the correct response. Repeat the item until the child gives the correct response (even if s/he does not seem to understand the task). Do not correct any of the test items. Warn students before starting a new level "They are going to get harder now, pay close attention." or, "we're going to do something different now".

Level I (kindergarten) – Practice Items

Say "cowboy"...now say it without "cow" _____ (boy)

Say "birthday"...now say it without "birth" _____ (day)

Test Items for Level I

- | | | | |
|-----|------------|-------|-------|
| 1. | (base)ball | ball | _____ |
| 2. | (cup)cake | cake | _____ |
| 3. | (door)bell | bell | _____ |
| 4. | (air)plane | plane | _____ |
| 5. | (sun)shine | shine | _____ |
| 6. | (for)get | get | _____ |
| 7. | (car)toon | tune | _____ |
| 8. | (fan)cy | see | _____ |
| 9. | (up)set | set | _____ |
| 10. | (nap)kin | kin | _____ |

Level II (first grade) – Practice Items

Say "cat"...now say it without the /k/ _____ (at)

Say "table"...now say it without the /t/ _____ (able)

Test Items for Level II

- | | | | |
|-----|---------|------|-------|
| 11. | (t)ower | our | _____ |
| 12. | (c)old | old | _____ |
| 13. | (b)ake | ache | _____ |
| 14. | (s)ize | eyes | _____ |
| 15. | (l)ow | owe | _____ |

Level III (first grade) – Practice Item

Say “seat”...now say it without the /t/ _____ (sea)

Test Items for Level III

- | | | | |
|-----|---------|------|-------|
| 16. | to(n)e | toe | _____ |
| 17. | droo(p) | drew | _____ |
| 18. | ti(m)e | tie | _____ |
| 19. | ro(d)e | row | _____ |
| 20. | pla(c)e | play | _____ |

Level IV (second grade) – Practice Item

Say “slip”...now say it without the /s/ _____ (lip)

Test Items for Level IV

- | | | | |
|-----|-----------|-------|-------|
| 21. | (f)reight | rate | _____ |
| 22. | (p)layed | laid | _____ |
| 23. | (s)weet | wheat | _____ |
| 24. | (b)reak | rake | _____ |
| 25. | (s)pill | pill | _____ |

Level V (third) grade – Practice Item

Say “play”...now say it without the /l/ _____ (pay)

Test Items for Level V

- | | | | |
|-----|---------|------|-------|
| 26. | b(l)end | bend | _____ |
| 27. | t(w)in | tin | _____ |
| 28. | g(r)ow | go | _____ |
| 29. | be(s)t | bet | _____ |
| 30. | li(f)t | lit | _____ |

Items Correct: _____

Grade Level: _____

(Items adapted by Dr. Orna Ariel Lenchner)

SAMPLE CLASSROOM ACTIVITIES FOR PHONOLOGICAL AWARENESS

| LEVEL | NAME OF ACTIVITY |
|---|--|
| RHYME Recognition Production | <i>The Hungry Thing</i> (Sounds Abound Video Program) <i>Chicken Soup with Noodles</i> (Sounds Abound Video Program) |
| SYLLABLE Segmentation Deletion | <i>Duck-Duck-Goose</i> (Sounds Abound Video Program) <i>There's a Starfish Hidden Under my Bed</i> (I'm All Ears) |
| PHONEME Isolation (receptive) Isolation (production) | <i>I'm Thinking of a Word that Starts Like...</i> (Sounds Abound Video Program) <i>Zhurova's Bridge Game</i> (Zhurova, 1963) <i>London Bridge</i> ((Sounds Abound Video Program) |
| Segmentation | <i>Elkonin</i> (Elkonin, 1963) <i>Duck-Duck-Goose</i> (Sounds Abound Video Program) <i>Down by the Track</i> (I'm All Ears) |
| Blending | <i>Simon Says</i> (Sounds Abound Video Program) |
| Deletion | <i>Who Stole the Cookie from the Cookie Jar?</i> (Sounds Abound Video Program) |
| Substitution | <i>Willoughby Wallaby</i> (Sounds Abound Video Program) |
| PHONEME-GRAPHEME ASSOCIATION | <i>Letter Swap</i> (Sounds Abound Video Program) |

Books that Promote Phonological Awareness

- A Giraffe and a Half.* (1964). Silverstein S. NY: Harper Collins.
- A Stitch in Time for the Brothers Rhyme.* (1993). Brinkckloe, Julie. Steck-Vaughn Company.
- Alligators all Around: An Alphabet.* (1990). Sendak, M. NY: Harper Trophy.
- Animalia.* (1987). Base, Graeme. NY: Harry N. Abrams.
- Anna Banana: 101 Jump-Rope Rhymes.* (1989). Cole, Joanna. William Morrow and Company.
- Cat Magic.* (1998). Loris Lesynski, Annick Press.
- Don't Forget the Bacon!* (1976). Hutchins, Pat. NY: William Morrow and Company.
- Each Peach, Pear, Plum.* (1978). Ahlberg, Allan and Janet. Penguin Books, Ltd.
- Faint Frogs Feeling Feverish and Other Terrifically Tantalizing Tongue Twisters.* (1983). Obligado, Lilian. Viking Penguin.
- Four Famished Foxes and Fosdyke.* (1995). Edwards, P.D. Harper Trophy.
- Four Fur Feet.* (1989). Brown, M.W. NY: Hyperion Books for Children.
- Fox in Socks.* (1965). Suess, Dr. New York. Random House.
- Henny Penny.* (1986). Galdone, P. NY: Scholastic.
- Hop on Pop.* (1963). Suess, Dr. New York: Random House.
- Is Your Mama a Llama?* (1989). Guarino, Deborah. NY: Scholastic.
- Jamberry.* (1983). Degen, Bruce. NY: Harper Collins Publishers.
- More Bugs in Boxes.* (1990). Carter, D. NY: Simon and Schuster.
- Moses Supposes his Toeses are Roses.* (1983). Patz, N. Harcourt Brace.
- Order in the Court.* (1991). Blasser-Riley, Gail. Steck-Vaughn Company.
- Princess Prunella and the Purple Peanut.* (1995). Atwood, M. NY: Workman.
- Read-Aloud Rhymes for the Very Young.* (1986). Prelutsky, J. NY: Alfred A. Knopf.
- Sheep on a Jeep.* (1986). Shaw, Nancy. Houghton Mifflin Company.
- Sheep, Sheep, Sheep.* (1992). Slater-Redhead, Janet. Steck-Vaughn Company.
- Shoes.* (1986). Winthrop, E. New York: Harper Trophy.
- Sing a Song of Popcorn.* (1988). DeRegnier, B., Moore, E., White, M. & Carr. J. NY: Scholastic.
- Some Smug Slug.* (1996). Edwards, P.D. Harper Collins Publishers.
- The Baby Uggs are Hatching.* (1982). Prelutsky, J. NY: Mulberry.
- The Bedtime Beast.* (1992). Hulbert, Jay. Steck-Vaughn Company.
- The Fourth Little Pig.* (1990). Celsi, Teresa. Steck-Vaughn Company.

The Happy Hippopotami. (1970). Martin, Jr., Bill. Holt, Rinehart and Winston, Inc.

The Hungry Thing Goes to a Restaurant. (1992). Slepian, J. & Seidler, A. NY: Scholastic.

The Hungry Thing. (1967). Slepian, Jan. Seidler, Ann. Follett Publishing Company.

The Ice Cream Store. (1991). Lee, Dennis. Harper Collins Publishers.

The Listening Walk. (1991). Showers, P. NY: Harper Trophy.

The Muddled Fuddled Mixed-Up Day. (1991). Slater-Redhead, Janet. Steck-Vaughn Company.

There's a Wocket in My Pocket. (1974). Suess, Dr. New York: Random House.

Toes, Eyes, Ears, Nose. (1989). Burton, M.R. Tail. Harper Trophy.

Watch William Walk. (1997). Jonas, A. NY: Greenwillow Books.

Yum! Yum! I Spy! (1991). Blasser-Riley, Gail. Steck-Vaughn Company.

TEACHER RESOURCES

Let's Listen: A Phonological Awareness Program for Young Children (2000). Abrams & Company.

Lindamood Phoneme Sequencing Program. Lindamood (1984). Lindamood C.G. & Lindamood P.C. Gander Educational Publishing.

Phonemic Awareness: Playing with Sounds to Strengthen Beginning Reading Skills. (1997). Fitzpatrick, J. et. al. Creative Teaching Press, Inc.

Phonemic Awareness in Young Children: A Classroom Curriculum. (1997). Adams, M., Foorman, B., Lundberg, I. & Beeler, T. D. Brookes Publishing.

Phonics from A to Z (1999) Blevins, W. Scholastic.

Phonological Awareness Training for Reading. (1994). Torgesen, J.K. & Bryant, B. Austin, TX: PRO-ED. (512) 451-3246.

Sounds Abound Program: Teaching Phonological Awareness in the Classroom. (1997). Lenchner, O. & Podhajski, B. LinguiSystems.