TEA
Texas Education Agency

Phonological Awareness

Participant Notes

GRADES K–3

LITERACY
ACHIEVEMENT ACADEMIES
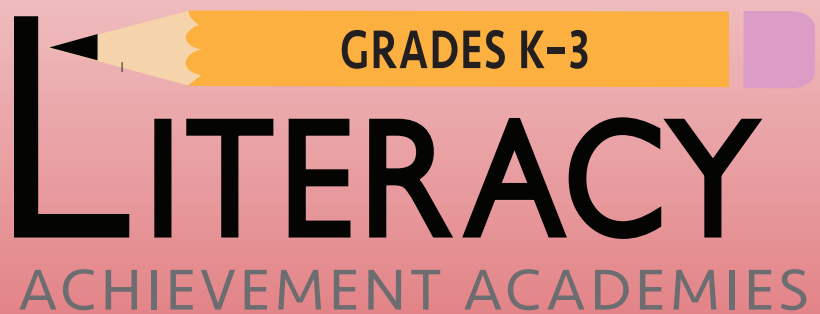
KINDERGARTEN

Phonological Awareness

Kindergarten

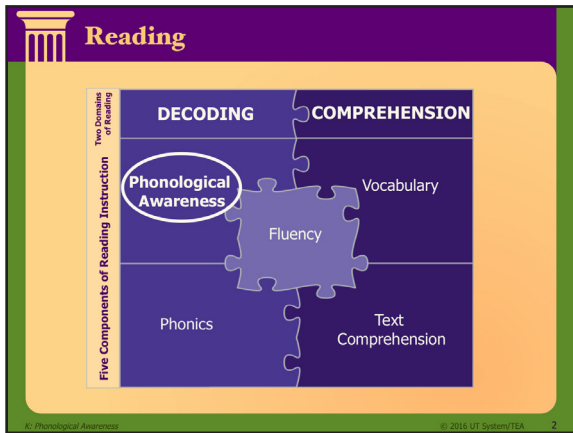### Reading

Two Domains of Reading

Five Components of Reading Instruction

DECODING

COMPREHENSION

Phonological Awareness

Vocabulary

Fluency

Phonics

Text Comprehension

 2

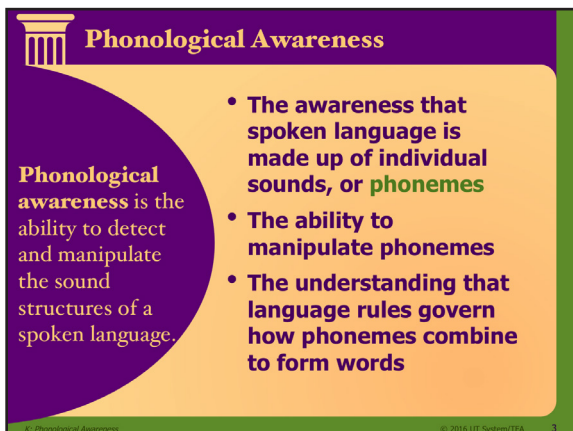### Phonological Awareness

Phonological awareness is the ability to detect and manipulate the sound structures of a spoken language.

- **The awareness that spoken language is made up of individual sounds, or phonemes**
- **The ability to manipulate phonemes**
- **The understanding that language rules govern how phonemes combine to form words**

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Progression of Skills

- Phonological awareness includes skills on a continuum, from simplest to most complex.

simple → complex

Rhyming, alliteration   Phonemic awareness

The understanding that the phonemes of words can be manipulated in various ways (isolated, blended, segmented, deleted, added, or substituted)

- Students need to acquire the full range of skills.

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Phonological Awareness, Decoding, and Phonics

- Phonological awareness creates the foundation for decoding words using the alphabetic principle.
- Phonological awareness is not the same as phonics, which connects sound to print.
- Phonological awareness instruction should be provided in conjunction with letter instruction for long-term benefits.

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What We Know From Research

- Phonological awareness instruction improves students' understanding of how the words in spoken language are represented in print.
- Phonological and phonemic instruction should occur exclusively at the oral level prior to pairing phonemes with graphemes (letters).
- Phonemic awareness helps all students learn to read and helps preschoolers, kindergartners, and first-graders learn to spell.

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Why Should We Teach Phonological Awareness?

- **To lay a strong foundation:**
  Phonological awareness is a strong predictor of future reading success. Instruction in phonological awareness in prekindergarten and kindergarten helps to ensure reading success in first grade and beyond.

- **To prevent reading difficulties:**
  A lack of phonological awareness is a leading cause of reading disability. Without phonological awareness, students are unable to "break the code."

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ELAR TEKS: Reading Strand

TEKS

| Beginning Reading Skills K–3 | Fluency 1–8 | Vocabulary Development K–12 | Comprehension of Literary Text K–12 | Media Literacy K–12 |

Print Awareness K–2

Phonological Awareness K–1

Phonics K–3

Strategies K–3

Comprehension of Text/ Independent Reading 1–5

Comprehension of Informational Text K–12

Comprehension Skills (Fig. 19) K–12

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When Is Phonological Awareness Taught?

- **In prekindergarten, kindergarten, and first grade for all students**
- **In second and third grades for some students (as needed for students struggling with understanding and using this knowledge)**
- **Daily for 10–15 minutes through first grade and as needed in other grades**
- **During brief instructional moments such as transitions and waiting periods**

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How Is Phonological Awareness Taught Effectively?

Phonological awareness instruction is most effective in small groups of four to six students but may be taught with the whole group.

- Practice all skills before teaching.
- Practice producing phonemes correctly:
  - Produce clean, brief sounds in isolation.
  - Avoid adding a schwa sound to consonants.
  - Segment words into phonemes (consonant blends are two or three individual sounds; long vowels and diphthongs are one sound).

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How Is Phonological Awareness Taught Effectively? (cont.)

- Orally manipulate words, syllables, and phonemes.
- Make kinesthetic connections.
- Focus on a few skills at at time: Scaffold phoneme instruction by moving from simple to complex.
- Manipulate phonemes by pairing with graphemes when students begin to make connections and demonstrate ability at the phoneme level.

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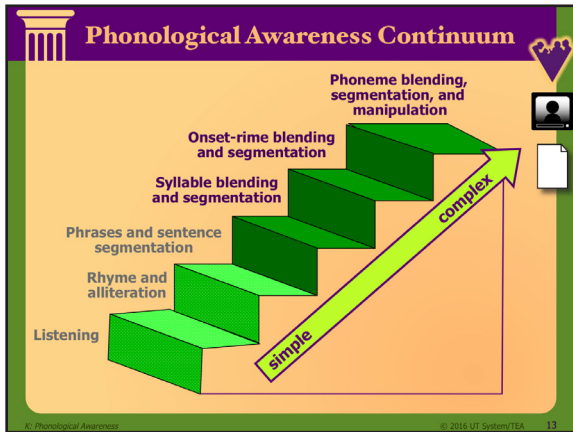## How Is Phonological Awareness Taught Effectively? (cont.)

Use the features of effective instruction:

- Set a clear instructional focus.
- Teach skills sequentially and scaffold.
- Be explicit and model.
- Keep pacing brisk.
- Provide multiple opportunities for student practice.

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Phonological Awareness Continuum

Phoneme blending, segmentation, and manipulation

Onset-rime blending and segmentation

Syllable blending and segmentation

Phrases and sentence segmentation

Rhyme and alliteration

Listening

simple

complex

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Rhyme

Rhyming is matching the ending sounds of words.

Instructional Lessons and Activities

- **Identifying rhyming words**
- **Producing rhyming words**

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Producing Rhyming Words

A *cat* wearing a _____.
A *mouse* that lives in a _____.
A *moose* with a tooth that is _____.
A *pig* that is dancing a _____.
Some *kittens* wearing _____.
A *bear* with short, brown _____.
A *bug* crawled under the _____.
A *goat* that is sailing a _____.
A *duck* that is driving a _____.
We drive *far* in our _____.
Hold the *candle* by the _____.
Smell the *rose* with your _____.

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Alliteration

Alliteration is matching the initial sounds of words.
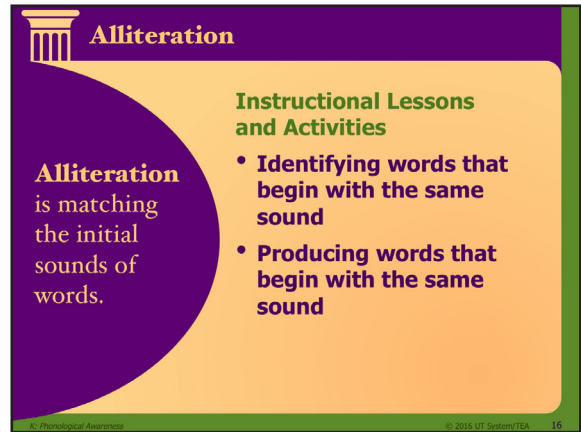
Instructional Lessons and Activities

- **Identifying words that begin with the same sound**
- **Producing words that begin with the same sound**

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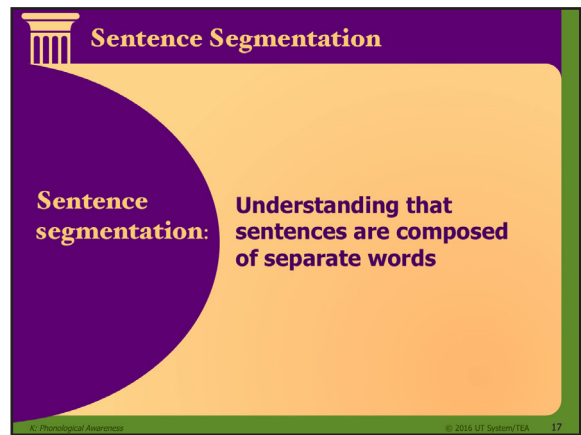
Sentence Segmentation

Sentence segmentation:

Understanding that sentences are composed of separate words

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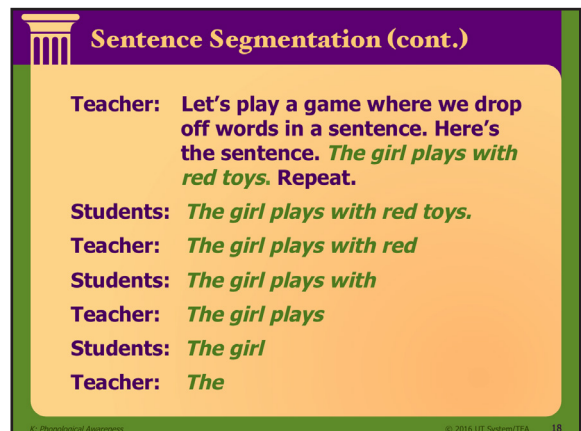
Sentence Segmentation (cont.)

Teacher: Let's play a game where we drop off words in a sentence. Here's the sentence. *The girl plays with red toys.* Repeat.

Students: *The girl plays with red toys.*

Teacher: *The girl plays with red*

Students: *The girl plays with*

Teacher: *The girl plays*

Students: *The girl*

Teacher: *The*

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Syllable Blending, Segmenting, and Manipulating

A **syllable** is a word chunk organized around a vowel sound.

Instructional Lessons and Activities

- Enunciating syllables clearly
- Clapping or tapping when segmenting syllables in words
- Blending syllables to form words
- Segmenting words into syllables
- Manipulating (e.g., deleting, adding) syllables

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Onset-Rime Blending, Segmenting, and Manipulating

A word's **onset** is the initial consonant or consonant cluster; the **rime** is the vowel and consonants that follow the onset.

Instructional Lessons and Activities

- **Initial lessons:** Use words that have one-consonant onsets (/m/ /ĭl/).
- **Later lessons:** Use words with consonant-cluster onsets (/pl/ /ān/).

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Onset-Rime Segmenting and Manipulating: Word Detectives

- Tell students that sometimes a word has a hidden word inside.
- Say, "You will have to be detectives to find the hidden word. This hidden word can be found if we take away the beginning sound of a word that has the hidden word."
- Model: "Listen to the word *rice*. If I take away /r/, I can find *ice*. What sound did I take away?" (/r/) "What word did I find?" (*ice*)
- Give words to students and allow them to find the hidden word in each.

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Word Detectives

chin - in	meat - eat	sink - ink
fair - air	mill - ill	vase - ace
farm - arm	moan - own	hoop - oop
fat - at	nice - ice	weight - eight
feel - eel	nod - odd	lend - end
fold - old	shake - ache	land - and
fox - ox	same - aim	mash - ash
hate - ate	shout - out	mask - ask
heart - art	shy - eye	name - aim
knit - it	thick - ick	Sam - am

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Phonemic Awareness

A **phoneme** is the smallest unit of sound in spoken words.

Example three-phoneme word:

/m/	/ă/	/t/
first phoneme initial, beginning, first	second phoneme medial, middle	third phoneme final, ending, last

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Consonant Phonemes

- **There are 25 English consonant sounds.**
- **These sounds differ from one another in one or more ways, including the following:**
  - **Place: Where the sound is produced (e.g., in the front part of the mouth versus the throat)**
  - **Manner: The way the sound is produced (e.g., making a continuous sound versus a stop sound)**
  - **Voicing: Whether the sound is voiced or unvoiced**

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Consonant Phonemes (cont.)

Analyze the two student errors in the table on Handout 4. Provide a reason for the response and what to do instructionally.

Student Response	Reason for Response	Instruction to Provide
When blending the sounds /d/ /ŏ/ /t/, student says, "Dod."		
When spelling the word *jump*, the student writes "jup."		

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Vowel Phonemes

- **Although there is some disagreement as to the exact number, there are about 18 vowel sounds.**
- **All vowel sounds are voiced.**
- **To produce different vowel sounds, we open our mouths in different ways (e.g., round and open versus smiling).**

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Phoneme Instructional Activities

- **Identifying phonemes:**
  Isolate sounds (initial, final, medial)
- **Blending phonemes:**
  Combine sounds to pronounce a word
- **Segmenting words into phonemes:**
  Break words into their individual sounds
- **Manipulating phonemes:**
  Add, delete, substitute phonemes
- **Systematic instruction from simple to complex:**
  - **Two-phoneme words ➡ four-phoneme words**
  - **One-consonant sound ➡ consonant blends**
  - **Continuous sounds ➡ stop sounds**

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Identifying Initial, Final, and Medial Phonemes

Instructional Lessons and Activities

- **"Let's practice isolating the sounds we hear in words."**
- **"Listen to this word: *fan*. Say the word *fan*. What is the initial sound you hear in *fan*?" /f/**
- **"Say the word *lock*. What is the final sound you hear in *lock*?" /k/**
- **"Say the word *bug*. What sound do you hear in the middle of *bug*?" /ŭ/**

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Blending Phonemes

Instructional Lessons and Activities

Blending sounds to make a word:

Simple	Complex
/m/ /ĕ/ /n/ (*men*) ➡	/s/ /l/ /ĕ/ /d/ (*sled*)

/s/ /l/ /ĕ/ /d/ (*sled*) ➡ /c/ /l/ /ă/ /m/ /p/ (*clamp*)

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Segmenting Words Into Phonemes

Instructional Lessons and Activities

- **"How many sounds do you hear in...?"**
  make (three)
  cloud (four)
- **"Tell me the sounds you hear in..."**
  net (/n/ /ĕ/ /t/)
  snail (/s/ /n/ /ā/ /l/)

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Manipulating Phonemes

Instructional Lessons and Activities

- **Add /s/ to the beginning of *pin* = *spin***
- **Delete /t/ at the beginning of *trap* = *rap***
- **Substitute /ĭ/ in *lip* with /ă/ = *lap***

Manipulating Phonemes (cont.)

Instructional Lessons and Activities

- **"I will say a word. You tell me the initial sound in the word. Listen: *make*." /m/ "Now, change the /m/ to /l/. Say the new word." *lake***
- **"I will say a word. You tell me the final sound in the word. Listen: *cap*." /p/ "Now, change the /p/ to /n/. Say the new word." *can***
- **"I will say a word. You tell me the middle sound in the word. Listen: *lip*." /i/ "Now, change the /i/ to /a/. Say the new word." *lap***

More Phoneme-Level Activities

- **Say It and Move It:**
  Use the card and counters to practice blending and segmenting phonemes.
- **Elkonin boxes:**
  - **Use counters and Elkonin boxes to blend and segment phonemes of words.**
  - **Take it a step further and use them to delete, add, or substitute phonemes in words.**
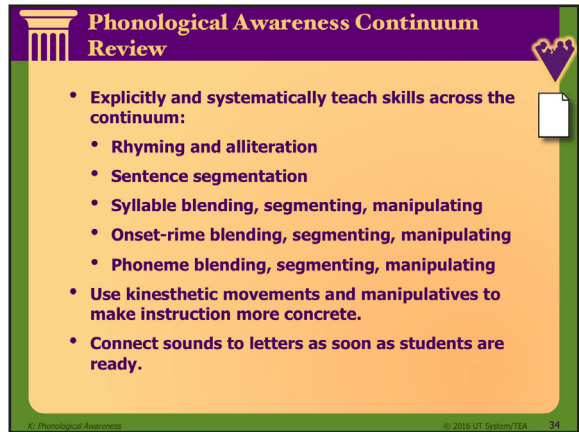 - **Take it another step further by using letter or grapheme tiles to connect phonological awareness to print.**

Phonological Awareness Continuum Review

- Explicitly and systematically teach skills across the continuum:
  - Rhyming and alliteration
  - Sentence segmentation
  - Syllable blending, segmenting, manipulating
  - Onset-rime blending, segmenting, manipulating
  - Phoneme blending, segmenting, manipulating
- Use kinesthetic movements and manipulatives to make instruction more concrete.
- Connect sounds to letters as soon as students are ready.

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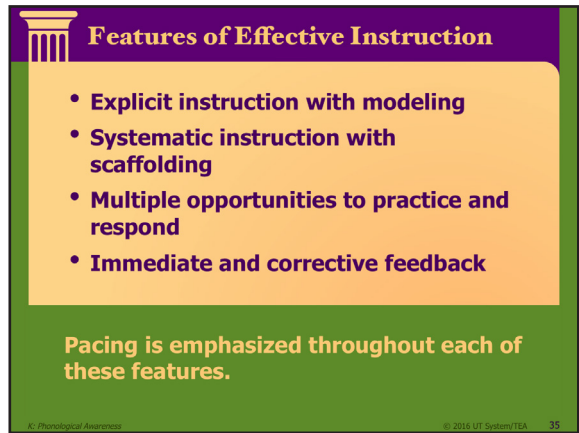
Features of Effective Instruction

- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback

Pacing is emphasized throughout each of these features.

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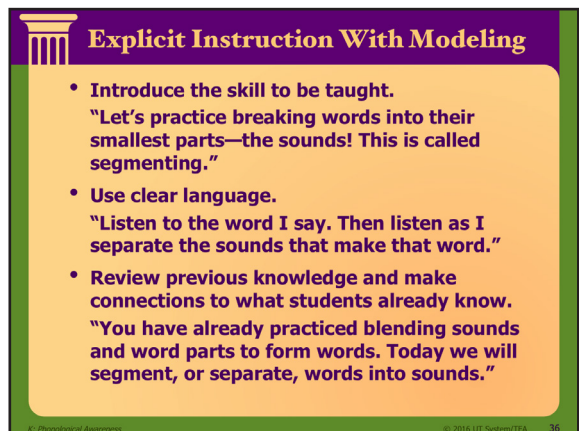
Explicit Instruction With Modeling

- Introduce the skill to be taught.
  "Let's practice breaking words into their smallest parts—the sounds! This is called segmenting."
- Use clear language.
  "Listen to the word I say. Then listen as I separate the sounds that make that word."
- Review previous knowledge and make connections to what students already know.
  "You have already practiced blending sounds and word parts to form words. Today we will segment, or separate, words into sounds."

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Systematic Instruction With Scaffolding

- Begin with easier skills and progress to more difficult ones:
  - Start with two- or three-phoneme words and move to four- and five-phoneme words.
  - Start with single-consonant sounds and move to consonant blends.
- Model each activity at least once:
  - "Listen to my word, *cup.* Now, listen and watch as I say the sounds, /k//ŭ//p/." Hold one finger up for each sound.
  - Repeat sequence with the word *mat.*

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Additional Scaffolding Ideas

- Use manipulatives, such as tiles, buttons, disks, felt pads, cotton balls, and a Say It Move It card.
- Use body movements that involve stretching to touch a different body part for each sound (head, shoulders, knees, toes).
- Model kinesthetic movements, facing students within close proximity.
- Model using Elkonin boxes on the board or document camera using counters.
- If a student struggles at one level, go back to an easier level and connect to the more difficult level.

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Multiple Opportunities to Respond

- Provide opportunities for guided practice of the skill with the whole group and in small groups.
- Incorporate independent practice within whole-group and small-group instruction.
- When doing activities with the whole group, use a cue for students to respond in unison.
- Have a phonological awareness center for students to participate in every week.

For phonological awareness center activities, go to:
www.fcrr.org/FAIR_Search_Tool/FAIR_Search_Tool.aspx

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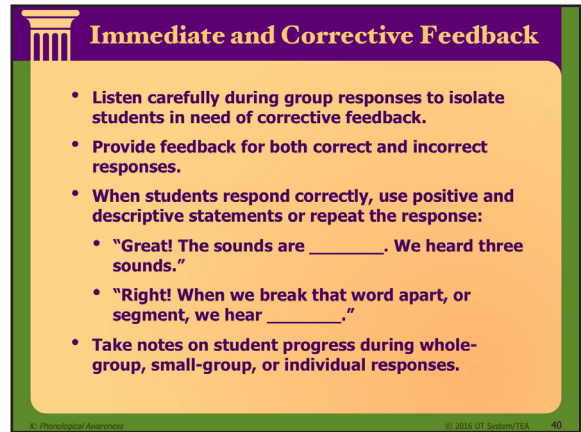## Immediate and Corrective Feedback

- Listen carefully during group responses to isolate students in need of corrective feedback.
- Provide feedback for both correct and incorrect responses.
- When students respond correctly, use positive and descriptive statements or repeat the response:
  - "Great! The sounds are _____. We heard three sounds."
  - "Right! When we break that word apart, or segment, we hear _____."
- Take notes on student progress during whole-group, small-group, or individual responses.

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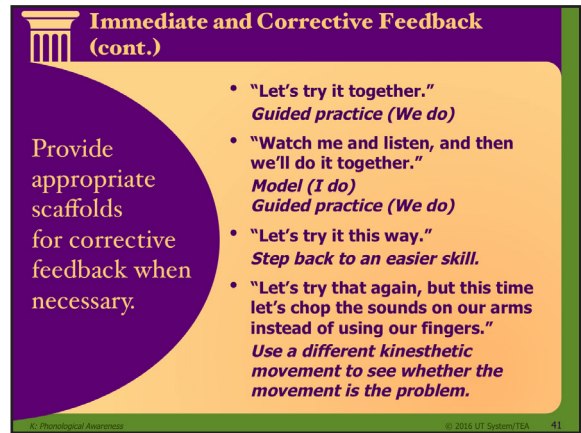
Immediate and Corrective Feedback (cont.)

Provide appropriate scaffolds for corrective feedback when necessary.

- "Let's try it together."
  Guided practice (We do)
- "Watch me and listen, and then we'll do it together."
  Model (I do)
  Guided practice (We do)
- "Let's try it this way."
  Step back to an easier skill.
- "Let's try that again, but this time let's chop the sounds on our arms instead of using our fingers."
  Use a different kinesthetic movement to see whether the movement is the problem.

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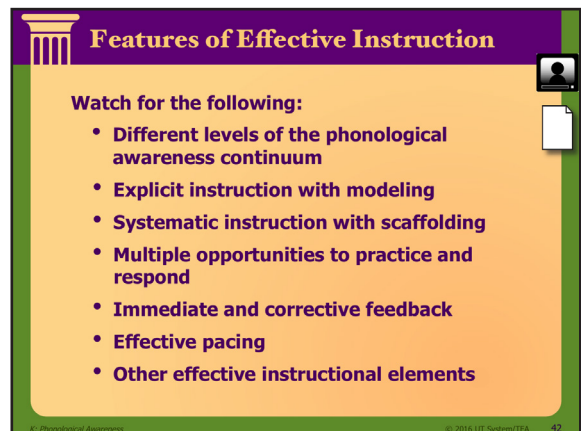
Features of Effective Instruction

Watch for the following:

- Different levels of the phonological awareness continuum
- Explicit instruction with modeling
- Systematic instruction with scaffolding
- Multiple opportunities to practice and respond
- Immediate and corrective feedback
- Effective pacing
- Other effective instructional elements

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Ongoing Practice

- **Grouping**
- **Differentiating instruction**
- **Embedding practice opportunities**

Progress Monitoring

- **Use district-approved assessment tools for screening, diagnosing, and progress monitoring.**
- **Determine specific goals for students prior to each lesson and prepare sticky notes for simple record keeping.**
- **Make anecdotal notes of student abilities during whole-group, small-group, partner, and individual instruction.**
- **Use a progress-monitoring chart to document student progress on sequential skills.**

Consider Diversity: English Language Learners

- **Capitalize on native language ability.**
- **Contextualize tasks to promote English language comprehension.**
- **Teach unique English sounds.**
- **Accept oral approximations.**
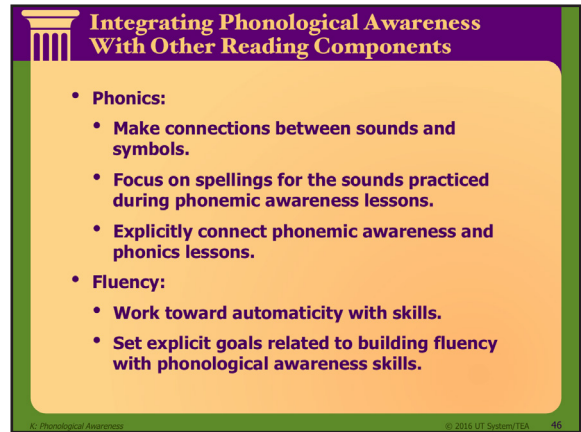
Integrating Phonological Awareness With Other Reading Components

- **Phonics:**
  - **Make connections between sounds and symbols.**
  - **Focus on spellings for the sounds practiced during phonemic awareness lessons.**
  - **Explicitly connect phonemic awareness and phonics lessons.**
- **Fluency:**
  - **Work toward automaticity with skills.**
  - **Set explicit goals related to building fluency with phonological awareness skills.**

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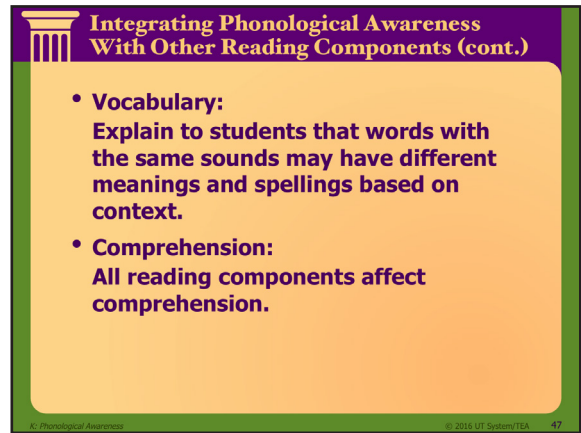
Integrating Phonological Awareness With Other Reading Components (cont.)

- **Vocabulary:**
  Explain to students that words with the same sounds may have different meanings and spellings based on context.
- **Comprehension:**
  All reading components affect comprehension.

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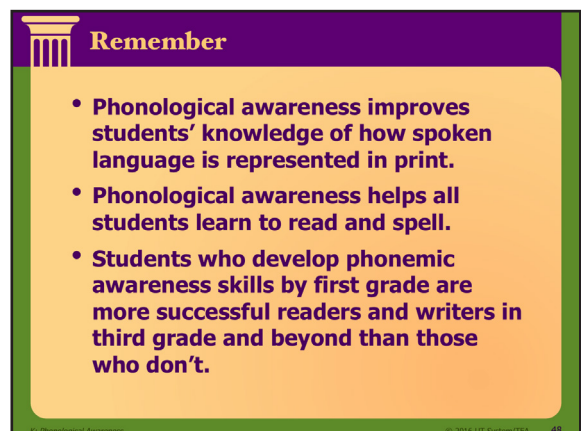
Remember

- **Phonological awareness improves students' knowledge of how spoken language is represented in print.**
- **Phonological awareness helps all students learn to read and spell.**
- **Students who develop phonemic awareness skills by first grade are more successful readers and writers in third grade and beyond than those who don't.**

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Remember (cont.)

Phonological awareness is an umbrella term that encompasses many skills.

The most complex of these skills is *phonemic awareness*, which includes the ability to identify phonemes, segment words into phonemes, blend phonemes to make words, and manipulate the phonemes in words.

Developing phonemic awareness is critical to early reading success!

Phonological Awareness

Handouts

GRADES K–3

LITERACY

ACHIEVEMENT ACADEMIES

KINDERGARTEN

Overview of Phonological Awareness Continuum

Type	Description	Example
Phonemic Awareness	Blending phonemes into words, segmenting words into individual phonemes, and manipulating phonemes in spoken words	/k/ /a/ /t/ /sh/ /i/ /p/ /s/ /t/ /o/ /p/
Onsets and Rimes	Blending and segmenting the initial consonant or consonant cluster (onset) and the vowel and consonant sounds that follow (rime)	/m/ /ice/ /sh/ /ake/
Syllables	Combining syllables to say words or segmenting spoken words into syllables	/mag/ /net/ /pa/ /per/
Sentence Segmentation	Segmenting sentences into spoken words	The dog ran away. 1 2 3 4
Alliteration	Producing groups of words that begin with the same initial sound	ten tiny tadpoles
Rhyme	Matching the ending sounds of words	cat, hat, bat, sat

complex ↑ simple

Phonological Awareness Activity

Types of Phonological Awareness	Examples of Instructional Activities
Phoneme Blending, Segmenting, and Manipulating	
Onset-Rime Blending and Segmenting	
Syllable Blending and Segmenting	
Sentence Segmenting	
Rhyme and Alliteration	

Phonological Awareness Activity Cards—English

Catch a Rhyme

The teacher throws a ball of yarn or a beach ball to a student and says: "Tell me a word that rhymes with *lawn.*"

The student says a rhyming word and throws the ball back to the teacher.

Variation:
"Tell me a word that rhymes with *lawn.* I'll give you a hint: When I'm tired, I sometimes [acts out a long yawn]."

Change That Tune

The teacher leads students in a familiar song but substitutes different sounds in the lyrics.

Example:
"Apples and Bananas" is sung substituting the **long-*a*** sound in each phrase:
"I like to *ate, ate, ate ay*ples and b*aynaynays.*"

What's in a Name?

The teacher says an animal name. One student is asked to clap, snap, or tap the syllables as the teacher slowly repeats the name syllable-by-syllable.

Other students count the syllables that they hear.

The teacher asks: "How many syllables did you hear in . . . ?"

Note: Some students can segment the word into syllables on their own.

Sound Blocks

The teacher gives students two blocks that do not have any numbers or letters written on them. Blocks are placed in a row.

The teacher says: "When I want to say *tap* in two parts, I touch the blocks like this." [Touch the first block and say /t/; touch the second block and say *-ap*.]

The teacher says other words that end in *-ap*. The students touch the blocks as they say the words in two parts.

One at a Time

The teacher slowly says a sentence:
"We are on our way to lunch."

Students take one step, hop, or skip for each word in the sentence.

Variation:
Students step on one tile square for each word.

Describe It!

Students add words to describe the names of different foods.

These phrases contain words that all begin with the same sound:

jolly juice
round rolls
big bean burrito

Round and Round We Go

The teacher passes around familiar objects and says, "Whoever has an object that starts with the /b/ sound, please stand up."

The teacher asks the student with the object (*basket*) to say the name of the object.

The teacher continues around the room until all the objects have been named.

Sound by Sound

The teacher says a three- or four-phoneme word such as *cat* or *lamp*.

Students play a clapping game with the teacher or another child.

They clap or touch hands as they say the individual sounds in the word:
/k/ /a/ /t/
or
/l/ /a/ /m/ /p/

Phonological Awareness Activity Cards—Spanish

Lanzando rimas

La maestra/o lanza una bola de estambre o una pelota de
playa a un estudinate y le dice:
"Dime una palabra que rime con *luna*."

El estudiante dice una palabra que rima y regresa la pelota
o la bola de estambre lanzándosela a la maestra/o.

Modificación

"Dime una palabra que rime con *luna*.
Te daré una pista. El bebé duerme en la _____
(cuna)."

Sílaba por sílaba

La maestra/o le pide a un estudiante que diga el nombre
de un animal y que aplauda, truene los dedos o
dé un golpe suave por
cada sílaba que escuche en la palabra.

Los otros estudiantes pueden contar las sílabas que escuchan.
La maestra/o les pregunta:

"¿Cuántas sílabas escucharon en?"

Cubitos de sonidos

La maestra/o les da a los estudiantes dos cubos sin letras ni
números escritos en ellos. Los cubos se acomodan en una hilera.

La maestra/o dice: "Cuando quiero decir *cama* en dos partes, yo toco
los cubos de esta manera."
(La maestra/o toca el primer cubo y dice "/k/";
toca el segundo cubo y dice "-ama".)
La maestra/o dice otras palabras que terminen en *ama (rama, lama,
dama, gama)*. Los estudiantes tocan los cubos al decir la palabra en dos
partes.

Modificación
La maestra/o puede separar la palabra en dos sílabas: *ca-ma*,
tocando el primer cubo al decir la primera sílaba y tocando el
segundo cubo al decir la segunda sílaba.

Una por una

La maestra dice una oración lentamente:

"Es hora de salir a recreo."

Los estudiantes dan un paso o un brinco por cada
palabra en la oración.

¡Descríbelo!

Los estudiantes dicen palabras para describir los alimentos
que han estudiado.

Estas frases deberán tener palabras que empiezan
con el mismo sonido:
manzana madura
dulce delicioso
naranja nutritiva
carne caliente
leche ligera

¿Qué te tocó?

La maestra/o entrega objetos familiares a los estudiantes

y dice: "Quien tenga un objeto que empiece con el sonido
/b/, párese, por favor."

La maestra/o le pide al estudiante que tiene el objeto que
empieza con el sonido /b/—como por ejemplo *bolsa*—que
diga el nombre del objeto.
La maestra/o continúa con el resto de los estudiantes hasta
que todos los objetos se hayan nombrado.

Cazando sonidos

La maestra/o dice una palabra de tres o cuatro fonemas como *sol* o *gato*.

Los estudiantes juegan un juego de palmadas entre ellos o uno a uno con la maestra/o.

Aplauden o se dan palmadas por cada sonido que escuchan en la palabra:

/s/ /o/ /l/   o   /g/ /a/ /t/ /o/

English Consonant Phonemes By Place and Manner of Articulation

	Lips Together	Teeth on Lip	Tongue Between Teeth	Tongue on Ridge Behind Teeth	Tongue Pulled Back on Roof of Mouth	Back of Throat	Glottis
STOPS							
Unvoiced	/p/			/t/		/k/	
Voiced	/b/			/d/		/g/	
NASALS	/m/			/n/		/ng/	
FRICATIVES							
Unvoiced		/f/	/th/	/s/	/sh/		
Voiced		/v/	/<u>th</u>/	/z/	/zh/		
AFFRICATES							
Unvoiced					/ch/		
Voiced					/j/		
GLIDES							
Unvoiced						/wh/	
Voiced					/y/	/w/	/h/
LIQUIDS				/l/	/r/		

Students learn to articulate these sounds in a progression that is predictable according to the American Speech-Language-Hearing Association (Sander, 1972).

Voiced and Unvoiced Consonant Partners

Below are 16 consonant phonemes. In the chart, match the phonemes that are produced exactly the same, except for their voicing.

/b/   /t/   /zh/   /p/   /th/   /s/   /d/   /g/
/v/   /ch/   /k/   /z/   /f/   /th/   /j/   /sh/

Voiced	Unvoiced

Using what you learned from this activity and the information in the previous handout, see whether you can analyze these errors and make instructional decisions based on them.

Student Response	Reason for Response	Instruction to Provide
When blending the sounds /d/ /ŏ/ /t/, student says, "Dod."		
When spelling the word *jump*, the student writes "jup."		

Bonus Question: What is the difference between a consonant phoneme and a vowel phoneme? (Hint: There are a couple of differences.)

English Vowel Phoneme Chart

Say It and Move It

Give students a Say It and Move It card and several counters.

Have students place the counters above the solid line.

Say a word with two or three phonemes, such as the word *sip*.

Have the students segment the word into phonemes by saying the word slowly and moving the counters. They move the counters down to the arrow as a guide for placement.

- /s/ Students move a counter down to the dot on the arrow.

- /i/ Students move a second counter down to the right of the first counter on the arrow.

- /p/ Students move a third counter down to the right of the second counter on the arrow.

After students have moved all three counters to the arrow, have students blend the sounds while repeating the word and sliding their fingers below the counters in a left-to-right sequence. (Variation: Students repeat the word while sliding all of the counters in one continuous motion across the arrow in a left to right sequence.)

Continue with this procedure using other words (e.g., *mat*, *let*).

This activity can be used for practice with the following:

- Words with silent e (e.g., *make*, *mine*) and words with consonant combinations (e.g., *ship*, *that*)

- Letter tiles for blending letter-sound correspondences to read words

Adapted from Blachman, Ball, Black, & Tangel, 2000; Neuhaus Education Center, 1992.

Say It and Move It

Using Elkonin Sound Boxes

Have students draw three boxes on a sheet of paper or dry-erase board or use the ones provided in the next handout.

Distribute counters to students. Have them place counters above the boxes. Model the activities before students begin.
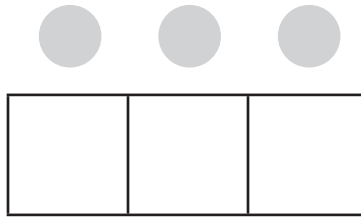
For each phoneme, students move a counter to each box in a left-to-right progression.

For example, say: "Say the word *sit*."

Students move the counters that represent the sounds they hear in the word, one at a time.

/s/...   /ĭ/...   /t/
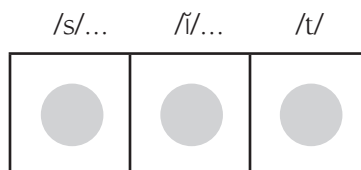
Students say the word again, sliding their finger below the boxes from left to right: *sit*.

A Step Further: Manipulating Phonemes Using Elkonin Boxes

Have students manipulate the word by either adding a sound, deleting a sound, or substituting a new sound.

Example of Adding a Sound

"Let's change *sit* into *sits*. What sound do we have to add?"
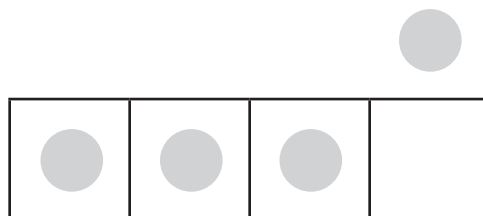
Students say /s/ as they move a fourth counter into the fourth box:

/s/
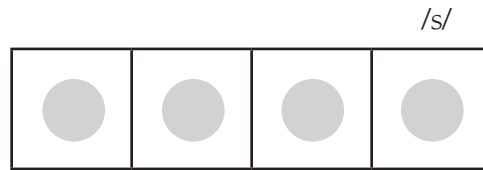
"Now say all of the sounds."
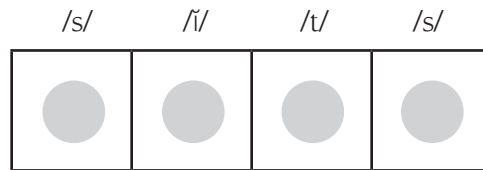
/s/   /ĭ/   /t/   /s/

Students say the new word, sliding their finger below the boxes from left to right: *sits*.

Example of Changing a Sound

"Let's change *sits* into *fits*. What sound do we have to change?"
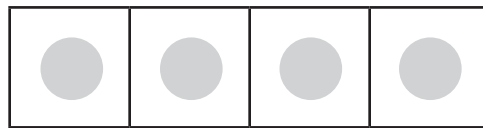
Students say /s/ as they slide the counter out of the first box.

/s/
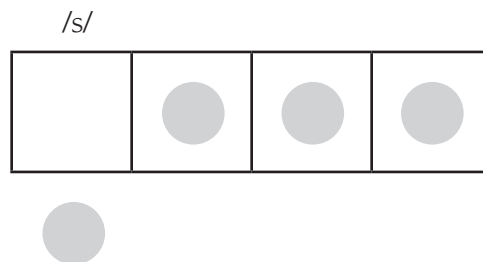
Students say /f/ as they slide a new counter into the first box.
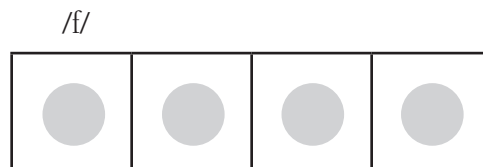
/f/

"Now say all of the sounds."
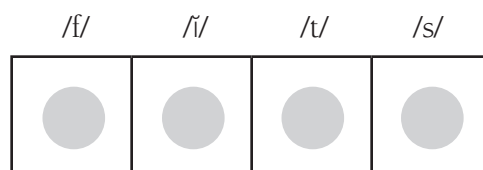
/f/   /ĭ/   /t/   /s/

Students say the new word, sliding their finger below the boxes from left to right: *fits*.

Additional Phonemic Awareness Activities for Elkonin Boxes

Ask students to listen for a certain sound in a word. Say a word that has that sound.

Students place a counter in the first box if they hear the sound in the beginning of the word, in the middle box if they hear the sound in the middle of the word, and in the last box if they hear it at the end of the word.

For example, say: "Listen for the /m/ sound in the following words. Place a counter in the first box if you hear the /m/ sound at the beginning of the word. Place a counter in the middle box if you hear the sound in the middle of the word. Or place a counter in the last box if you hear the /m/ sound at the end of the word. Listen carefully: *ham*."
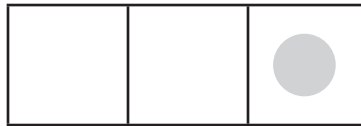
Other sample words: *man*, *amp*, *dream*, *mix*, *time*

Connecting Phonemic Awareness With Elkonin Boxes to Phonics Instruction

Replace the counters with several letters after appropriate letter-sound correspondences have been introduced. For example, give students the letters *a, l, p, s,* and *n*.

a l p s n
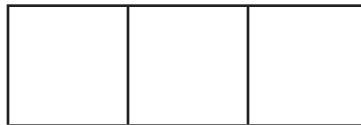
Then have students place the corresponding letters in the boxes for the phonemes as you say words. For example, say: "*Lap*. The cat sat in my *lap*."

s n
| l | a | p |
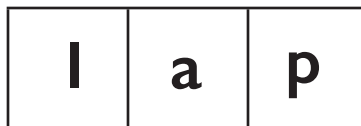
Or have students write letters in the boxes as you dictate words. For example, say: "Spell the word *big*. The *big* dog barked at the squirrel. *Big*: /b/ /i/ /g/."

| b | i | g |
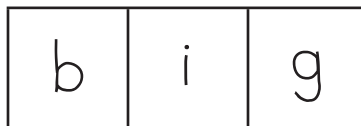
Adapted from Blachman, Ball, Black, & Tangel, 2000.

Usando las cajitas de Elkonin

Los estudiantes pueden dibujar de tres a cinco cajas en una hoja de papel o en un pizarrón blanco individual. Los niños también pueden utilizar las cajitas de Elkonin que se encuentran en el próximo handout.

Entregue a los niños fichas y pídales que las coloquen arriba de las cajitas. Demuestre la actividad antes de que los niños empiecen.

Para cada fonema, los niños mueven las fichas para ponerlas en cada caja siguiendo un orden de izquierda a derecha.

"Diga la palabra *mano*."
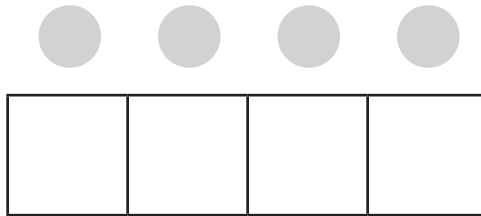
Los estudiantes mueven las fichas una por una a las cajitas correspondientes para representar cada uno de los sonidos que en la palabra.
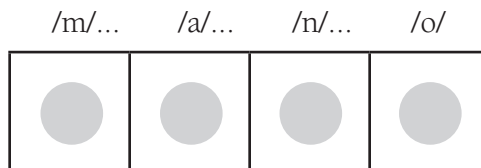
/m/...   /a/...   /n/...   /o/

Los estudiantes dicen la palabra de nuevo, deslizando su dedo debajo de las cajitas de izquierda a derecha: *mano*.

Un paso más allá: Manipulando fonemas usando las cajitas de Elkonin

Los estudiantes manipulan la palabra añadiendo, quitando o substituyendo un sonido.

Ejemplo de cómo añadir un sonido a la palabra

"Vamos a cambiar *mano* a *manos*. ¿Qué sonido tenemos que añadir?"
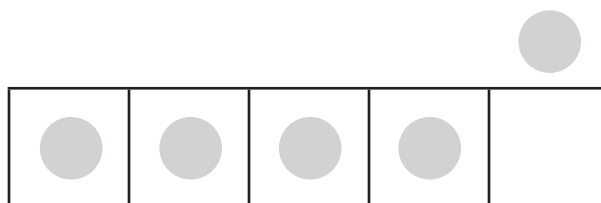
Los estudiantes dicen /s/ mientras mueven una quinta ficha a la quinta cajita.

/s/
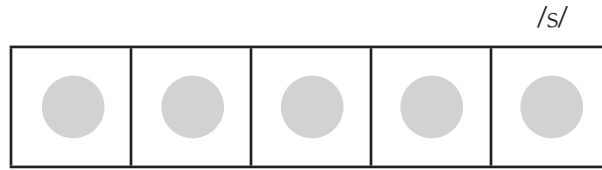
"Dicen los sonidos, sonido por sonido."
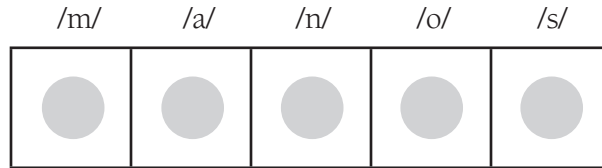
/m/ /a/ /n/ /o/ /s/

Después dicen toda la palabra deslizando el dedo de izquierda a derecha: *manos*.

Ejemplo de cómo cambiar un sonido en la palabra mano

"Vamos a cambiar *mano* a *sano*. ¿Qué sonido tenemos que cambiar?"
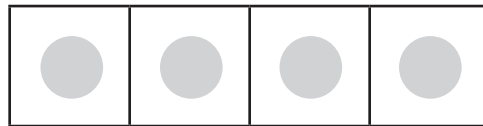
Los estudiantes dicen /m/ mientras mueven la ficha afuera de la primera caja.

/m/
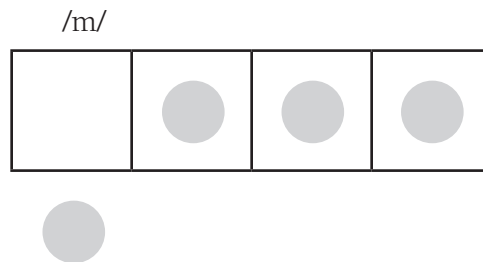
Los estudiantes dicen /s/ mientras mueven la ficha a la primera caja

/s/
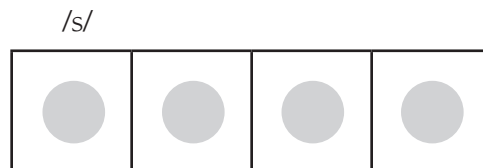
"Digan todos los sonidos."
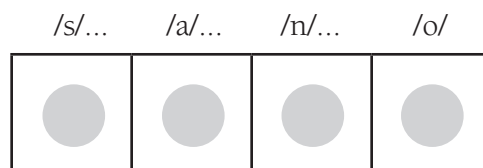
/s/... /a/... /n/... /o/

Los estudiantes digan toda la palabra deslizando el dedo debajo de las cajas: *sano*.

Otras actividades utilizando las cajitas de Elkonin

Pida a los estudiantes que escuchen un sonido específico en una palabra. Diga la palabra con ese sonido en diferentes posiciones.

Los estudiantes colocan una ficha en la primera caja si oyen el sonido al principio de la palabra, y así sucesivamente, colocando la ficha en la caja en la que oyen el sonido. Por ejemplo, dice:

"Escuchen e identifiquen donde está el sonido /m/ en la palabra mamá. Pongan la ficha en la primera caja si oyen el sonido al principio de la palabra o en la tercera caja si oyen el sonido /m/ en medio de la palabra. Escuchen con cuidado: mamá.

Asociando letras con sonidos

Remplace las fichas con las letras que hayan sido enseñadas. Por ejemplo, dele a los estudiantes las letras *m, a, s, a, l.*

m a s a l

Pida a los estudiantes que pongan las letras en las cajitas correspondientes a los sonidos que escuchen en la palabra sala mientras usted dice la palabra *sala*. "*Sala*. Mi abuela lee su libro en la *sala*."

m

s a l a
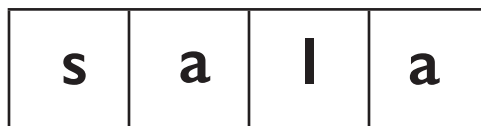
Los estudiantes también pueden escribir las letras en las cajitas. Por ejemplo, "Escriban la palabra *masa*. Mi mamá hace tamales con *masa*".

m a s a
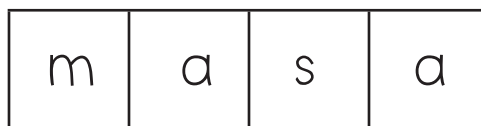
Adapted from Blachman, Ball, Black, & Tangel, 2000.

Elkonin Boxes

Elkonin Boxes

Elkonin Boxes

Elkonin Boxes

Phonological Awareness Examples

Rhyme

Example 1

"I'll say two words. You tell me whether they rhyme: *Fight—might.*" (yes) *"Punch—badge."* (no) *"Way—rug."* (no) *"One—done."* (yes)

In Spanish: "Voy a decir dos palabras. Díganme si riman: *tío—mío.*" (sí)

Example 2

"Tell me which one of the words I say does not rhyme with the other three: *play, wave, away, stay.* Which word doesn't rhyme?" (*wave*)

In Spanish: "¿Cuál palabra no rima con las demás? *Cana, hermana, pato, lana."* (*pato*)

Example 3

"Let's think of rhyming words. Which word rhymes with *fun: any, bet, sun, was*?" (*sun*)

In Spanish: "¿Qué palabra rima con *sol*? *Canción, caracol, cama, cabello."* (*caracol*)

Example 4

"Let's say some rhyming words. Tell me some words that rhyme with *frog.*"

In Spanish: "Díganme palabras que riman con *olor.*"

Alliteration

Example 1

"I'll say three words. Tell me which words begin with the same sound. *Garden, girl, share."* (*garden, girl*) *"Rush, caught, call."* (*caught, call*)

In Spanish: "Voy a decir tres palabras. Díganme cuáles palabras empiezan con el mismo sonido: *mío, mula, casa."* (*mío, mula*)

Example 2

"I'll say a word. Tell me two more words that begin with the same sound: *pet.*"

Continue using other words: *move, soon, top.*

In Spanish: Voy a decir una palabra. Díganme dos palabras más que empiecen con el mismo sonido: *papalote.* (*papa, piso*)

Example 3

"I'll say a sentence: *Peter Piper picked a peck of pickled peppers*. Say the sentence with me." Students repeat. "Good, let's say it again faster." Repeat the tongue twister several times.

In Spanish: "Voy a decir un trabalenguas. Traten de decir el trabalenguas conmigo: *Tres tristes tigres tragaban trigo en un trigal . . . en un trigal tragaban trigo tres tristes tigres . . . .* Bien. Ahora vamos a decirlo otra vez más rápido."

Example 4

"Let's make a sentence about big brown bears using two more words that begin with the /b/ sound. *Big brown bears buy berries*."

In Spanish: "Voy a decir una frase: *camellos cafés*. Vamos a intentar hacer una oración acerca de los camellos cafés usando dos palabras más que empiecen con el sonido /k/. *Los camellos cafés comen cacahuates*.

Sentence Segmentation

Example 1

"I will say a sentence: *He had to move away*. Say part of the sentence." (*He had to move.*) "Good. Now say part of that." (*He had to.*) "Good. Now say part of that." Continue until only one word in the sentence is left.

Example 2

"I will say a sentence: *John gave me the book*." Students echo the sentence, pointing to or moving a manipulative as they say each word: *John ... gave ... me ... the ... book*.

"How many words are in the sentence?" (five)

In Spanish: *Juan ... me ... dio ... el ... libro*.

Syllables

Example 1

"Let's make a word by putting two parts of a word together. *Tad—poles*. What's the word?" (*tadpoles*) "*Gar—den*. What's the word?" (*garden*)

In Spanish: "Vamos a formar una palabra juntando dos partes de una palabra. *Me—sa*. ¿Cuál es la palabra?" (*mesa*)

Example 2

"Let's leave out syllables, or parts of words. Say *someone* without *some*." (*one*) "Say *lonely* without *lone*." (*ly*)

In Spanish: "Vamos a eliminar sílabas, o partes de una palabra. Digan *pelota* sin *pe*." (*lota*)

Example 3

"Now let's add syllables, or parts of words. Add *any* to the beginning of *more*." (*anymore*) "Add *er* to the end of *let*." (*letter*)

In Spanish: "Ahora vamos a añadir sílabas o partes de palabras. Añadan *posa* al final de *mari*." (*mariposa*)

Example 4

"Let's change syllables, or word parts, around. Add *ing* to the beginning of *play*." (*ing-play*) "What do you think the word was before we changed the parts?" (*playing*) "Add *member* to the beginning of *re*." (*member-re*) "What do you think the word was before we changed the parts?" (*remember*)

In Spanish: "Añadan *sica* al principio de *mu*." (*sica-mu*) "¿Cuál creen que era la palabra antes de cambiar las partes?" (*música*)

Onset-Rime Blending and Segmentation

Example 1

"Listen to the two parts in *cat*: /k/—*at*. Put these sounds together to make a word: /k/—*at*. What's the word?" (*cat*) "Good."

Example 2

"Pull these sounds apart. Say the first sound you hear and then the rest of the word. If I say *bat*, you say /b/—*at*. Repeat with the word *pit*." (/p/—*it*)

Phoneme Blending and Segmentation

Example 1

"Tell me the sounds you hear in the word *cat*." (/k/ /a/ /t/)

In Spanish: "Díganme los sonidos que oyen en la palabra *mi*." (/m/ /i/)

Example 2

"Listen to the sound I say. Which word begins with the /s/ sound: *letter*, *friend*, *send*, *away*?" (*send*)

In Spanish: "¿Qué palabra empieza con el sonido /f/: *foca*, *mesa*, *llave*, *gato*?" (*foca*)

Example 3

After reading a story aloud: "Tell me all the words you can remember from the story that start with the /m/ sound."

In Spanish: "Díganme todas las palabras que recuerden del cuento que empiezan con el sonido /m/."

Example 4

"Let's think about the sounds at the beginning of words. Does the word *letter* start with /l/ or /t/?" (/l/)

In Spanish: "¿La palabra beso *empieza* con /b/ o /s/?" (/b/)

Example 5

"Let's think about the sounds at the end of words. Does *go* end with /g/ or /o/?" (/o/) "Does *fun* end with /m/ or /n/?" (/n/)

In Spanish: "¿La palabra *azul* termina con /l/ o /m/?" (/l/)

Example 6

"Listen to the word I say and tell me the middle sound in the word. What's the middle sound in the word *did*?" (/i/)

In Spanish: ¿Cuál es el sonido de en medio en la palabra *sol*? (/o/)

Phoneme Manipulation

Example 1

"I want you to listen to two words I say and then tell me what sound is missing. What sound do you hear in *seat* that is missing in *eat*?" (/s/) "What sound do you hear in *tall* that is missing in *all*?" (/t/)

In Spanish: ¿Qué sonido oyen en *boca* que falta en *oca*? (/b/)

Example 2

"Let's change sounds in words. Say *pet*. (*pet*) Instead of /p/ say /m/. What's your new word?" (*met*) "What word do you have if you change the /i/ sound in *lip* to the /a/ sound?" (*lap*)

In Spanish: "Digan *soy*. En lugar de /s/ digan /d/. ¿Cuál es la palabra nueva?" (*doy*) "¿Qué palabra tenemos si cambiamos el sonido /p/ en *pato* por el sonido /g/?" (*gato*)

Example 3

"What word do you have if you add the /s/ sound to the beginning of the word *pin*?" (*spin*) "What word do you have when you take away the /s/ sound at the beginning of *spy*?" (*pie*)

In Spanish: "¿Qué palabra se crea si añaden el sonido /l/ al principio de la palabra *oro*?" (*loro*) "¿Qué palabra se crea si quitamos el sonido /d/ de la palabra *daño*?" (*año*)

Example 4

"Let's leave out sounds in words. Say the word *lived* without the /d/." (*live*) "*Live* is a real word. Sometimes the word we have left may not be a real word. Say the word *mean* without the /n/." (*me*) "Say the word *much* without the /m/." (*uch*) "*Uch*—that's a silly word!"

In Spanish: "Digan la palabra *uno*. Ahora digan la palabra *uno* sin el sonido /u/. ¿Qué palabra quedó?" (*no*)

Examples of Phonological and Phonemic Awareness Activities

Phonological Awareness Activities

Activity	Goal	Example
Identifying, counting, and segmenting syllables	To break down a word into its individual syllables	Teacher: How many syllables are in the word *mailbox*? Student: (claps) *Mail-box*. There are two syllables, *mail* and *box*.
Blending syllables	To combine separate syllables to form a word	Teacher: What word do these syllables make when they are put together? *An-i-mal*. Student: *Animal*.
Identifying and segmenting onsets and rimes	To break down a word into its onset and rime	Teacher: What is the first sound in *rake*? Student: /r/ Teacher: If you take /r/ away, what is left? Student: *-ake*
Blending onsets and rimes	To blend an onset and rime to form a word	Teacher: What word do I make if I put these sounds together? /l/ *ate* Student: *Late*.

Adapted from University of Texas Center for Reading and Language Arts, 2001.

Phoneme-Level Activities

Activity	Goal	Example
Phoneme isolation	To recognize individual sounds in words	Teacher: What is the first sound in *mat*? Student: /m/
Phoneme identification	To recognize the same sounds in different words	Teacher: What sound is the same in *let*, *love*, and *lap*? Student: /l/
Phoneme categorization	To recognize new words created when phonemes are deleted from an existing word	Teacher: *Fill*, *fin*, *pit*. Which word doesn't belong? Student: *Pit*. It doesn't begin with /f/.
Phoneme deletion	To recognize new words created when phonemes are deleted from an existing word	Teacher: What is *clap* without /k/? Student: *Lap*.
Phoneme addition	To add a phoneme to an existing word to make a new word	Teacher: *Lip*. Add /s/ to the beginning. Student: *Slip*.
Phoneme substitution	To make a new word by changing one of the phonemes of an existing word	Teacher: *Hat*. Change /t/ to /m/. Student: *Ham*.
Phoneme blending	To combine separate phonemes to form a word	Teacher: What word is /d/ /o/ /g/? Student: *Dog*.
Phoneme segmentation	To break down a word into its individual phonemes	Teacher: Tell me the sounds in *man*. Student: /m/ /a/ /n/

Adapted from Armbruster, Lehr, & Osborn, 2001.

Phonological Awareness and Features
of Effective Instruction Video Activity

Phonological Awareness Skills:	Effective Pacing:
Explicit Instruction With Modeling:	Systematic Instruction With Scaffolding:
Multiple Opportunities to Respond:	Immediate Feedback:

Guidelines for Effective Instruction: Phonological Awareness

You can plan phonological awareness instruction to target the needs and abilities of each student in your classroom.

Grouping for Instruction

Teach phonological awareness, especially phonemic awareness, in small groups.

Research indicates that small-group instruction is more effective than one-on-one and whole-group instruction in helping students acquire phonemic awareness and learn to read.

Small-group instruction may be more effective because students benefit from listening to their peers and having more opportunities to participate.

Explicit and Systematic Instruction

Primarily focus instruction on types of phonological awareness most closely associated with beginning reading and spelling achievement by linking phonemes to print.

Target only one type of phonological awareness, such as blending phonemes or segmenting words into phonemes. Begin with easier activities and progress to more difficult ones. For example, the identification task: "Find the picture that starts with /m/" is easier than the production task: "What sounds do you hear in *moon*?"

Model each activity when it's first introduced.

Use words that students know and that are easy to manipulate during phonemic awareness activities, such as in the following examples:

- The number of sounds in a word (e.g., *cat* is easier than *sand*)

- The phoneme position in words (e.g., initial sounds in words are easier than final and medial sounds)

- The phonological properties of words (e.g., sounds that can be prolonged or stretched when blended or pronounced individually, like /m/, are easier than sounds like /t/ that can't be prolonged without distorting the sound, /tuh/ instead of /t/)

Ongoing Practice

Provide opportunities to practice with teacher support and guidance.

Some activities, like songs, games, and stories, are simply oral. Others use concrete objects and manipulatives, such as fingers, blocks, counters, puppets, and pictures.

Include linking sounds to letters. When students practice sounds along with the letters of the alphabet, they learn to blend sounds to read words and to segment sounds to spell words.

Integrate practice throughout the curriculum and school day.

Everyone can have fun as they participate in phonological activities and play with language.

After phonological awareness instruction, provide opportunities for students to practice when they have a snack; line up for lunch, recess, or the bus; or move from one activity to another.

These types of practice focus on what is spoken and heard rather than on what can be seen.

Progress Monitoring

Regularly monitor each student's phonological awareness progress.

Progress monitoring of phonological awareness helps to verify that students are reaching specific phonological awareness objectives, identify students in need of additional instruction or practice, specify concepts or skills that need more attention, and recognize whether students have acquired phonological awareness knowledge and skills.

The results of individually administered reading inventories can help you make informed instructional decisions.

English language learners may have phonological awareness in their native language, but less proficiency may be observed when phonological awareness is assessed in English.

English language learners should achieve some proficiency in English before they are held accountable for phonological awareness in English.

Difficulty with the development of phonological awareness is identified as one of the characteristics associated with reading difficulties.

Adapted from Adams, 1990, 2001; Adams et al., 1998; Allor et al., 2001; Ball & Blachman, 1991; Blachman, 2000; Goswami, 2001; Lennon & Slesinski, 1999; NIFL, 2001; NRP, 2000; O'Connor, 1999, 2000; Smith et al., 1998a, 2001; Snow et al., 1998; Torgesen, 1999; Torgesen et al., 1999; Uhry & Ehri, 1999; Yopp & Yopp, 2000.

Phonemic Awareness Progress Check

Sample

Student: _____ **Date:** _____

Note: This progress check is untimed and administered individually.

Materials: List of words (Create lists that include targeted letter sounds. The sample list below targets the consonants *b, g, n, t, k,* and *d*; long vowels *o* and *i*; and short vowels *i, o,* and *e*.)

Directions: "Today we will say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say *dig*, you say /d/ /i/ /g/. Be sure to say the sounds heard in the word, not the letter names. Let's try a few together."

Practice Items

Provide assistance if the student needs help.

1. net   _____   2. go   _____   3. boat   _____

Progress Check

Do not provide assistance during this portion of the assessment.

Sample List	Responses	Sample List	Responses
big	_____	not	_____
no	_____	by	_____
get	_____	kind	_____
dot	_____	bet	_____
ten	_____	dine	_____
be	_____	dog	_____
kite	_____	note	_____
in	_____		

Phonemic Awareness Progress Check

Student:_____ **Date:**_____

Note: This progress check is untimed and administered individually.

Materials: List of words

Directions: "Today we will say words slowly, one sound at a time. I will say a word and I want you to break the word apart. Tell me each sound in the word in order. For example, if I say *dig*, you say /d/ /i/ /g/. Be sure to say the sounds heard in the word, not the letter names. Let's try a few together."

Practice Items

Provide assistance if the student needs help.

1. _____ _____

2. _____ _____

3. _____ _____

Progress Check

Do not provide assistance during this portion of the assessment.

Word List	Responses	Word List	Responses
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Adapted from Yopp, 1995.

Progress-Monitoring Chart for Phonological Awareness Skills

Directions: Enter your students' names in the first column. The phonological skills across the top row represent a sample of skills in sequential order that you should document as you teach and monitor student progress. Determine an appropriate system of marking to document when students master a skill or require additional practice or scaffolding—for example, M = mastered and P = needs additional practice. Include the date when the skill is mastered. Do not document mastery based on only one or two opportunities. Revise the chart to reflect ongoing learning but change the skills to match students' progress (enter higher-level phoneme manipulation skills when teaching those).

Student	Phonological Awareness Skills									
	Rhyme recognition	Rhyme generation	Syllable blending	Syllable segmenting	Blend onset-rime	Segment onset-rime	Phoneme isolation	Phoneme blending	Phoneme segmentation (two and three)

Date:

Students who need additional practice on _____ :

Sample Chart

Directions: Enter your students' names in the first column. The phonological skills across the top row represent a sample of skills in sequential order that you should document as you teach and monitor student progress. Determine an appropriate system of marking to document when students master a skill or require additional practice or scaffolding—for example, M = mastered and P = needs additional practice. Include the date when the skill is mastered. Do not document mastery based on only one or two opportunities. Revise the chart to reflect ongoing learning but change the skills to match students' progress (enter higher-level phoneme manipulation skills when teaching those).

Student	Phonological Awareness Skills									
	Rhyme recognition	Rhyme generation	Syllable blending	Syllable segmenting	Blend onset-rime	Segment onset-rime	Phoneme isolation	Phoneme blending	Phoneme segmentation (two and three)	
David	M 9/4	M 9/15								
Angelina	M 9/4	P								
Ashley	M 9/4	M 9/15								
Garrett	P	M 9/15								
Eduardo	P	P								

Date: Students who need additional practice on _____:

Phonological Awareness and English Language Learners

Capitalize on native language ability. Research shows the following:

- Phonological awareness skills in the native language of English language learners (ELLs) highly correlate to phonological awareness skills in a second language. In other words, when ELLs develop phonological awareness skills in their native language, they develop an underlying proficiency for the development of English phonological awareness skills.

- ELLs' phonological awareness skills in their native language also correlate with later English reading success. ELLs use these foundational skills to become successful English readers.

Contextualize phonological awareness activities for ELLs to promote English language comprehension. Embed phonological awareness instruction in a rich language environment that fosters English language development and comprehension. Read aloud a poem or story before beginning a phonological awareness lesson so students can hear the words in context. Make sure that ELLs know the meaning of the words used for these activities. ELLs need to know the meanings of function words such as *stretch*, *blend*, *segment*, *separate*, and *sound*.

Teach unique English sounds. Phonological awareness skills have an underlying component across languages, but some elements are language specific. Teach ELLs how to produce English sounds that do not occur in their native languages. Some ELLs may struggle with differentiating between long and short vowels and producing some consonant sounds such as /v/, /sh/, or /z/.

Accept oral approximations. ELLs may apply knowledge of their native languages to produce English sounds. Even though a student may struggle with pronunciation, continue instruction. This does not indicate a lack of understanding.

Adapted from Lesaux, 2006; Linan-Thompson et al., 2003; Linan-Thomson & Vaughn, 2007; Lindsey, Manis, & Bailey, 2003; Quiroga et al., 2002; Riccio et al., 2001

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