

K-3 Literacy Pilot: MoMEntum Common Professional Learning # 7.1



Phonemic Awareness:
A K-3 Literacy Essential

Learning Intentions

Educators will:

- recall a common understanding of phonemic awareness.
- understand common phonemic instructional techniques.
- experiment with phonemic awareness activities in order to apply with students.

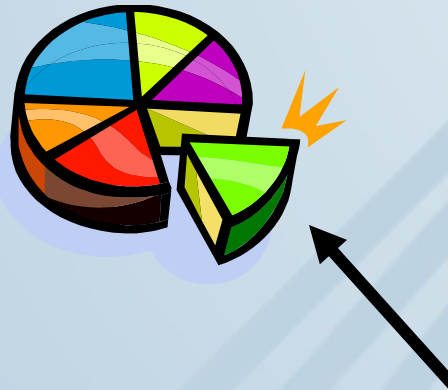
What is Phonological Awareness?

The term that describes the awareness of sounds in oral language. Phonological awareness includes the understanding and skills of rhyming, segmenting, blending and manipulating at the word, syllable, and phoneme levels.

Phonological Awareness vs. Phonemic Awareness

(Bourque, 2005)

Phonological Awareness is
the whole “pie”.



Phonemic Awareness is a piece of the “pie”—
the most complex piece.

Phonemic Awareness is....

the ability to hear, identify, and manipulate individual sounds—phonemes—in spoken words.

Children who are phonemically aware can:

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

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

Phonemic Awareness should be taught...

- systematically and explicitly.
- following a hierarchy of skills.
- in a relatively short amount of time per day (15 minutes per day, 20 hours per year).
- within a balanced literacy program.
- to be applied in the context of reading and writing.

How do We Assess Phonemic Awareness?

- Usually 1:1
- Recommended to assess by mid kindergarten year
- Focus on assessing blending and segmenting phonemes
- Use information to make data driven decisions for instruction

What are Some Methods of Assessing Phonological and Phonemic Awareness?

- Kirwan Assessment (6 Subtests)
 - Blending (onset-rime and phonemes)
 - Sound Identification (initial and final)
 - Segmenting phonemes
 - Initial letter-sound identification
- Yopp-Singer Test of Phoneme Segmentation
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
 - Initial Sound Fluency
 - Phoneme Segmentation Fluency

Application

- App – Bugbrained

- K-1 Phonemic Awareness Activities

http://www.fcrr.org/resources/resources_sca_k-1.html

- 2nd -3rd grade Phonemic Awareness Activities

http://www.fcrr.org/resources/resources_sca_2-3.html

Instructional Tips

- Spend more time on blending, segmenting and manipulating phonemes than rhyming. (Reutzel, 2015)
- The language of instruction has to be more explicit.
- Use hand signals or manipulatives to support phonemic awareness exercises.
- Including letters.
- Use technology.

Instructional Tips

- Incorporating phonemic awareness into word work.
- Teach skills from the easiest to the most complex
- Monitor student growth in identifying letters and their sounds over a longer period of time to check mastery.
- Take into account confusing sounds and letters.

Try It On

- Look at your phonemic awareness activities sequence, does it progress from easiest to more complex? Work with your coach or colleagues to adjust if need be.
- Sit with your coach and analyze, “Which phonemic awareness activities am I spending the bulk of time on? Do I include enough oral blending/ segmenting tasks weekly? Am I careful not to over focus on rhyme?”

Try It On

- Grade 2 and 3 teachers, think of your students who struggle with encoding or have poor decoding skills. After assessing these students sit with your coach and discuss the results and what specific Phonemic Awareness activities might support their development.
- Try out some of the phonemic awareness activities discussed in professional learning. Have your coach collect student data to discuss after the lesson.

Success Criteria



What is phonemic awareness?

Name some common phonemic instructional techniques.

Which phonemic awareness activities will take back into your classrooms?