

# PHONOLOGICAL AWARENESS

Laura Williams

**LAURA WILLIAMS**  
**EDUCATION DIRECTOR**



Degree in Elementary  
Education from Ball State  
University

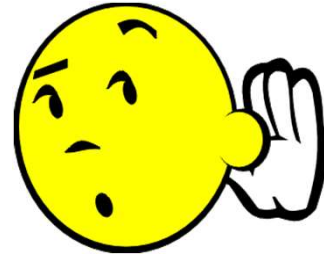
Education Specialist with the  
Dyslexia Institute of Indiana  
from 2006-2015.

Advanced Orton Gillingham  
Multisensory Math  
Structured Word Inquiry  
Framing your Thoughts  
Visualizing/Verbalizing  
RAVEO  
Phonological Awareness

## WHAT IS PHONOLOGICAL AWARENESS?

The ability to identify and manipulate parts of spoken language.

- Includes phonemic awareness
- Phonemes are the smallest units of sound in our language.
- Phonemic awareness is the sensitivity to hearing those sounds.



## WHY IS PHONOLOGICAL AWARENESS IMPORTANT?

Phonological awareness is critical for learning to read any alphabetic writing system. And research shows that difficulty with phoneme awareness and other phonological skills is a predictor of poor reading and spelling development.

Phoneme awareness facilitates growth in printed word recognition. Even before a student learns to read, we can predict with a high level of accuracy whether that student will be a good reader or a poor reader by the end of third grade and beyond (Good, Simmons, and Kame'enui, 2001; Torgesen, 1998, 2004). Prediction is possible with simple tests that measure awareness of speech sounds in words, knowledge of letter names, knowledge of sound-symbol correspondence, and vocabulary.

## FIRST WARNING SIGN- ASSESS AND INTERVENE

*“Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. **These difficulties typically result from a deficit in the phonological component of language** that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”*

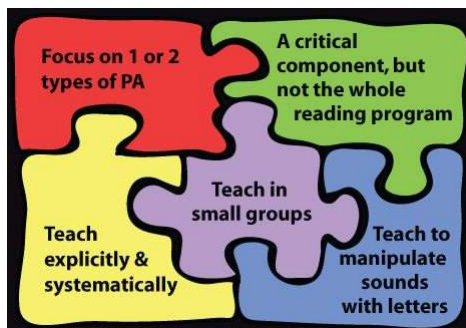
**“The two best predictors of early reading success are alphabet recognition and phonemic awareness, and the lack of phonemic awareness is the most powerful determinant of the likelihood of failure to read”**

Dr. Marilyn Jager Adams

“The best predictor of reading difficulty in Kindergarten or 1<sup>st</sup> grade is the inability to segment words and syllables into constituent sound units (Phonemic awareness)”

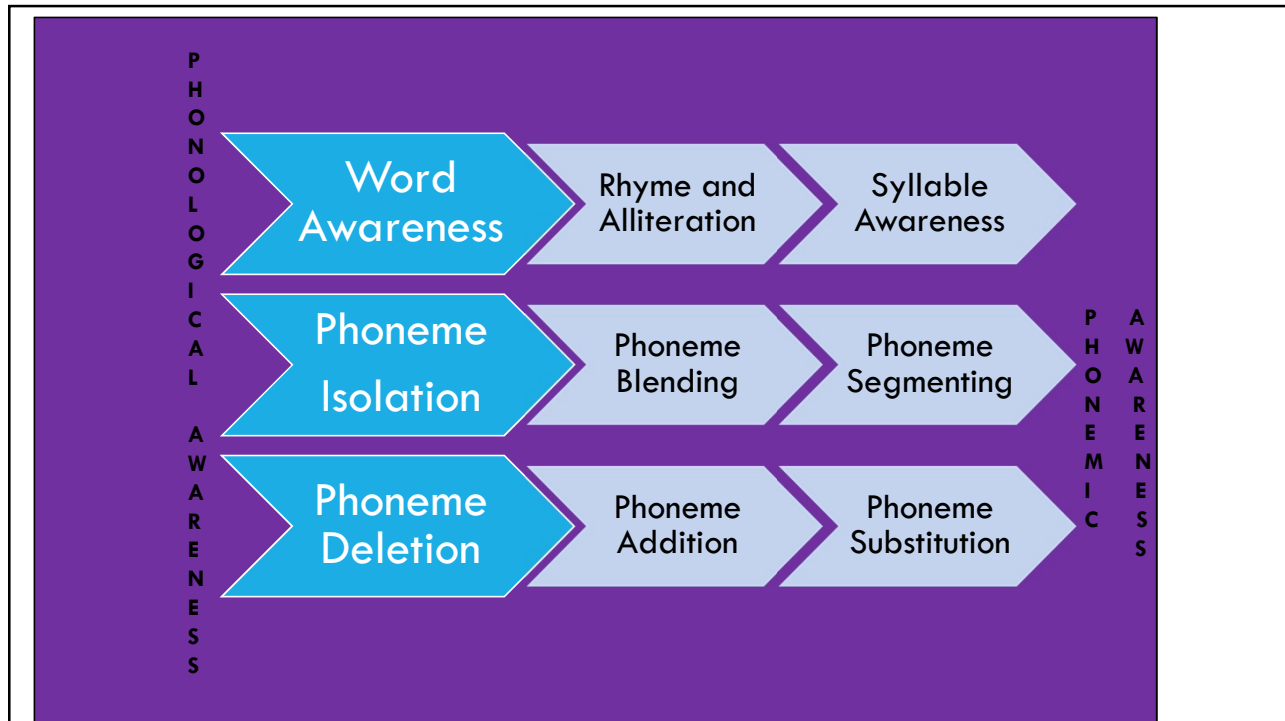
Dr. Reid Lyon

## ACCORDING TO THE NATIONAL READING PANEL



PA instruction is most effective when:

- Instruction if focused on 1 or 2 skills rather than many
- Instruction is based on students' assessments
- Sessions range in length from 15-30 minutes
- Phoneme blending and phoneme segmenting are the most powerful PA skills
- PA instruction helps all types of children improve their reading skills
  - Preschoolers, Kindergarteners, normally developing readers, older struggling readers.



## ASSESSING PHONEMIC AWARENESS

Two Peas Phonological Awareness Assessment

ROSNER TEST OF AUDITORY ANALYSIS

**The Yopp-Singer Test of Phoneme Segmentation**


### Two Peas Phonological Awareness Assessment


Name \_\_\_\_\_ Date \_\_\_\_\_ Teacher \_\_\_\_\_ Grade \_\_\_\_\_

<p><b>1-Counting Words in a Spoken Sentence</b> "How many words are in this sentence?" (w/ chips)</p> <p>_____ Ben likes books. (2)                  _____ I have one toy. (4)                  _____ Where is my bag? (4)                  _____ What's the big deal? (4)                  _____ Annie likes to play games. (5)                  _____ Tomorrow is Saturday. (3)</p> <p>100% 100% 100%</p> <p><b>2-Rhyme Recognition</b> "Give me a thumbs up if these are rhyming words."</p> <p>_____ fuzzy/vasez (yes)                  _____ cold/hot (no)                  _____ lamp/stamp (yes)                  _____ bless/guess (yes)                  _____ tape/pen (no)                  _____ pink/wink (yes)</p> <p>100% 100% 100%</p>	<p><b>9-Phoneme Isolation of Initial Sounds</b> "What is the first sound in this word?"</p> <p>_____ pinch (p)                  _____ wish (w)                  _____ football (f)                  _____ house (h)                  _____ zipper (z)                  _____ summer (s)</p> <p>100% 100% 100%</p>
<p><b>3-Rhyme Production</b> "What rhymes with _____?" (basic rhyming words)                  _____ take _____                  _____ pig _____                  _____ hill _____                  _____ right _____                  _____ nice _____                  _____ mail _____</p> <p>100% 100% 100%</p>	<p><b>10-Phoneme Isolation of Final Sounds</b> "What is the last sound in this word?"</p> <p>_____ baseball (l)                  _____ street (t)                  _____ fox (x)                  _____ home (m)                  _____ wind (d)                  _____ rag (g)</p> <p>100% 100% 100%</p>
<p><b>4-Single Syllable Onset-Rime Blending</b> "What word is this?"</p> <p>_____ bird (bird)                  _____ n-ight (night)                  _____ s-leep (sleep)                  _____ ring (ring)                  _____ f-ace (face)                  _____ s-ime (time)</p> <p>100% 100% 100%</p>	<p><b>11-Phoneme Isolation of Medial Sounds</b> "What is the middle sound in this word?" (w/ a long or short?)</p> <p>_____ game /a/ (long)                  _____ fo /o/ (short)                  _____ break /e/ (long)                  _____ night /e/ (long)                  _____ fog /o/ (short)                  _____ hub /u/ (short)</p> <p>100% 100% 100%</p>
<p><b>5-Single Syllable Onset-Rime Segmenting</b> "Say the first part (onset) and then the last part (rime)."</p> <p>_____ land (l-land)                  _____ watch (w-watch)                  _____ dream (d-dream)                  _____ big (b-big)                  _____ noise (n-noise)                  _____ club (c-club)</p> <p>100% 100% 100%</p>	<p><b>12-Phoneme Blending</b> "What word do these sounds make?"</p> <p>_____ /g/ /u/ /m/ (gum)                  _____ /k/ /o/ /t/ (cock)                  _____ /g/ /e/ /t/ (get)                  _____ /t/ /e/ /t/ (teeth)                  _____ /d/ /r/ /e/ /v/ (drive)                  _____ /h/ /n/ /d/ (hand)</p> <p>100% 100% 100%</p>
<p><b>6-Syllable Blending &amp; Pronouncing</b> "What word is this _____?"</p> <p>_____ backpack (backpack)                  _____ cookies (cookies)                  _____ pen-cil (pencil)                  _____ wel-come (welcome)                  _____ ham-burger (hamburger)                  _____ air-plane (airplane)</p> <p>100% 100% 100%</p>	<p><b>13-Phoneme Segmenting</b> "Tell me the sounds in the word _____." (w/ chips)</p> <p>_____ play /p/ /l/ /e/ /y/ (play)                  _____ junk /j/ /u/ /n/ /k/ (junk)                  _____ apple /a/ /p/ /l/ / (apple)                  _____ snack /s/ /n/ /a/ /k/ (snack)                  _____ wonder /w/ /o/ /n/ /d/ /r/ (wonder)                  _____ cabin /k/ /a/ /b/ /n/ (cabin)</p> <p>100% 100% 100%</p>
<p><b>7-Syllable Segmenting &amp; Counting</b> "Say the parts of each word. How many parts do you hear?"</p> <p>_____ butterfly (2)                  _____ glasses (2)                  _____ magnet (2)                  _____ watermelon (4)                  _____ dragonfly (3)                  _____ blanket (2)</p> <p>100% 100% 100%</p>	<p><b>14-Phoneme Addition</b> "Say _____ to the beginning of each other's the word?"</p> <p>_____ tar, add /t/ (star)                  _____ ink, add /w/ (wink)                  _____ at, add /b/ (bat)                  _____ cream, add /s/ (scream)                  _____ lake, add /f/ (lake)                  _____ rain, add /g/ (rain)</p> <p>100% 100% 100%</p>
<p><b>8-Phoneme Alteration &amp; Discrimination</b> "What word has a different sound?"</p> <p>_____ wise, wacky, <u>head</u>, woman                  _____ rope, <u>ll</u>, runt, rooster                  _____ juice, joke, jelly, <u>ss</u>                  _____ moon, milk, movie, <u>ss</u>                  _____ light, phone, fence, field                  _____ lub, tent, <u>ss</u>, tooth</p> <p>100% 100% 100%</p>	<p><b>15-Phoneme Substitution</b> "Rope. Change /r/ to /s/. What's the new word?"</p> <p>_____ hop, change /h/ to /p/                  _____ best, change /b/ to /r/                  _____ wiggle, change /w/ to /g/                  _____ ramp, change /r/ to /l/                  _____ hand, change /h/ to /s/                  _____ park, change /p/ to /d/</p> <p>100% 100% 100%</p>
<p><b>16-Phoneme Deletion</b> "Say _____ without the /.../."</p> <p>_____ sparkle, without the /s/ (-marle)                  _____ flower, without the /f/ (-lower)                  _____ horse, without the /h/ (-orse)                  _____ bunny, without the /b/ (-unny)                  _____ doctor, without the /d/ (-actor)                  _____ ranch, without the /r/ (-anch)</p> <p>100% 100% 100%</p>	<p><b>17-Phoneme Deletion</b> "Say _____ without the /.../."</p> <p>_____ sparkle, without the /s/ (-marle)                  _____ flower, without the /f/ (-lower)                  _____ horse, without the /h/ (-orse)                  _____ bunny, without the /b/ (-unny)                  _____ doctor, without the /d/ (-actor)                  _____ ranch, without the /r/ (-anch)</p> <p>100% 100% 100%</p>

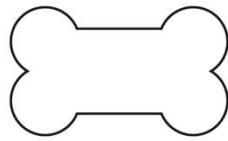
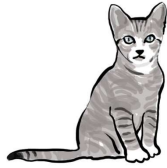
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# WORD AWARENESS SENTENCES

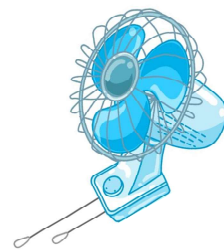




# RHYME



# MORE RHYMING PRACTICE

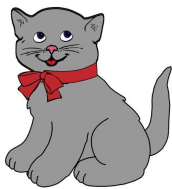


## ALLITERATION-STARTING WITH THE SAME SOUND



## SYLLABLES

Practice hearing, counting, and blending, and manipulating syllables in words





## SYLLABLE BLENDING



## SYLLABLE DELETION



## PHONEMIC AWARENESS

Young children must develop phonemic awareness to become a reader

Refers to the more advanced ability to notice, identify, and manipulate the smallest particles that make up a word (phonemes)

Has the strongest relationship to later reading

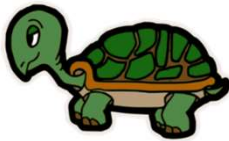
Most assessments focus on this level of awareness

Source: Dr. Sally Shaywitz

## PHONEME IDENTIFICATION

Beginning Sounds:

/t/-



## PHONEME IDENTIFICATION

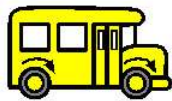
Ending sounds-

Find the words that end with /p/

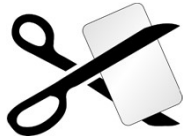


## PHONEME IDENTIFICATION-MEDIAL SOUNDS

Bus

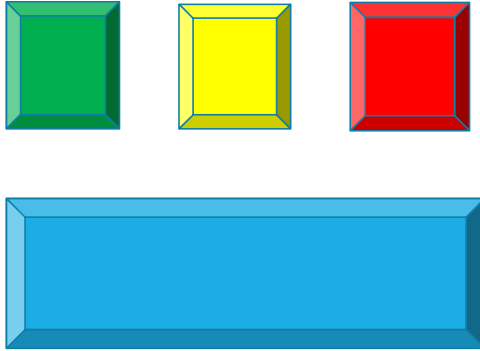


mop



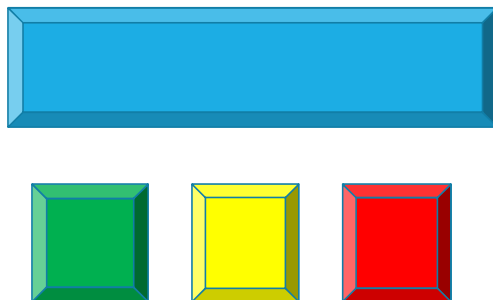
## PHONEME BLENDING

Taking sounds and putting them together to make a word



## PHONEME SEGMENTING

The ability to separate the sounds in words.



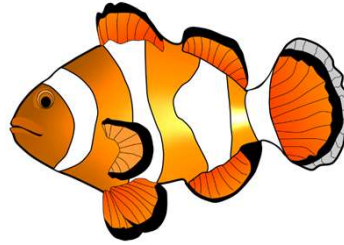
## PHONEME DELETION

Taking a sound away from a word

For example:

Say the word: fish

Say the word but don't say /f/: ish



## PHONEME ADDITION

Adding sounds to words

Say top

Now say it again but add /s/ at the beginning

Stop



## PHONEME SUBSTITUTION

The ability to substitute sounds in words.

- Say ship, now change the /sh/ to /ch/ (chip)