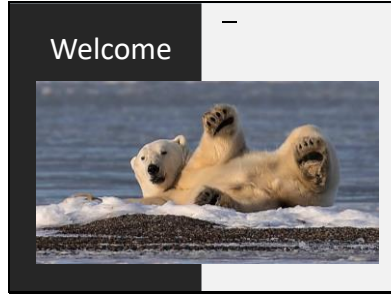
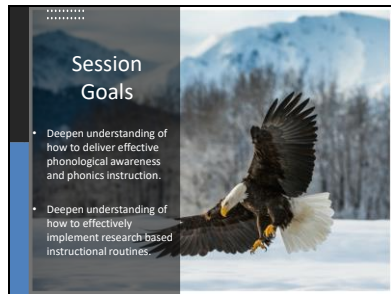


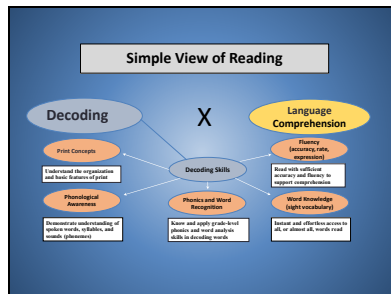
Slide 1



Slide 2



Slide 3



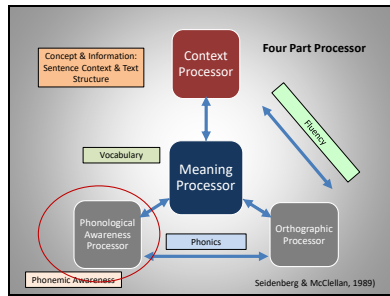
Slide 7

The Value of Practice

Studies of the repetitions needed for students to automatize new phonics elements help us to understand the importance of sounding out words, building words, and reading decodable

Type of Learner	Average # of Repetitions Needed
Most Capable	1 or 2
Average	4 to 12
Least Capable	20+

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Phonological Awareness Processor

- Enables us to perceive, remember, interpret and produces speech sounds
- Responsible for mentally categorizing and identifying phonemes in any language
- Producing speech sounds and syllable sequences in words
- Compares and distinguishes words that sound similar

Holding the sounds in a word in memory so that a word can be written down

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Phonological Awareness: Hearing and manipulating the sounds in our language

Slide 11

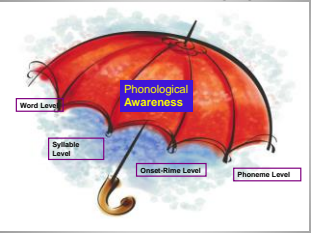
Phonological Awareness

An auditory skill



Slide 12

The Umbrella of Our Language



Phonological Awareness

Word Level

Syllable Level

Onset-Rime Level

Phoneme Level

Phonology Reading Packet: Phonological Awareness and Instruction by Louisa, Polun, Ewing, & Jordan (2012)

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STAGE	DESCRIPTION	EXAMPLE
Listening	Listen to sounds in the environment	Discriminate if sounds are same or different
Rhyming	Recognition of the ending sounds of words	Fill in missing words of a song, poem, or story; decide if 2 words rhyme
Initial Sounds	Hear similar initial sounds such as big blue boat	Identify beginning sound of familiar words; compose a group of words that begin with the same sound
Words	Realize that language is made up of words that are grouped together in sentences	Listen to and identify a particular word in a phrase; blend and segment compound words
Syllables	Break words into syllables	Blend syllables to form words and delete syllables from words
Onset and Rime	Onset: sound before the first vowel in a syllable Rime: rest of the sound in a syllable that begins with the first vowel	Work with word families (i.e., the -at family: cat, bat, hat)
Phonemic Awareness	Identify the smallest unit of sound, the phoneme	Blend and segment phonemes, identify beginning, middle, and ending sounds in words, delete and substitute phonemes

(Hieroman & Jones, 2004)

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Rhyming

- Hearing and Identifying a Rhyme
 - Example:
 - Do house and mouse rhyme?
 - Do toes/nose rhyme?
- Completing a Rhyme
 - Example:
 - What rhymes with funny? (sunny, money, honey)
- Producing a Rhyme
 - Example:
 - Child produces both words in a rhyme



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Syllables

Counting syllables in words
– Example: Chin drop and count (happy, toe, mister)

Taking syllables apart in words
– You say the whole word (sunshine)
– Children say the syllables (sun shine)

Putting syllables together in words
– You say the syllables (doc tor)
– Children say the whole word (doctor)

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Phonemes
(smallest
unit of
sound)

44 sounds in our language


Those 44 sounds are put
together to make words

Phonemes are sounds and can
be represented by many
spellings


/k/ represented by c, k,
ck

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Phoneme Blending: sat, slip, make, funny, ride




Phoneme Segmentation: flat, shoe, boat, happy, glow



Phoneme Awareness | Phoneme Blending & Phoneme Segmenting

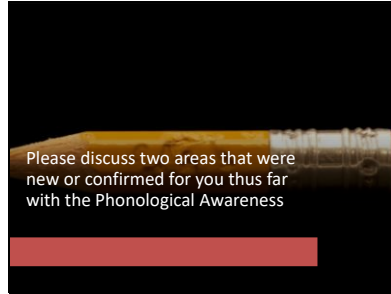
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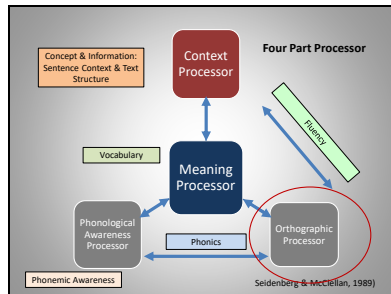
Resources

- Assessment
 - Phonological Awareness Survey
- Programs and lessons
 - Reference sheet
- Phonological Awareness Article

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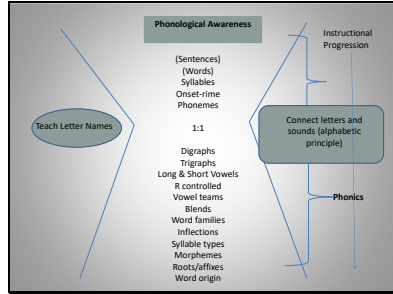


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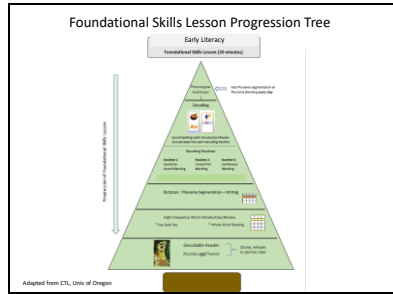
Orthographic Processor

- Receives visual input from printed words
- Perceives and recognize letters, punctuation, spaces and letter patterns in words
- Enables us to copy lines of print, recognize whole words as units and remember letter sequences for spelling
- If...the letter or letter sequences are familiar, we associate them with sounds and meaning
- Children who have ortho difficulties have trouble with spelling, read slowly because they are sounding everything out

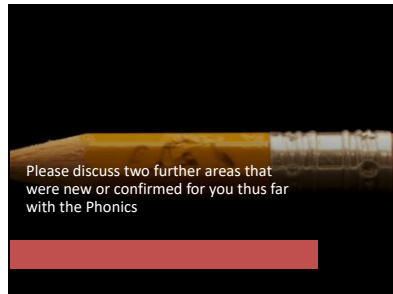
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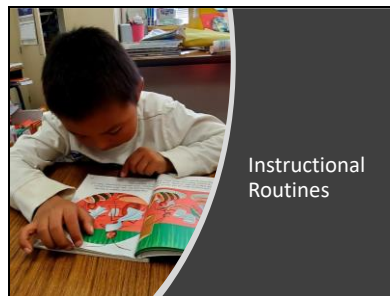
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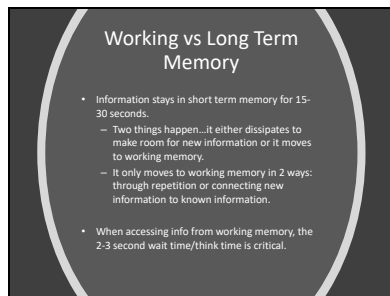
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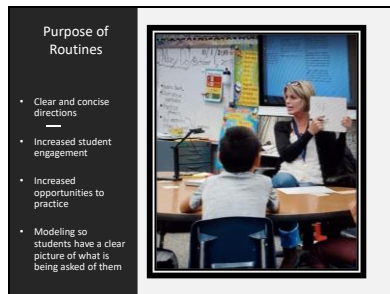
Slide 25



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Slide 27



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Common Instructional Routines

- Irregular or High Frequency Word Routine
- Phoneme Blending and Segmenting
- Sound Spelling Cards
- Blending Routines
 - Sound By Sound Blending
 - Continuous Blending
 - Vowel First Blending
 - Multisyllabic Blending
- Word Reading Routine
- Dictation

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Foundational Skills

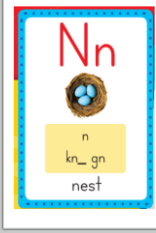
Important aspect of Instructional Routines

- Teacher Description
- Choral Response
- Attention or Focus
- Cue for what you want students to do
- Wait time
- Signal to respond Tap, whisper or slide Tally students when to respond

Slide 30

Sound Spelling Card Routine

- The picture is...
- The sound is...
- The spelling is/are...



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Letter Name/sound Review:

f	g	r	t
s	m	p	n

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Blending Routines

- Continuous Blending Routine
- Sound By Sound Blending
- Vowel First Blending

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Measuring the Dimensions of Alphabetic Principles of the Reading Development of First Graders
 (Peters, B.A., Spillinger, M., and Clark, D.J. 2008. Journal of Learning Disabilities, Volume 43, Number 2)

- Utilization is a critical developmental process in word reading development.
- Students who approach the WVF task as a more advanced unit level (whole word) may be categorized as in the full alphabetic phase and are quantitatively and qualitatively better readers in the middle and the end of first grade on an ORF measure.

Sound by Sound	Sound by Sound Then Recodes	Partial Blends	Whole Units
t o k - - -	t o k - - - _____	t o k - - -	t o k _____

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Continuous Blending Progression (kindergarten)

- a. CVC words -- all continuous sounds (e.g., sun)
- a. CVC words -- stop sound at the end of the word (e.g., mat)
- a. CVC words -- stop sound at the beginning of the word (e.g., cat)
- a. CCVC words -- stop sound in the middle of the word (e.g., stop)

Center on Teaching and Learning,
University of Oregon

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Let's Practice

Continuous Blending Routine

Kindergarten and Early First Grade



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Please discuss two areas that were new or confirmed for you thus far with the Decoding or Blending

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Measuring the Dimensions of Alphabetic Principle of the Reading Development of First Graders <small>Harris, B.R., Jasemine, M., and Church, D.J., 2008, <i>Journal of Learning Disabilities</i>, Volume 43, Number 2.</small>		Utilization is a critical developmental process in word reading development.	
Students who approach the NRP task as a more ethereal unit level (whole words) may be categorized as in the full alphabetic phase and are significantly and qualitatively better readers in the middle and the end of first grade on an ORF measure.			

Sound by Sound	Sound by Sound Then Recodes	Partial Blends	Whole Units
t o k - - -	t o k - - - _____	t o k - - -	t o k _____

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Sound By Sound Blending
First Grade Level Routine

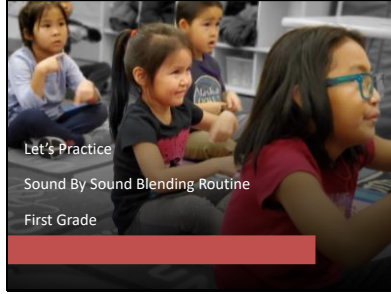
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Sound by Sound Blending

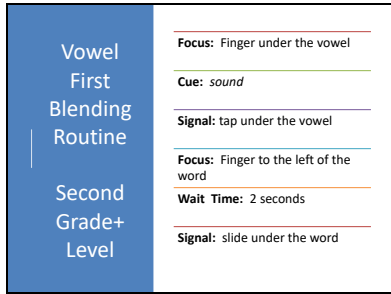
Sound by Sound Spelling

- Write first sound....Tap....sound?
- Write second sound...tap....sound?
- Blend...
- Write next sound....tap...sound?
- Blend...
- Word?

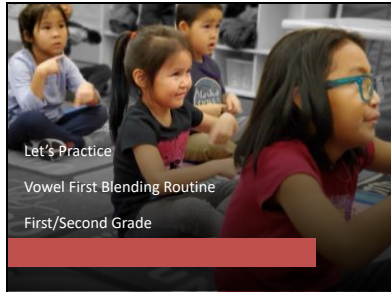
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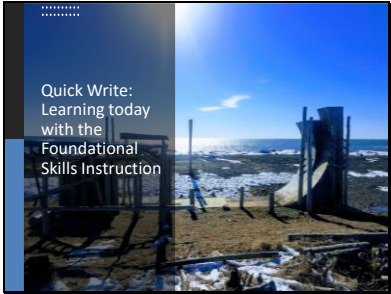
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Slide 43



Slide 44