

Phonological Awareness, Phonics, and Word Recognition

SPE 509

Big Ideas in Beginning Reading

- #1. Alphabetic Principle:** The ability to associate sounds with letters and use these sounds to read words.
- #2. Phonemic Awareness:** The ability to hear and manipulate sound in words.
- #3. Automaticity with the Code:** The effortless, automatic ability to read words in connected text.
- #4. Vocabulary Development:** The ability to understand (receptive) and use (expressive) words to acquire and convey meaning.
- #5. Comprehension:** The complex cognitive process involving the intentional interaction between reader and text to extract meaning.

- **Synthetic (explicit) phonics**--Children learn how to convert letters or letter combinations into sounds, and then how to blend the sounds together to form recognizable words. Children have learned the letters *m*, *a*, *n* and the corresponding sounds /m/ /a/ /n/. They blend them to make the word *man*.
- **Analytic (implicit) phonics**--Children learn to analyze letter-sound relationships in previously learned words. They do not pronounce sounds in isolation. Children see and say the word *man*. The teacher tells the students that the letter *m* makes the beginning sound in *man*.

Teaching Letter-Sound Correspondence

- Teach a core set of frequently used consonants and short vowel sounds
- Teach how to blend and segment the sounds
- Teach that some letters can represent more than one sound; different letters can make the same sound
- Add a kinesthetic component

Alphabetic Principle and Synthetic Approach

Use Key Pictures: Letter Sounds

Aa



apple

• Bb



bear

What's this picture. Say it. (Bear)

What's the first **sound** in /b/ - ear? (say it).

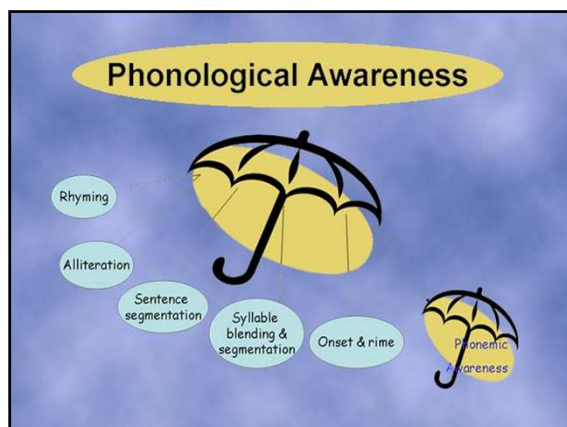
What's the first **letter**?

Alphabet books

- L is for Lion



Sounds not Letter
Names



Phonemic awareness: Development of the Phonological Insight

Phonemic awareness refers to the insight that words can be separated into a sequence of phonemes.

Rope

- ❖ **3 phonemes** /r/ - /o/ - /p/
- ❖ **changing one phoneme leads to change in meaning** e.g., *lope, lode, rode*

Sequence of Phonological/Phonemic Awareness

- **Segment sentences into words:** How many words in the sentence "I like to eat cake"?, "I like to eat chocolate cake"?
- **Segment words into syllables:**
Ja-son, Em-i-ly.
- **Identify beginning parts of words (onsets):** Which word starts the same as *boat*? *sail, wind, blue*?

Sequence of Phonological/ Phonemic Awareness

- ❑ **Blend onsets and rimes by identifying words separated orally:** Whose name am I calling to line up? "M-ike." What color am saying? "r-ed."
- **Substitute beginning sounds (phonemes):** Can you change *Pam* to another name by changing the /p/ to /s/? If you take off the first sound of the word *hog* and put in the /d/ sound, what word do you hear?

Two Important Phonemic Awareness Activities

- **Phoneme Segmentation.** Children break a spoken word into its separate phonemes. There are four sounds in *truck*: /t/ /r/ /u/ /k/. (This is the process used in spelling words phonetically: "invented spelling.")
- **Phoneme blending.** Children listen to a sequence of separately spoken phonemes and then combine the phonemes to form a word. /d/ /o/ /g/ is *dog*. (This is the process used in decoding words.)

How do we assess phonemic awareness?

Phoneme segmentation tasks

- Isolate or segment one or more of the phonemes in a spoken word
- Sound matching tasks (usually using a picture book)

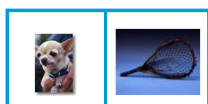
What's the first sound in man?

What's the last sound in top?

First sound: which word starts with the same sound as *pan*?



Last sound: which word ends with the same sound as *cat*?



Phoneme manipulation tasks

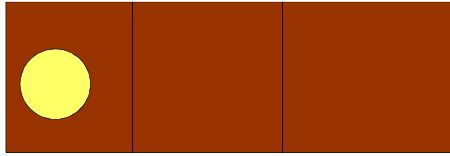
- To add, subtract, or rearranging phonemes of a word to make a different word
- Elision task:
 - ✂ Say *popcorn*. Now say *popcorn* without saying *corn*.
 - ✂ Say *tan*. Now say *tan* without saying */t/*
 - ✂ Say *mike*. Now say *mike* without saying */k/*
 - ✂ Say *sling*. Now say *sling* without saying */l/*
 - ✂ Say *fixed*. Now say *fixed* without saying */d/*

(Phoneme) Sound blending tasks

- "Listen, you will hear some words in small parts, one part at a time, I want you to listen carefully, and then put these parts together to make a whole word, ready?"
- /i/ - /t/ it
- /n/ - /æ/ - /p/ nap
- /p/ - /i/ - /t/ pit

Later, match to printed sounds to decode new words by sound blending

Use boxes for hearing sounds in words



Chips



Letters



Elkonin

Building Words

- Make "up"
- Now make "cup"
- Now make "pup"
- What sound at the beginning?
- Let's read all three words
- Emphasize fluency & transfer

u p

c u p

p u p

j u m p s

Rhyme

- Important foundational skill
 - Onset and rimes
 - Basis in play with words, rhymes and poems

Development of Word Recognition

- Visual Cuing
 - Child uses a visual cue, such as the two “eyes” in look or the “tail” in monkey.
- Partial Alphabetic Cuing
 - Child uses salient letter, usually beginning, sometimes last.

Development of Word Recognition-Cont'd

- Full Alphabetic Coding
 - Child uses all letters, including vowels, to “sound out” words
- Automaticity
 - Child recognizes words automatically, using chunks or analogies

Decoding Strategies

- Phonic Analysis
- Onset-Rime
- Structural Analysis
- Syllabication
- Automatic Word Recognition
- Syntax and Semantics

Language Structure: The Syllables

- A **syllable** is a word, or part of a word, with 1 **vowel sound** (1 “talking” vowel)
- Syllable identification is used when pronouncing a new word or when spelling. It is used along with syllable division rules to aid in pronouncing unknown words.
- Once a syllable is identified it’s vowel sound is “unlocked”.
- Syllables of different types can be chained together in words.

Syllables Cont’d

- Closed Syllable
 - A syllable is closed if it ends in one or more consonants.
 - Visual Pattern: VC or VCC
 - The vowel in a closed syllable is short.
 - Examples:

at	in	sat	pin	strand
rab•bit	fan•tas•tic	ad•mit		

Syllables Cont’d

- Open Syllable
 - A syllable is open if it ends in a single vowel.
 - Visual Pattern: V
 - The vowel is usually long.
 - Examples:

go	so	me	hi
so•lo	mu•sic	ro•bot	

Syllables Cont'd

- Silent 'e' Syllable

- A syllable is a silent 'e' syllable if it ends V-e.
- Visual Pattern: V-e
- The vowel is long.

game	stake
re•take	com•plete

Syllables Cont'd

- Vowel Team Syllable

- A vowel team syllable contains two adjacent vowels.
- Visual Pattern: vv
- The sound is usually long.
- The sound is usually the sound of the first vowel.

<u>rain</u>	<u>boat</u>	<u>toe</u>
<u>play</u>	<u>chief</u>	<u>grow</u>

Syllables Cont'd

- Diphthong Syllable

- A diphthong syllable contains two adjacent vowels.
- Visual Pattern: VV
- The vowel sound is 'different'—not long and not short

<u>Plow</u>	<u>book</u>	<u>coil</u>
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Syllables Cont'd

- R-Controlled Syllable

- An R-controlled syllable contains a Vr. The 'r' is "bossy, but polite". The 'r' controls the sound, but lets the vowel go first.

- Visual Pattern: Vr

car girl for
 or•der

Syllables Cont'd

- Consonant –le Syllable

- The consonant –le syllable is found at the end of a word.

- Visual pattern: -cle

- It is the only syllable in which the vowel does not 'talk'.

fiz•zle cra•dle stu•mble

Syllable Division Rules

- Syllable division is used as a strategy to decode an unknown word.

- Steps:

- Find and underline the 'talking' vowels.
- Count the consonants between the vowels.
- Divide the word using the rules.
- Mark the syllables.
- Pronounce each syllable.
- Blend syllables.

Syllable Division Rules

- VC/CV

- When 2 consonants fall between 2 vowels, divide between the consonants
- The first syllable will be closed & the vowel will be short

Example: rab•bit

Practice: fantastic bandit
 combine mislead

Syllable Division Rules

- V/CV

- When 2 consonant falls between 2 vowels, try dividing after the first vowel
- The first syllable will be open and the vowel will say its name
- Most words in VCV pattern will divide this way

Example: so•lo

Practice: music, robot
 remake provide reveal

Syllable Division Rules

- VC/V

- When 1 consonant falls between 2 vowels, divide after the consonant if you didn't get a word by dividing after the vowel
- The first syllable will be closed and the vowel will be short
- There are a few words that divide this way.

Example: rob•in cab•in

Syllable Division Rules

- V/V

- When 2 vowels are together and NOT in a common pattern, divide between them
- Each vowel will be in an open syllable and will say its name

Example: vi•o•lin (usual pattern is oi)
 cam•e•o (usual pattern is oe)

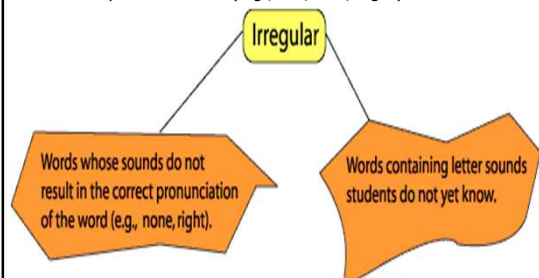
Techniques for Building Sight Words

Almost all children who experience reading problems in elementary school have difficulties acquiring accurate and fluent word reading skills

- Automaticity in Sight Vocabulary
- Automaticity in Decoding

Irregular Word Reading

Although decoding is a highly reliable strategy for a majority of words, some irregular words in the English language do not conform to word-analysis instruction (e.g., the, was, night).



Carnine, Silbert & Kame'enui, 1997
