Revisiting Phonemic Awareness
Phonics and Fluency
Content Standards

- Demonstrate how to connect phonemic awareness (sound work) and phonics (word work).

- Demonstrate how to integrate phonemic awareness, phonics and fluency strategies into classroom instruction.
Reflection Activity:
Survey of Knowledge
Assessment is only valuable when followed with additional instructional intervention so that students achieve grade level reading outcomes.

National Reading Panel, 2000
Phoneme awareness, the alphabetic principle (connections between letters and sounds), and phonics strategies help children accurately recognize words.

National Reading Panel, 2000
Building Instruction Through Assessment Data

- Weak phonemic segmentation
- Weak decoding of simple words
- Spelling errors
- Lack of fluency
Reading and the Brain: The Four Part Processor

Adams, 1990

- Orthographic Processor
- Phonological Processor
- Meaning Processor
- Context Processor

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Explicit phonemic awareness instruction helps all beginning readers, including those having reading difficulties and ELL.

National Reading Panel, 2000
Stages of Phonological Awareness Development

BEGINNING STAGE
Pre K – Mid 1st Grade
Rhyming: Recognition
Alliteration
Segmenting:
Sentences to words (count words)

INTERMEDIATE STAGE
Mid K – 1st Grade
Rhyming: Production
Segmenting & Blending:
syllables:
compound words
multisyllabic words
onset-rime
Phonemic Awareness
one syllable words
initial/final/medial sounds
blending/segmenting
counting sounds

ADVANCED STAGE
Mid 1st – 2nd Grade
Phonemic Awareness
deletion
substitution
addition
initial/final/medial

Dodson, Kuhn
Strategies to Increase Phoneme Segmentation

- Sound Tapping
- Sound Counting Activities
- Oral Word Play
Activity: Sound Tapping
Partner and trade off being student and teacher.

Create a list of 5 to 10 words from a story in your core reading materials.

Use “Say It and Move It” mat by segmenting and blending the sounds in the words.
Activity: Oral Word Play Game

- Review Initial – Final Game
- Toss Away Sound Game
Building Instruction Through Assessment Data

- Weak phonemic segmentation
- Weak decoding skills
- Spelling errors
- Lack of fluency
Reading and the Brain: The Four Part Processor

Adams, 1990

Context Processor

Meaning Processor

Phonological Processor

Orthographic Processor

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Let’s Read this Unfamiliar Text:

The beneficiaries would have taken per sterpes but for the testamentary trust.
Systematic and explicit phonics instruction is effective for children of different ages and abilities from various social and economic levels.

National Reading Panel, 2000
Phonics instruction improves word reading skills and text comprehension, especially for kindergarteners, first graders and older struggling readers.

National Reading Panel, 2000
CVC Words/Syllables

- What does CVC mean?
- What can we predict about a CVC word?
- What do we know about this pattern?

<table>
<thead>
<tr>
<th>map</th>
<th>tof</th>
<th>bun</th>
<th>his</th>
</tr>
</thead>
<tbody>
<tr>
<td>cot</td>
<td>sim</td>
<td>gat</td>
<td>den</td>
</tr>
</tbody>
</table>
Closed Syllable

If you have a vowel, followed by (at least one) consonant, the vowel sound is short and it is called a closed syllable pattern.

fan  chop  ask  blunt
Strategies to Increase Simple Word Decoding

- Ongoing review and practice of sounds and letters
- Word building activities
Word Building Activities

- Word building with the tracking mat
- Flip-over Decoding Game
- Closed syllable folder activity
Activity: Word Building

- Choose 10 single consonants / digraphs and 3 vowels that your student might need to practice.
- Each person creates a chain or words using those letters, making only one change at a time.
- Working with a partner, using the tracking mats, take turns building and reading words to each other.
## Activity: Flip-Over Sounds Game

<table>
<thead>
<tr>
<th>Single Consonants, Diagraphs and Vowels</th>
<th>Consonant Blends and Vowel Combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>p  a  d  s</td>
<td>bl  ea  t  s</td>
</tr>
<tr>
<td>m  e  t</td>
<td>st  oi  p</td>
</tr>
<tr>
<td>sh  o  p</td>
<td>pr  ir  k</td>
</tr>
<tr>
<td>j  i  m</td>
<td>tr  ou  m</td>
</tr>
<tr>
<td>ch  u  th</td>
<td>cl  ar  f</td>
</tr>
</tbody>
</table>
Activity: Flip-Over Sounds Game (cont.)

1 = Change initial position
2 = Change middle position
3 = Change final position
4 = Free choice (change any position)
5 = Delete the first sound
6 = Add plurals
1. Write closed syllables on sticky notes.
   ran / dom  mas / cot  pub / lish

2. Number 1-6 in the bottom section of the folder.

3. Place sticky notes randomly in the top section of the folder.

4. Organize sticky notes to form words, placing each word next to a number.

5. Read the words.
Building Instruction Through Assessment Data

- Weak phonemic segmentation
- Weak decoding of simple words
- Spelling errors
- Lack of fluency
Using phonemic awareness and letter knowledge leads to better spelling.

National Research Council, 1998
Strategies that Work to Improve Spelling

- Phonological instruction
  - Consonant features and sounds
  - Vowel features and sounds
- Analysis of spelling errors
Alphabetic Code: Consonant Sounds

Continuous Sounds

Stop Sounds

Colorado Reading First, 2005
Examples of Consonant Sounds

Continuous Sounds

- /f/ (fish)
- /m/ (mitten)
- /s/ (sock)
- /v/ (valentine)
- /z/ (zipper)
- /n/ (nest)
- /l/ (leaf)
- /r/ (rabbit)
- /th/ (thumb, this)
- /sh/ (ship)
Examples of Consonant Sounds

Stop Sounds

- /b/ (bat)
- /t/ (table)
- /d/ (dog)
- /k/ (kite, cat)
- /g/ (goat)
- /j/ (jug)
- /p/ (pig)
- /ch/ (chair)
### Activity: Examples of Consonant Pairs

<table>
<thead>
<tr>
<th>Unvoiced</th>
<th>Voiced</th>
</tr>
</thead>
<tbody>
<tr>
<td>/p/</td>
<td>/b/</td>
</tr>
<tr>
<td>/t/</td>
<td>/d/</td>
</tr>
<tr>
<td>/k/</td>
<td>/g/</td>
</tr>
<tr>
<td>/f/</td>
<td>/v/</td>
</tr>
<tr>
<td>/th/</td>
<td>/th/</td>
</tr>
<tr>
<td>/s/</td>
<td>/z/</td>
</tr>
<tr>
<td>/sh/</td>
<td>/ch/</td>
</tr>
</tbody>
</table>
### Examples of Vowel Sounds

<table>
<thead>
<tr>
<th></th>
<th>Short</th>
<th>Long</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td>apple</td>
<td>made</td>
</tr>
<tr>
<td>e</td>
<td>edge</td>
<td>Pete</td>
</tr>
<tr>
<td>i</td>
<td>itch</td>
<td>bike</td>
</tr>
<tr>
<td>o</td>
<td>octopus</td>
<td>hope</td>
</tr>
<tr>
<td>u</td>
<td>up</td>
<td>cute</td>
</tr>
<tr>
<td>y</td>
<td>gym</td>
<td>cry; baby</td>
</tr>
</tbody>
</table>

Colorado Reading First, 2005
Consonant Sound Combinations

Consonant Blends

/f/  /l/  /a/  /g/

Consonant Digraphs

/sh/  /i/  /p/
Vowel Sound Combinations

Vowel Digraph

/p/  /ai/  /n/

Vowel Diphthong

/t/  /oi/  /l/
## Activity: Analyzing Student Spelling Errors

<table>
<thead>
<tr>
<th>Word</th>
<th>Student Spelling</th>
<th>Type of Error</th>
</tr>
</thead>
<tbody>
<tr>
<td>dog</td>
<td>dg</td>
<td>Vowel omission</td>
</tr>
<tr>
<td>jet</td>
<td>jat</td>
<td>Vowel substitution</td>
</tr>
<tr>
<td>list</td>
<td>lit</td>
<td>Consonant omission</td>
</tr>
<tr>
<td>fat</td>
<td>vat</td>
<td>Voiced/voiceless substitution</td>
</tr>
<tr>
<td>sheep</td>
<td>cheep</td>
<td>Continuant for a stop</td>
</tr>
<tr>
<td>list</td>
<td>lits</td>
<td>Sound sequencing/PA</td>
</tr>
</tbody>
</table>
Activity: Spelling Analysis

Tid cn dive fats in his cren fan.

Vowel substitution error

Ted can drive fast in his green van.
Activity: Spelling Analysis

Tid cn dive fats in his cren fan.

Vowel omission

Ted can drive fast in his green van.
Building Instruction Through Assessment Data

- Weak phonemic segmentation
- Weak decoding of simple words
- Spelling errors
- Lack of fluency
“Fluency may be almost a necessary condition for good comprehension and enjoyable reading experiences.”

(Nathan & Stanovich, 1991)
Bridge to Comprehension

Fluency forms the bridge between word recognition and comprehension

- Phonics
- Vocabulary
- PA
- Comprehension

Colorado Reading First, 2005
Automaticity

- Good readers and spellers recognize and spell words accurately, rapidly and with little attention or effort.

- Their focus is on meaning, but they can quickly refocus their attention on decoding and spelling unfamiliar words when necessary.
Reading and the Brain: The Four Part Processor

Adams, 1990

- Orthographic Processor
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- Meaning Processor
- Context Processor

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Sequence of Fluency Instruction

- Sounds
- Letters
- Words
- Phrases
- Sentences
- Text Reading
- Comprehension
Quick and Easy Fluency Tips

- Letter Name or Letter-sound Fluency
- Word Families and Letter Patterns
- Speed Drills, High Frequency Words
Quick and Easy Fluency Tips

- Inflection
- Smoothness
- Voice
- Rhythm
Steps to Reading
Connected Text

Word Reading
pond the in frog jumps

Phrase Reading
in the pond the frog jumps

Sentence Reading
The frog jumps in the pond.

Colorado Reading First, 2005
Builds a bridge between word-by-word reading and connected reading

Phrases carry meaning which leads to increased reading comprehension

Increases prosody
Effective Fluency Building Instruction

Three critical factors:

1. Selecting appropriate instructional tasks
2. Scheduling sufficient practice (brief, multiple opportunities per day).
3. Systematically increase the rate of response (create realistic target goals)
Reading and the Brain: The Four Part Processor

Adams, 1990

- Context Processor
- Meaning Processor
- Phonological Processor
- Orthographic Processor
Group Activity: Mingle, Mingle
Group Activity: Mingle, Mingle

Share a PA activity that you might add to your class lesson for children who are weak in phoneme segmentation.

The student is having difficulty decoding simple words such as rat, back, cat, and man. Share at least 2 activities that you would consider teaching.

Share
Teaching reading is about making decisions that will change lives.
Thank you! This concludes the presentation.