

I'm not robot!

Phonological awareness is an umbrella term that includes four developmental levels: Word awareness Syllable awareness Onset-rime awareness Phonemic awareness Phonemic awareness is the understanding that spoken language words can be broken into individual phonemes—the smallest unit of spoken language. Phonemic awareness is not the same as phonics—phonemic awareness focuses on the individual sounds in spoken language. As students begin to transition to phonics, they learn the relationship between a phoneme (sound) and grapheme (the letter(s) that represent the sound) in written language. To develop phonological awareness, kindergarten and first grade students must demonstrate understanding of spoken words, syllables, and sounds (phonemes). Read Naturally programs that develop phonemic awareness Why Phonemic Awareness Is Important First of all, phonemic awareness performance is a strong predictor of long-term reading and spelling success (Put Reading First, 1998). Students with strong phonological awareness are likely to become good readers, but students with weak phonological skills will likely become poor readers (Blachman, 2000). It is estimated that the vast majority—more than 90 percent—of students with significant reading problems have a core deficit in their ability to process phonological information (Blachman, 1995). In fact, phonemic awareness performance can predict literacy performance more accurately than variables such as intelligence, vocabulary knowledge, and socioeconomic status (Gillon, 2004). The good news is that phonological awareness is one of the few factors that teachers are able to influence significantly through instruction—unlike intelligence, vocabulary, and socioeconomic status (Lane and Pullen, 2004). Many students (75%) enter kindergarten with proficient phonemic awareness skills. The 25% of students who have not mastered these skills are from all socio-economic backgrounds and need explicit instruction in phonemic awareness. When instruction is engaging and developmentally appropriate, researchers recommend that all kindergarten students receive phonemic awareness instruction (Adams, 1990). Phonological Awareness Skills The following table shows how the specific phonological awareness standards fall into the four developmental levels: word, syllable, onset-rime, and phoneme. The table shows the specific skills (standards) within each level and provides an example for each skill. Less Complex More Complex Word Awareness Syllable Awareness Onset-Rime Awareness Phoneme Awareness Less Complex Sentence Segmentation Tap one time for every word you hear in the sentence: I like cookies. Rhyme Recognition Do these two words rhyme: ham, jam? (yes) Isolation What is the first sound in fan? (/f/) What is the last sound in fan? (/n/) What is the middle sound in fan? (/a/) Rhyme Generation Tell me a word that rhymes with nut. (cut) Identification Which word has the same first sound as car: fan, corn, or map? (corn) Categorization Which word does not belong: mat, sun, cat, fat? (sun) Categorization Which word does not belong? bus, ball, house? (house) Blending Listen as I say two small words: rain ... bow. Put the two words together to make a bigger word. (rainbow) Blending Put these word parts together to make a whole word: rock+et. (rocket) Blending What word am I saying? /b/ ... /g/? (big) *Blending What word am I saying /b/ /i/ /g/? (big) Segmentation Clap the word parts in rainbow. (rain•bow) How many times did you clap? (two) Segmentation Clap the word parts in rocket. (roc•ket) Segmentation Say big in two parts. (/b/ ... /g/) *Segmentation How many sounds in big? (three) Say the sounds in big. (/b/ /i/ /g/) Deletion Say rainbow. Now say rainbow without the bow. (rain) Deletion Say pepper. Now say pepper without the /er/. (pep) Deletion Say mat. Now say mat without the /m/. (at) Deletion Say spark. Now say spark without the /s/. (park) Addition Say park. Now add /s/ to the beginning of park. (spark) More Complex Substitution The word is mug. Change /m/ to /t/. What is the new word? (rug) *Integrated instruction in phoneme segmenting and blending provides the greatest benefit to reading acquisition (Snider, 1995). Instruction should be systematic. Notice the arrow across the top. The levels become more complex as students progress from the word level to syllables, to onset and rime, and then to phonemes. Notice the arrow along the left-hand side. Students progress down each level—learning increasingly more complex skills within a level. For example, look at the Phoneme Awareness column. Students learn to isolate, identify, and categorize phonemes first. Then students are taught to blend phonemes to make a word before they are taught to segment a word into phonemes—which is typically more difficult. The most challenging phonological awareness skills are at the bottom: deleting, adding, and substituting phonemes. Blending phonemes into words and segmenting words into phonemes contribute directly to learning to read and spell well. In fact, these two phonemic awareness skills contribute more to learning to read and spell well than any of the other activities under the phonological awareness umbrella (National Reading Panel, 2000; Snider, 1995). So, as we plan phonological awareness instruction, our goal is to systematically move students as quickly as possible toward blending and segmenting at the phoneme level. Consonant Phonemes There are two types of consonant phonemes: Type Description Phonemes Continuous sounds* A sound that can be pronounced for several seconds without any distortion. /f/ • /l/ • /m/ • /n/ • /r/ • /s/ • /v/ • /w/ • /y/ • /z/ • /d/ • /e/ • /i/ • /o/ • /u/ Stop sounds A sound that can be pronounced for only an instant. Avoid adding /uh/ /b/ • /d/ • /g/ • /h/ • /j/ • /k/ • /p/ • /t/ *Blending words with continuous sounds is easier than blending words with stop sounds. The continuous sounds can be pronounced for several seconds without distortion. The stop sounds can be pronounced only for an instant. It is important to avoid adding /uh/ to a stop sound as it is pronounced—which confuses students. As new phonological awareness skills are introduced, using continuous sounds may be easier at first. Read Naturally Programs That Develop Phonemic Awareness Funemics: A Phonemic Awareness Program for Small Groups Read Naturally's Funemics is a systematic, program for pre-readers or struggling beginning readers that teaches all of the phonological awareness standards. Each lesson builds on skills taught in previous lessons, adding just a few elements at a time. With minimal preparation, teachers or aides present scripted instruction to small groups of students, using an interactive display (with brightly illustrated pages and interactive widgets) viewed on a tablet or whiteboard. Funemics is entirely pre-grapheme. Learn more about how Funemics teaches phonological awareness skills: Learn more about Funemics Funemics sampler Research basis for Funemics Other Programs That Support Phonemic Awareness The following programs do not focus on phonemic awareness but include phonemic awareness activities as part of a broader scope of instruction: Read Naturally® GATE Teacher-led instruction for small groups of early readers. Focuses on phonics and fluency instruction with additional support for phonemic awareness and vocabulary. Learn more about Read Naturally GATE Signs for Sounds™ Teacher-led, small-group instruction for teaching regular phonetic spelling patterns and high-frequency words through spelling. 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