

Phonemic Awareness

Research

- Phonemic awareness is necessary but not sufficient for reading acquisition
- Phonemic awareness deficits and delays can be reliably identified in young children
- Phonemic awareness is teachable and promoted by attention to instructional variables

From SB Smith, SC Snowling, & C. Hulme. (1996). Phonemic awareness: Its nature and development. In C. Hulme & R. Mackenzie (Eds.), *Handbook of orthography and literacy* (pp. 51-76). London: Lawrence Erlbaum Associates.

1st sound then all sounds

Why is PHONEMIC AWARENESS Important?

- It requires students to notice how letters represent sounds. It primes them for print.
- It gives students a way to approach sounding out new words.
- It helps students understand the alphabetic principle (that the letters in words are systematically represented by sounds).

Why is Phonemic Awareness Important?

- phonemic awareness is important primarily because of its impact on the development of decoding skills
- Decoding skills are important primarily because of their impact on the development of fluent word recognition
- Fluent word recognition skills are important primarily because they facilitate reading comprehension

2001 presentation at PATTAN

Ear obics.com
Paw print 3
Alpha bet bears
Kangaroo

Kidspiration

Components of a Research Based Approach

- Phonemic Awareness
- Alphabetic Principle-Phonics Instruction
- Fluency Instruction
- Vocabulary Instruction
- Text Comprehension Instruction

Put Reading First, The Research Building Blocks for Teaching Children to Read (Partnership for Reading, 2002)

Big Idea # 1

Phonemic Awareness
Beginning Readers Must Develop an Awareness of the Phonemic Properties of Language.

One of the most compelling and well-established findings in the research on beginning reading is the important relation between phonemic awareness and reading acquisition.

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Phonemic Awareness Research

Synthesis of research on phonemic awareness identifies five major findings:

- Phonemic awareness explains significant differences between good and poor readers
- Phonemic awareness has a reciprocal relationship to reading acquisition

Phonological Awareness

Scope & Sequence

HARDER



Phonemic Manipulation

Phonemic Segmentation, Blending

Syllable Manipulation

Syllable Segmentation Blending

Exposure to Rhyming

Sentence Segmentation

Basic Listening Skills

EASIER

Phonemic Awareness

The best early predictor of reading difficulty in kindergarten or first grade is the inability to segment words and syllables into constituent sound units (phonemic awareness).

Lyon, G.R. (1995). Toward a definition of Dyslexia. *Annals of Dyslexia*, 45, 1-27.
© 1995 by Edward F. Hahnloser and Donald C. Johnson.

Definitions

- Phonemic Awareness



Phonological Processing

Phonological Awareness

Word Retrieval

Short-Term Memory

General Segmentation
Sentences
Words
Syllables

Rapid Naming

Working Memory

Phonemic Segmentation
Individual sounds within words or syllables

44 sounds they need to know

Phonological Awareness

Level 1

Awareness of
Gross Differences

Awareness
of Rhyme

Segmentation of
Words into Syllables

Level 2

Awareness of Initial
Consonant Segments

Alliteration
(Awareness that two words
begin with the same sound)

Awareness/
Segmentation
of Onset and Rime

Level 3

Phonemic
Segmentation

Phonemic Synthesis
(Blending) of
Phonemes and
Syllables

Phonemic Manipulation
(Additions, deletions,
substitutions, and reversals)