

**Science of Reading**  
**Phonology**

Learning to read is rooted in the processing of sound.

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**What might be the root cause?**

Can you make a word out of in-ter-change-a-able?


Student says: "interested".

Read the word: map.

Student says: "/m/ /a/ /p/, party".

Write about what you hope for during the coming summer.

What I weale want is to see my relativsv duwing summa bwak



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**Agenda**


1. Research
2. Speech Sounds
3. Phonological and Phonemic Awareness
  - What
  - How
4. Application of Strategies - Deep Dive
5. Assessment of Progress



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**Research**

- What is SoR?
- Areas of the Brain
  - Broca's Area
  - Wernicke's Area
- Working Memory
- Word Awareness
- Prevention vs. Intervention
- Orton Gillingham Approach




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**Science of Reading (SoR)**

- Early **phonological awareness skills** enable the development of letter-sound knowledge and should be targeted for direct instruction through first grade. **Advanced phonological awareness skills should continue to be assessed and practiced** through third grade to ensure that a solid orthographic lexicon is established.

"We teach reading in different ways; they [students] learn to read proficiently in only one way."

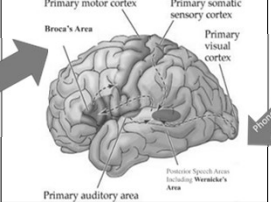
-David Kilpatrick



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**Broca's and Wernicke's Areas**

**Language & The Brain**



"We read with our eyes, but the starting point for reading is speech."  
- Mark Seidenberg

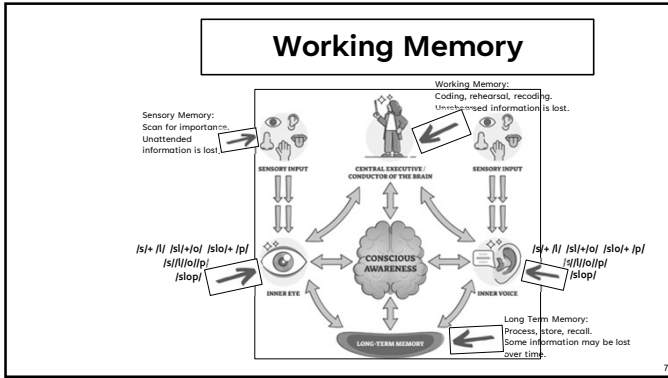
speech

phonological awareness and reading

"...the sound patterns of human language reflect shared linguistic constraints that are hardwired in the human brain already at birth."

Iris Bower, Hong Pan, Xu Zhang, Jane Espadas, Marissa L. Bennett, Vikash Deshpande, Ravi Teja Sureshramo, Emily Stern. *Language Universals Engage Broca's Area.* *PLoS ONE*. 2014;9(4):e95335. DOI: 10.1371/journal.pone.0095335

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### Quick Check on Brain Science

- Speech production occurs in \_\_\_\_\_ Area of the brain.
- Phonological Awareness, decoding, and discrimination of sounds occur in \_\_\_\_\_ Area of the brain.
- Many students who struggle with learning to read have a deficit in \_\_\_\_\_, which occurs in \_\_\_\_\_ Area of the brain.
- Deficits in the executive function of \_\_\_\_\_ require additional amounts of repetition to move information to long term memory.

Word Bank: (can be used more than once)

**Wernicke's Working Memory Processing of Sound Broca's**

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### Word Awareness

THE K I T T Y ' S P L A Y I N G W I T H A B A L L O F W O O L

"Young children have difficulty understanding where one spoken word ends, and another begins. Kids don't hear individual words as well as adults do."

– Willingham, D.T. (2017) *The Reading Mind: A Cognitive Approach to Understanding How the Mind Reads*

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"If you provide kindergarteners with:

- Direct and explicit phonological awareness training,
- Ample letter-sound instruction, **and**
- If you teach the connections between those two,

You will substantially reduce the number of students struggling in reading at the end of first, second, and even later grades."

NRP (NICHD, 2000) as summarized in David Kilpatrick's *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties* pg. 12.

"The highly successful intervention results involved eliminating the phonological awareness difficulties in those weak readers. Other intervention studies that did not eliminate phonological awareness deficits had less impressive outcomes."

(Kilpatrick, *Essentials of Assessing, Preventing, and Overcoming Reading Difficulties*, 2015, pg. 66)

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### Prevention vs Intervention

National Reading Panel Results on PA instruction:

"The 52 studies examined by the panel considered the impact of phonemic awareness instruction on three types of learners:

- Young children who were at risk of failure,
- Young children who were progressing normally,
- Children who were older and learning disabled.

Instruction led to higher phonemic awareness for all three groups, but the younger children benefited most."

Shanahan, T (2005). *The National Reading Panel Report: Practical Advice for Teachers*, 8. Naperville, IL: Learning Point Associates.

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### Orton-Gillingham Approach

- **Systematic, Sequential, Cumulative**
  - Repetition to enhance working memory
  - Common procedures – allow focus on content rather than directions
  - Simple to complex scope and sequence
  - Review of previous concepts
- **Direct and Explicit**
  - I DO, We DO, You DO

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## Orton-Gillingham Approach

- Simultaneous and Multisensory**
  - Simultaneous use of visual, auditory, kinesthetic/tactile pathways in brain
- Diagnostic and Prescriptive**
  - Use of data
  - Tailored to student needs

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## WHAT STICKS IN YOUR BRAIN ABOUT THE RESEARCH?

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## Phonology

**What it is:**

The study of sounds and their relationship to language.

**What it isn't:**

- Names of Letters
- Orthography
- Phonics

"Human brains are naturally wired to speak; they are not naturally wired to read and write."  
— Moats, Tolman

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## Speech Sounds

- Development and Production
- Sounds and Key Words
- Discrimination of Sounds
- Types of Sounds
- Consonant Phoneme Chart
- Application of Sound Introduction
- Sound Walls

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## Sounds

Think about the first words parents try to teach to babies; how do they teach them?

We can learn sounds without knowing letters or letter names.

Our brains are wired for speech.

Learning to read and write starts with sound!

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## Development of Sound Production

Speech Sound	Age in Years						
	Initial Sound placement	2 years	3 years	4 years	5 years	6 years	7 years
/b/, /t/, /m/, /p/		█	█				
/h/, /g/, /k/, /j/, /w/, /kw/			█	█			
/ch/, /f/, /l/, /s/, /sh/, /y/, /bl/				█	█		
/r/, /v/, /or/, /dr/, /u/, /gl/, /gr/, /ph/, /st/, /tr/					█	█	
/z/, /s/, /th/							█

Speech sounds taken from ORIGINAL FRISCO Year of Articulation

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Speech Sound	Age in Years						
Medial Sound placement	2 years	3 years	4 years	5 years	6 years	7 years	
/b/, /m/, /n/							
/h/, /g/, /w/, /ng/, /p/, /t/							
/d/							
/ch/, /j/, /l/, /s/, /sh/, /z/							
/r/, /v/							
/tʃ/							

Speech Sound	Age in Years						
Final Sound placement	2 years	3 years	4 years	5 years	6 years	7 years	
/m/, /p/							
/b/, /d/, /g/, /h/, /n/, /t/							
/j/							
/ch/, /j/, /l/, /s/, /sh/, /z/, /r/, /v/, /ng/							
/tʃ/							

Speech forms taken from Goodhart Private First of Association

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**ALPHABET SOUND CHART**

Aa	Bb
Cc	Dd
Ee	Ff
Gg	Hh
Ii	Jj
Kk	Ll
Mm	Nn
Oo	Pp
Qq	Rr
Ss	Tt
Uu	Vv
Ww	Xx
Yy	Zz

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**SOUNDS  
AND  
KEY WORDS**

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### Discrimination of Sounds

Types of Sounds	Sound production--	Definition
Stops/Plosive	Voiced Unvoiced	Stop: Consonant produced with complete closure of vocal tract, puff of air. Plosive: Consonant that is produced by stopping the airflow using the lips, teeth, or palate, followed by a sudden release of air.
Nasals		Sound produced by voice resonating in/passing through the nose. Ex: "Try pinching your nose and saying the sound /m/"
Fricatives	Voiced Unvoiced	Consonant sound made by friction of breath in narrow opening, through lips, air, tongue or teeth. Can often be described as a hissing sound.
Affricatives	Voiced Unvoiced	Combination of a plosive and a fricative sharing the same place of articulation. Begins as a stop but releases as a fricative.
Glides	Voiced Unvoiced	Sound glides into another phoneme, making it hard not to add the schwa onto the end.
Liquids		A consonant produced by allowing the airstream to flow over the sides of the tongue, and able to be prolonged like a vowel.
**	Voiced Unvoiced	Sounds made with voice box activated. All vowels are voiced. Sounds made with puffs of air or voice box not activated.

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### English Consonant Phoneme Chart

	Lips Together	Teeth on Lip	Tongue between Teeth	Tongue on Ridge behind Teeth	Tongue Pulled Back on Roof of Mouth	Back of Throat	Glottis
Stops	/b/			/d/		/g/	
Voiced	/p/			/t/		/k/	
Unvoiced							
Nasals	/m/			/n/		/ŋ/	
Fricatives		/v/	/θ/	/z/	/ʒ/		/h/
Voiced		/f/	/ð/	/s/	/ʃ/		
Unvoiced							
Affricatives					/tʃ/		
Voiced							
Unvoiced							
Glides	/w/				/y/		
Voiced	/r/						
Unvoiced							
Liquids				/l/	/r/		

Louisa Moats, LETRS

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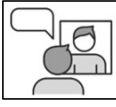
### Knowledge to Application



- We are going to play with some words that begin with /m/.
- Model correct production of sounds and how formed. I do, we do, you do.
- I'm thinking of a word that starts with /m/. /m/ is a nasal sound formed with our lips together. That means the sound comes out our noses. If we plug our noses, we won't be able to say the /m/ sound. /m/ is a nasal sound. What type? (nasal) It is formed with our lips together, with our (lips together) Watch my mouth, /m/. Now get ready to do it with me – lips together, sound out our nose say /m/, /m/, /m/. Now watch yourself in your mini mirror while you say /m/ three times. Were your lips together? Did the sound come out of your nose? We call that a nasal sound – what kind of sound? (nasal)
- Tell me some words that start with /m/ like mouse. Accept answers. After each response say the word reinforcing the beginning sound. money - /m/ /m/ money

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### Practice



- We are going to play with some words that begin with /l/.
- Model correct production of sounds and how formed. I do, we do, you do.
- I'm thinking of a word that starts with /l/. /l/ is a liquid sound formed with our tongue on the roof of our mouth behind our teeth. Liquid means the air comes over the sides of our tongues. /l/ is a liquid sound, what type? (liquid) It is formed with our tongue on the roof of our mouth behind our teeth? How is it formed? (tongue on roof of mouth behind teeth) Watch my mouth, /l/ now get ready to do it with me – tongue on roof behind teeth, say /l/, /l/, /l/. Now watch yourself in your mini mirror while you say /l/ three times. Was your tongue on the roof of your mouth behind your teeth? /l/ is a liquid sound because the air comes over the side of our tongues. We call that a liquid sound – what type? (liquid)
- Tell me some words that start with /l/ like lamp. Accept answers. After each response say the word reinforcing the beginning sound. lip- /l/ /l/ lip

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## Sound Walls

Megan Milton: <https://lessons4littleones.com/2022/09/14/how-to-set-up-a-sound-wall-in-kindergarten-early-elementary/>

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## Key Takeaways

Write 3 key take-aways from the information you learned about phonology.

**For example:**  
2 things I learned were \_\_\_\_.  
I can apply \_\_\_\_\_ to my teaching.

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## Phonological and Phonemic Awareness

- What is it?
- How do we teach it?
  - Direct and Explicit
  - Simultaneous and Multisensory
  - Mastery

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## Phonological and Phonemic Awareness

Word Level

*Phonological awareness is the ability to consciously analyze, identify, and manipulate (blend, segment, delete, add, substitute) sound **chunks** (syllables, onsets, rime, phonemes) of a spoken language.*

Sound Level

*Phonemic awareness is the ability to consciously analyze, identify, and manipulate (blend, segment, delete, add, substitute) the **individual** units of speech within a word.*

Studies have identified **phonemic awareness and letter knowledge** as the two best early predictors of how well children will learn to read during the first two years of instruction.

National Reading Panel, Reports of the Subgroups, 2000

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<b>Progression of Skills</b>	Phonological Awareness	Word Awareness	Repeat a sentence, Clap words in a sentence, Track words, Use objects to represent how many words in a sentence	
		Alliteration and Rhyming Word Play	Listening to stories with alliteration, Repeating beginning sounds, Listening to rhymes through stories and nursery rhymes, Recognizing the rhyme.	
		Syllable Awareness	Compound Words Syllables	Blend, Segment, Delete
	Phonemic Awareness	Onset and Rime	Onset – sounds before vowel Rime – sounds after vowel Word Parts Producing Rhyming Words – requires understanding that the rime is the same at the end for words to rhyme.	Identify, Blend, Segment, Delete, Substitute
	Phoneme Awareness in isolation and in words	Initial, Ending, Medial Sounds Blend Sounds into Words Segment Phonemes Manipulate Phonemes – Delete, Add, Substitute	Identify, Match, Segment, and Produce Initial, Final, Medial Sounds	

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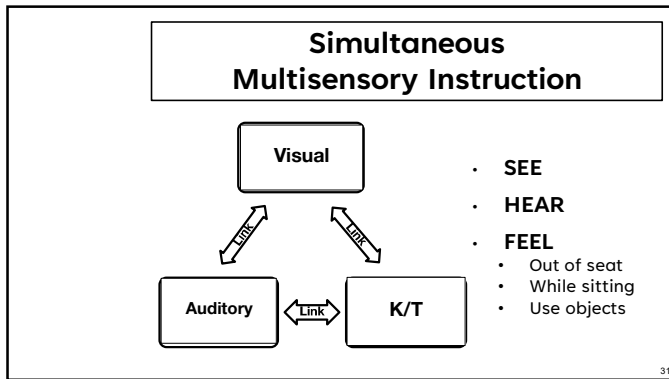
## Direct and Explicit Instruction

### Gradual Release of Skill

- **I DO**
  - Teacher models
- **We DO**
  - Students do WITH the teacher
  - REPEAT I DO – WE DO multiple times
- **You DO**
  - Teacher conducts mini assessment
  - Alter degree of skill to differentiate

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### What is mastery? How do we get there?

**I do**  
**We do**  
**You do**

Accurate with ease

“An automatic score can only occur within the first two seconds of the first try.”

Kilpatrick – Equipped for Reading Success Chapter 11

Direct & Explicit	Repetition Repetition Repetition
I Do, We Do You Do	<u>Mastery</u> NOT Coverage

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### Key Takeaways

Write 3 key take-aways from the information you learned about phonological vs. phonemic awareness and how we teach.

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### Deep Dive: Model and Practice

Phonological	Phonemic
Word Awareness	Identify and Isolate Beginning/Ending/Middle Sounds
Alliteration	Blend Individual Sounds (Leads to Reading)
Compound Words Blend/Segment/Delete	Segment Individual Sounds (Leads to Spelling)
Syllables Blend/Segment/Delete	Delete
Onset/Rime	Substitute
Combine Word Parts	Manipulate

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### Demo: Word Awareness Segment Words in Sentences

Phonological

**The dog can run fast.**

Unifix Cubes – One for each word.

Pop its – One pop for each word.

High Fives – One high five for each word.

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### Practice: Word Awareness Segment Words in Sentences

Phonological

**Segment – Sentences**

- Teacher says each sentence.
- The student repeats each sentence.
- The student repeats each sentence again, while clapping, tapping, or showing object for each word in a sentence.

I smiled.

The bird ate.

The cake was good.

The sun was so bright


The toad is green.

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**Phonological**

### Demo: Alliteration

Alliteration means repeating the same beginning sound of two or more words in a spoken or written sentence.



**Busy buzzing, the bee behaved beautifully.**

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**Phonological**

### Practice: Alliteration

- Listen for /p/ sound.
- When reading say the sound twice the first time at the beginning of each word. /p/ /p/ Pinky /p/ /p/ pig /p/ /p/ pickle etc.
- Read again without the repetition and ask students to put arms in air when you hear /p/.
- Only show the picture. Reinforce: Stop sound, unvoiced, lips together. See the picture, hear the repetition of /p/, feel by pounding the fist into palm of hand.
- Then ask students to find words with /p/ in the picture.
- Make sure to emphasize and stretch the /p/ /p/ /p/ at the beginning of the words to help children listen to that sound.

**Pinky pig had a pickle and a pizza at the picnic.**



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**Phonological**

### Blending, Segmenting, & Deleting

Simple → Complex

Compound words	Syllables	Onset/ Rime	Word Parts
----------------	-----------	-------------	------------

Blend    Segment    Delete


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**Phonological**

### Demo: Blend and Segment Compound Words

**Blend**  
Say: light.  
Say: house.  
Put it together.  
(lighthouse)



**Segment:**  
Say: driveway.  
Can you tell me the parts in: driveway?  
(drive/way)



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**Phonological**

### Practice: Blend and Segment Compound Words

**Blend**  
Say: light.  
Say: house.  
Put it together.  
(lighthouse)

Say	Say	Result
milk	shake	milkshake
class	room	classroom
corn	cob	corn-cob
mail	man	mailman

**Segment:**  
Say: driveway.  
Can you tell me the parts in: driveway?  
(drive/way)

Say	Result
milkshake	milk - shake
classroom	class - room
corn-cob	corn - cob
mailman	mail - man

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**Phonological**

### Demo: Blend and Segment Syllables



**Blend**  
Can you make a word out of:

Say	Result
tur - tle	turtle
pen-ta-gon	day
in-vi-ta-tion	blow



**Segment**  
Can you tell me (clap, tap) the syllables in:

Say	Result
perfect	per-fect
pepper	pep-per
window	win-dow

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**Phonological**


### Practice: Blend and Segment Syllables

**Blend**  
Can you make a word out of:

Say	Result
ba-by	baby
trac-tor	tractor
fol-low-ing	following
in-ter-est	interest

**Segment**  
Can you tell me (clap, tap) the syllables in:

Say	Result
yellow	yel-low
player	play-er
serious	ser-i-ous
delightful	de-light-ful



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**Phonological**

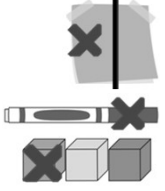
### Demo: Deleting Parts of Compound Words/Syllables

**Delete Compound Word Parts**

Say	Delete	Result
eyeball	eye	ball
snowball	ball	snow

**Delete a Syllable**

Say	Delete	Result
teacher	teach	er
window	dow	win



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**Phonological**


### Practice: Deleting Parts of Compound Words/Syllables

**Delete Compound Word Parts**

Say	Delete	Result
raindrop	rain	drop
birthday	day	birth
sunshine	sun	shine
heartbeat	heart	beat

**Delete a Syllable**

Say	Delete	Result
Heater	eye	ball
picnic	nic	pic
cucumber	cu	cumber
popsicle	pop	sicle



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**Phonological**


### Demo: Blending and Deleting Onset/Rime and Word Chunks

**Blend Onset/Rime and Word Chunks**

Say	Say	Result
/f/	/air/	fair
/st/	/ick/	stick
/fr/	/ost/	frost

**Delete Onset/Rime and Word Chunks**

Say	Delete	Result
dare	/d/	/are/
brick	/ick/	/br/
floss	/fl/	/oss/



\*This is a listening activity - no words or letters should be written.

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**Phonological**


### Practice: Blending and Deleting Onset/Rime and Word Chunks

**Blend Onset/Rime and Word Chunks**

Say	Say	Result
/f/	/air/	fair
/h/	/air/	hair
/sl/	/ick/	slick
/gr/	/ump/	grump
/sl/	/ept/	slept

**Delete Onset/Rime and Word Chunks**

Say	Delete	Result
care	/c/	/are/
flock	/ock/	/fl/
gruff	/gr/	/uff/
snail	/ail/	/sn/



\*This is a listening activity - no words or letters should be written.

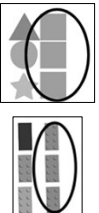
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**Phonological**

### Demo: Rhyming and Onset/Rime

**Rhyming:**  
Ex: Say **day, hey, sleigh.**  
Do they rhyme? How do we know?

Say	First Sound (onset)	Ending (rime)
day	/ d /	/ a /
hey	/ h /	/ a /
sleigh	/ sl /	/ a /



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**Phonological**



### Practice: Rhyming and Onset/Rime

**Rhyming:**  
Ex: Say **future, ruler.**  
*Do they rhyme? How do we know?*

Say	First Sound (onset)	Ending (rime)
future	/f/	/er/
ruler	/r/	/er/

**Rhyming:**  
Ex: Say **planet, granite.**  
*Do they rhyme? How do we know?*

Say	First Sound (onset)	Ending (rime)
planet	/pl/	/et/
inhabit	/i/	/et/

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**Phonemic**

### Demo: Isolate Beginning, Ending, Middle Sounds

**Isolate Beginning Sounds**  
What is the beginning sound in bin? (/b/)



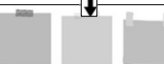
vet	tent	pin	witch
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**Isolate Ending Sounds**  
What is the ending sound in bin? (/n/)

vet	tent	pin	witch
-----	------	-----	-------

**Isolate Middle or Vowel Sounds**  
What is the middle or vowel sound in bin? (/i/)

vet	tent	pin	witch
-----	------	-----	-------

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**Phonemic**

### Practice: Isolate Beginning, Ending, Middle Sounds

**Isolate Beginning Sounds**  
What is the beginning sound in bin? (/b/)


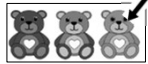
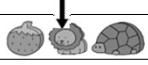
top	dump	fund	latch
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**Isolate Ending Sounds**  
What is the ending sound in bin? (/n/)

top	dump	fund	latch
-----	------	------	-------

**Isolate Middle or Vowel Sounds**  
What is the middle or vowel sound in bin? (/i/)

top	dump	fund	latch
-----	------	------	-------

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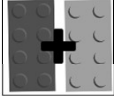
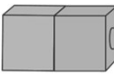

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**Phonemic**

### Demo: Blending Sounds

**Blending Sounds**  
We are going to blend (put together) some sounds.  
Say /t/. Say long /o/. Blend: toe  
Say /s/ /l/ /o/. Blend: slow

Say	Result
/s/ /o/	so
/d/ /a/	day
/b/ /l/ /o/	blow
/m/ /a/ /t/	mat

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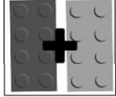
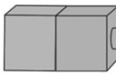

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**Phonemic**

### Practice: Blending Sounds

**Blending Sounds**  
We are going to blend (put together) some sounds.  
Say /n/. Say long /o/. Blend: no  
Say /s/ /n/ /o/. Blend: snow  
Say /v/ /a/ /t/. Blend: vat  
Say /n/ /e/ /s/ /t/. Blend: nest

Say	Result
/n/ /o/	no
/s/ /n/ /o/	snow
/v/ /a/ /t/	vat
/n/ /e/ /s/ /t/	nest

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

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**Phonemic**

### Demo: Segmenting a Sound

**Segmenting Sounds**  
We are going to segment (take apart) some sounds.  
Segment the sounds in go. /g/ /o/  
Segment the sounds in mat. /m/ /a/ /t/

Say	Result
bit	/b/ /i/ /t/
flat	/f/ /l/ /a/ /t/
bath	/b/ /a/ /th/
sheep	/sh/ /e/ /p/

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Phonemic

**Practice: Segmenting a Sound**

**Segmenting Sounds**  
We are going to segment (take apart) some sounds.  
Segment the sounds in go. /g/ /o/  
Segment the sounds in mat. /m/ /a/ /t/

Say	Result
fit	/f/ /i/ /t/
lamp	/l/ /a/ /m/ /p/
them	/th/ /e/ /m/
sleep	/s/ /l/ /e/ /p/

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Phonemic

**Demo: Deleting Sounds**

**Deleting Sounds (beginning/end)**  
We are going to delete (take away) some sounds.  
Say cat. Say it again; delete the /c/.  
Say meat. Say it again; delete the /t/.

Say	Delete	Result
riff	/ r /	if
tag	/ t /	ag
tone	/n/	toe
seep	/p/	see

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Phonemic

**Practice: Deleting Sound**

**Deleting Sounds (beginning/end)**  
We are going to delete (take away) some sounds.  
Say cat. Say it again; delete the /c/.  
Say meat. Say it again; delete the /t/.

Say	Delete	Result
bump	/ b /	ump
cart	/ t /	car
mask	/m/	ask
grasp	/g/	rasp

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Phonemic

**Demo: Deleting Sounds**

**Deletion- Second Sounds in Beginning Blends**  
Directions: Say claim.  
Delete the /l/. (came)

Say	Delete	Result
part	/ r /	pat
belt	/ l /	bet

**Deletion – First Sounds in Final Blends**  
Directions: Say mend.  
Delete the /n/. (med)

Say	Delete	Result
part	/ r /	pat
belt	/ l /	bet

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Phonemic

**Practice: Deleting Sounds**

**Deletion- Second Sounds in Beginning Blends**  
Directions: Say claim.  
Delete the /l/. (came)

Say	Delete	Result
slit	/ l /	sit
swell	/w/	sell
clap	/ l /	cap
snip	/n/	sip

**Deletion – First Sounds in Final Blends**  
Directions: Say mend.  
Delete the /n/. (med)

Say	Delete	Result
cast	/ s /	cat
bend	/n/	bed
munch	/ ch /	much
clamp	/m/	clap

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Phonemic

**Demo: Sound Substitution Beginning Sounds**

**Substitution: Onset Sounds**  
Directions: Say cat.  
Instead of /k/, say /p/. (pat)

Say	Change	Result
lid	/ l / to / b /	bid
met	/ m / to / b /	bet

**Substitution: Second Sounds in Beginning Blends**  
Directions: Say bleed.  
Instead of /l/, say /r/. (bred)

Say	Change	Result
blush	/ l / to / r /	brush
glass	/ l / to / r /	grass

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**Phonemic**

### Practice: Sound Substitution Beginning

**Substitution: Onset Sounds**  
Directions: Say cat.  
Instead of /k/, say /p/. (pat)

Say	Change	Result
not	/n/ to /r/	rot
bud	/b/ to /m/	mud
hit	/h/ to /s/	sit
bed	/b/ to /h/	head

**Substitution: Second Sounds in Beginning Blends**  
Directions: Say bleed.  
Instead of /l/, say /f/. (bred)

Say	Change	Result
fresh	/r/ to /l/	flesh
stop	/t/ to /l/	slop
slap	/l/ to /n/	snap
snub	/n/ to /t/	stub

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**Phonemic**

### Sound Substitution: Final

**Substitution: Final Consonant Sounds**  
Directions: Say top.  
Instead of /p/, say /s/. (toss)

Say	Change	Result
lid	/l/ to /b/	bid

**Practice:**

Say	Change	Result
sit	/t/ to /p/	sip
nap	/p/ to /k/	knack
bill	/l/ to /t/	bit
run	/n/ to /b/	rub

**Substitution: First Sound of Final Blends**  
Directions: Say weft.  
Instead of /f/, say /n/. (went)

Say	Change	Result
tent	/n/ to /s/	test

**Practice:**

Say	Change	Result
slant	/n/ to /c/	slacked
bunt	/n/ to /s/	bust
cent	/n/ to /p/	cept
best	/s/ to /n/	bent

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**Phonemic**

### Sound Substitution: Vowel Sounds

Directions: Say lead.  
Instead of /ea/, say /oa/. (load)

Say	Change	Result
pain	/ai/ to /i/	pine

**Practice:**

Say	Change	Result
mile	/i/ to /a/	male
ride	/i/ to /o/	rode
town	/ow/ to /e/	ten
real	/ea/ to /ai/	rail

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**Phonemic**

### Manipulation: Reverse Phonemes

Directions: Say pan. Now say pan in reverse (nap)

Say	Reverse	Result
pit	"Say ___ in reverse."	tip
gum	"Say ___ in reverse."	mug

**Practice:**  
Directions: Say teach. Now say teach in reverse (cheat)


Say	Reverse	Result
sigh	"Say ___ in reverse."	ice
cuts	"Say ___ in reverse."	stuck
pitch	"Say ___ in reverse."	chip
speak	"Say ___ in reverse."	keeps

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### Assessment of Progress

- Formal
- Informal
- Action Plans




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### Formal Assessments

- Book: *Equipped for Reading Success* - David Kilpatrick
  - PAST - Phonological Awareness Screening Test <https://www.thepasttest.com/>
  - PASS - Phonological Awareness Skills Screener
- Universal screeners
  - DIBELS Next/Acadience <https://dibels.uoregon.edu/>
  - EasyCBM <https://www.easycbm.com/>
  - AIMSweb



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Informal Assessment			
Example	Phonological or Phonemic	What skill is being assessed?	What could be the missing prerequisite skill?
Tell me a word that rhymes with snow?			
Can you make a word out of /s/ /l/ /a/ /m/			
Say bath. Say tub. Put them together. What's the word?			
Say fish. What's the first sound? What's last?			
Say blast. Say it again, don't say /b/.			
Tell me the sounds in slip.			
Clap the syllables in alligator.			
Say trap. Say it again, change the /a/ to /i/			


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Example	Phonological or Phonemic	What skill is being assessed?	What could be the missing prerequisite skill?
Tell me a word that rhymes with snow?			
Can you make a word out of /s/ /l/ /a/ /m/.			
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Say fish. What's the first sound? What's left?			
Say blast. Say it again, don't say /b/.			
Tell me the sounds in slip.			
Clap the syllables in alligator.			
Say trap. Say it again, change the /a/ to /i/			

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### Find Go! → Create Your Action Plan

- Use your formal or informal assessment data.
- Formal data will usually tell you where to start!
- Informal data will guide you to what skills you need to start with in the progression of skills.



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### Find Go! → Create Your Action Plan

Phonological Awareness	Word Awareness	Repeat a sentence, Clap words in a sentence, Track words, Use objects to represent how many words in a sentence	
	Alliteration and Rhyming Word Play	Listening to stories with alliteration, Repeating beginning sounds, Listening to rhymes through stories and nursery rhymes, Recognizing the rhyme.	
	Syllable Awareness Onset and Rime	Compound Words Syllables Onset – sounds before vowel Rime – sounds after vowel Word parts Producing Rhyming Words – requires understanding that the rime is the same at the end for words to rhyme.	Blend, Segment, Delete Identify, Blend, Segment, Delete, Substitute
Phonemic Awareness	Phoneme Awareness in isolation and in words	Initial, Ending, Medial Sounds Blend Sounds into Words Segment Phonemes Word parts Manipulate Phonemes – Delete, Add, Substitute	Identify, Match, Segment, and Produce Initial, Final, Medial Sounds

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### What might be the root cause?

Can you make a word out of in-ter-change-a-able?


Student says: "interested".

Read the word: map.

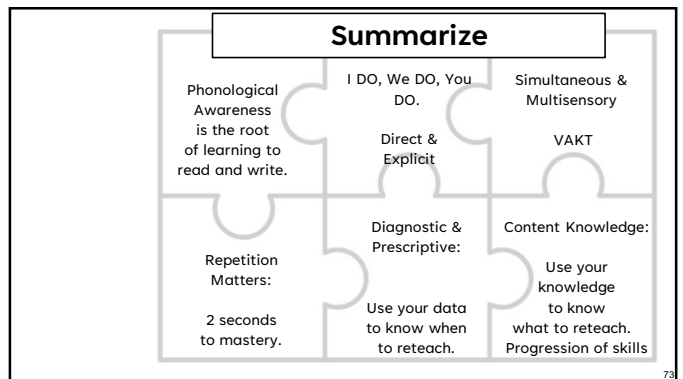
Student says: "/m/ /a/ /p/, party"

Write about what you hope for during the coming summer.

What I weale want is to see my wrelativsv duwing summa bwak



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