

Phoneme Awareness

Learner Objectives for Chapter 3

- Define phoneme awareness.
- Survey the consonant and vowel sounds of English.
- Differentiate speech sounds from letters.
- Explain the purpose and goals of phoneme awareness instruction.
- Review the principles of phoneme awareness instruction.
- Practice a few phoneme awareness activities.
- View and respond to video demonstrations of phoneme awareness instruction.

Warm-Up: Phoneme Awareness Activities

1. Divide the word **zoo** into two speech sounds. _____
 - What is the first sound? _____
 - What is the second sound? _____
 - If I change **zoo** to **shoe**, how many sounds have I changed? _____
2. Divide the word **won** into three sounds. _____
 - Now divide **one**. _____
 - Do these words have the same sounds? _____
3. Listen to the sounds presented by the instructor.
Put them together to make a word. _____
4. Say **safe**.
 - Put the last sound first and the first sound last. What's the new word?

5. Say **light**.
 - Now say it again without the /t/. _____

Understanding Phoneme Awareness

What Is a Phoneme?

Spoken words are combinations of speech sounds. Speech sounds are the smallest oral language segments into which a word can be divided. For example, the word **shoe** has two phonemes (/sh/ + /ū/) and the word **stove** has four phonemes: /s/ /t/ /ō/ /v/. English has about 44 phonemes; some languages (such as Hawaiian) have fewer phonemes than English, and other languages (such as Thai) have many more.

Linguists define a **phoneme** as a *speech sound within a language system that can be combined with other speech sounds to make a new word*. For example, in English, the speech sound /ā/ can be combined with either /b/ or /d/ to make the words **bay** and **day**. The English words **park** and **perk** are different words because they differ in one phoneme (the middle vowel). The words **rich** and **ridge** also differ in one phoneme (the final consonant sound, which is /ch/ in the former and /j/ in the latter). We will use slashes (/ /) to denote speech sounds and to distinguish them from letters.¹

Every language has a unique inventory of phonemes. For example, most of the speech sounds we call “short vowels” in English do not exist in Spanish, and Spanish has a different /r/ sound, a different /th/ sound, and a nasal sound /ny/ as in **piñon** or the adopted English word **canyon**. African languages sometimes include a “click” phoneme that does not exist in English. Many Asian languages distinguish vowel sounds by their vocal tone (similar to a high, medium, or low tone in singing) as well as their duration or length of pronunciation—features that English does not have.

Consonants and Vowels

Phonemes can be divided into two major groups—**vowels** and **consonants**. These terms describe speech sounds as well as letters. *Vowels* are sounds that are voiced and open; they are produced with no obstruction of the airflow through the mouth. Vowels are the heart of a spoken *syllable*; every syllable must have a vowel sound. English has about 15 vowel sounds plus the “r-controlled,” or vowel-**r**, combinations /er/, /ar/, and /or/. (Linguists argue about exactly how many vowel sounds there are.)

Consonants are produced with obstruction of the breath by the lips, teeth, and tongue. They are “closed” sounds because the breath is closed off in some way by the articulators. The English language has about 25 consonant sounds that are represented with 21 consonant letters, singly and in combination.

Features of Phonemes

Phonemes are distinguished from each other by the placement and action of the lips, teeth, and tongue during articulation. We can describe them by describing the **features**, or characteristics, of their articulation. We can say that phonemes are *contrasted* and *identified* by their features.

¹ Usually, slashes are used around the phonetic symbols of the International Phonetic Alphabet. We are taking liberties with that convention.

First, a phoneme can be spoken **continuously**, until we run out of breath, like the sound /ū/ or the sound /m/, or a phoneme can be a **stop**, like the sounds /k/ and /p/. Stop sounds must be pronounced with one short push of breath.

Second, in addition to *stops* and *continuants*, phonemes are distinguished by **voicing**. Some consonants are *voiced*, and all vowels are voiced—that is, they are spoken with the voice box turned on or resonating. Some consonants are *voiceless*—spoken with the voice box turned off, like a whisper.

A third feature is **nasalization**. Nasal sounds drive the air through the nose. Most sounds in English drive the air through the throat and are non-nasal, or oral. Only three consonants in English are nasal: /n/, /m/, and /ng/.

Other important features distinguish phonemes, but a discussion of those additional characteristics will be left for Module 2 of LETRS (Moats, 2004b).

Exploring the Consonant and Vowel Sounds of English

Consonants

Each consonant sound of English has specific features or characteristics. The instructor will pronounce the underlined consonant sound(s) in each word in the table below and then ask you to repeat the pronunciation of the sound. Check the features that are true for each underlined consonant sound(s); sounds will be either *voiced* or *unvoiced*, and either *continuous* or *stop*. Alternative descriptive labels may also apply; these are supplied for you in the “Other” column. (The underlined consonant sounds in the first three words have been marked in the table as examples.) Work with a partner, if you prefer.

Consonant Sounds: Marking the Features						
Sound	Example	Voiced	Unvoiced	Continuous	Stop	Other
/b/	<u>b</u> at	+			+	
/p/	<u>p</u> at		+		+	
/m/	<u>m</u> at	+		+		nasal ^{***}
/t/	<u>t</u> ime					
/d/	<u>d</u> ime					
/n/	<u>n</u> ice					nasal ^{***}
/k/	<u>k</u> ettle					
/g/	<u>g</u> et					
/ng/	<u>ng</u> ing					nasal ^{***}
/f/	<u>f</u> erry					
/v/	<u>v</u> ery					
/th/	<u>th</u> istle					
/th/	<u>th</u> is					

(continued)

Consonant Sounds: Marking the Features						
Sound	Example	Voiced	Unvoiced	Continuous	Stop	Other
/s/	<u>S</u> ue					
/z/	<u>z</u> oo					
/sh/	<u>sh</u> oe					
/zh/	<u>zh</u> ion					
/ch/	<u>ch</u> oice					
/j/	<u>j</u> oyce					
/y/	<u>y</u> ellow					glide***
/h/	<u>h</u> ello					glide
/w/	<u>w</u> itch					glide
/wh/*	<u>wh</u> ich					glide
/l/	<u>l</u> unch					liquid****
/r/	<u>r</u> anch					liquid

* The voiceless /wh/ exists in British English but is almost lost in American English. Most of us say /w/ instead of /wh/ that spelling still indicates.

** Nasal: These phonemes require airflow through the nasal passage.

*** Glide: These phonemes glide into the vowel sound following them.

**** Liquid: These sounds float and change positions in the mouth depending on where they are in a word.

Vowels

Vowels are all open, continuous sounds. They are distinguished by the height of the tongue and by where the sound is made in the mouth. A vowel is the nucleus of every syllable; a syllable wouldn't be one without a vowel to give it life.

Pronounce the vowel sound of each underlined letter after your instructor. The category of the vowel sound has been marked for you. Note that a *diphthong* is a vowel sound that slides in the middle. Linguists often put /aw/ and /ōo/ in the "Short Vowel" column, but because those sounds do not follow the same spelling conventions as the other short vowels, we put them in the "Other" column.

Vowel Sounds: Marking the Features						
Sound	Example	Short V.	Long V.	Diphthong	Vowel + r	Other
/ē/	<u>e</u> agle		x			
/ī/	<u>i</u> ch	x				
/ā/	<u>a</u> pron		x			
/ē/	<u>e</u> ch	x				
/ā/	<u>a</u> pple	x				
/ī/	<u>i</u> dol		x			
/ō/	<u>o</u> ctopus	x				

(continued)

Vowel Sounds: Marking the Features						
Sound	Example	Short V.	Long V.	Diphthong	Vowel + r	Other
/ū/	up	x				
/aw/	audio					x
/ō/	over		x			
/oo/	book					x
/ū/	rude		x			
/y/ + /ū/*	music		x			
/oi/	noise			x		
/ou/	house			x		
/er/	her				x	
/ar/	far				x	
/or/	for				x	
/ə/	about					x

* The glided /y/ + /ū/ is actually two phonemes combined.

Exercise 3.1 Practice Your Sounds

- Practice saying these sounds with a partner:

quilt /k/ /w/ /ī/ /l/ /t/

box /b/ /ō/ /k/ /s/

use /y/ /ū/ /z/

- Then, discuss your answers to these questions:

- Why would it be important for you to say the speech sounds clearly and to know the differences among them when you are teaching students to read and spell?

- Do these charts help you identify why students might confuse certain words or speech sounds? What features or characteristics of sounds might cause confusion?

- Using the sound sequence as written here for each word, count how many sounds there are in each word. Say the sounds. What is surprising about each sound sequence?

Phoneme Awareness

What Is Phoneme Awareness?

Phoneme awareness (PA) is *conscious awareness of the identity of speech sounds in words and the ability to manipulate those sounds*. PA tasks can be done in the dark, although watching the mouth of the speaker or watching one's own mouth in a mirror are helpful supports in learning to pay attention to speech. PA tasks do not require the use of printed words or letters. Once letters become involved in a task, we are probably teaching phonics, or the connections between symbols and sounds. The goal of a PA task is to increase a student's awareness of the features of speech.

Phoneme awareness is required during tasks that ask students to:

PA Task	Example
Compare or match sounds in words	Which word does not begin with /h/? hat, hair, wind, house
Isolate and pronounce separate speech sounds	Say the last sound in rich .
Put words together from their separate sounds (blending)	/sh/ /ou/ /t/ — Say it fast. (shout)
Break words apart into their component phonemes (segmentation)	Say the sounds in crash . (/k/, /r/, /ʌ/, /ʃh/)
Add, change, or delete phonemes from words (phoneme manipulation)	Say heart . Change /t/ to /d/. What's the new word? (hard)

Phoneme awareness was recognized by the National Reading Panel (NICHD, 2000) as one of five essential components of reading instruction. Approximately 25 years of research had accumulated by that time on the role of PA in learning to read, spell, and learn word meanings. Phoneme awareness is important for reading and spelling an alphabetic orthography such as English (or Russian, Greek, and Hebrew) because letters represent phonemes, albeit in a somewhat complex manner. Phoneme awareness is an important stepping-stone for beginning or novice readers and for those at any age who struggle with word reading and spelling. It is a necessary, but not sufficient, step in learning to read and spell.

Phonemes, Reading, and Spelling

Processing Systems Revisited

As we have already stated, reading words “by sight” in an alphabetic writing system involves more than simply matching a visual image in the brain to a visual image on paper. Proficient readers build a sight-recognition vocabulary by relying on several language processing systems represented in the Four-Part Processing model. All of the processing systems work together to support printed word recognition and interpretation. Best results in teaching reading (and spelling) occur when all the processing systems are addressed and connections among them are fostered. The four processing systems we described were:

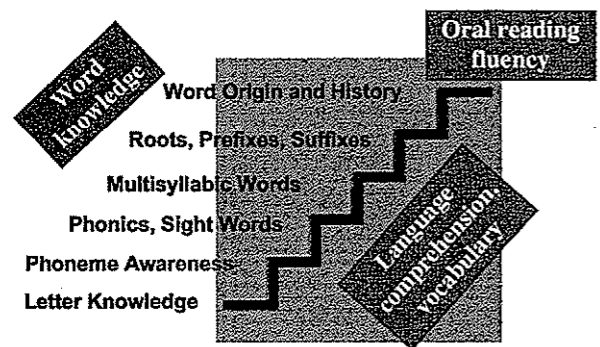
1. **Context processing**—of sentence patterns, paragraphs, and the meaningful contexts in which words are used.
2. **Meaning (semantic) processing**—of word and phrase meanings.
3. **Orthographic processing**—of letters, letter sequences, and letter groups.
4. **Phonological processing**—of the sound patterns of speech, including phonemes, syllables, accent, and phrasing.

What Does the Phonological Processor Do?

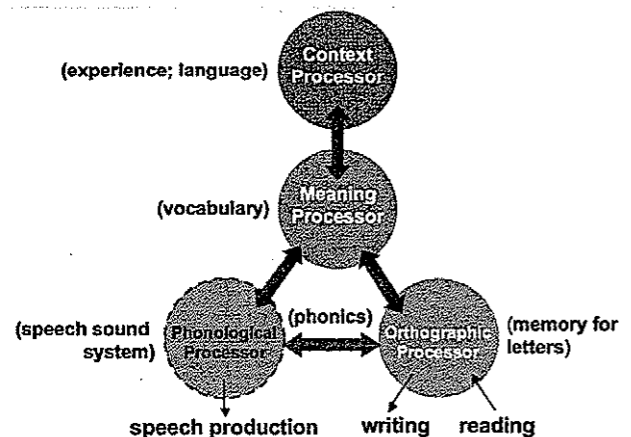
The phonological processor is a brain system that is specialized for speech-sound perception and production, including phoneme awareness. It underlies or makes possible the following:

- production and pronunciation of words
- memory for the sounds of spoken language and for word pronunciations
- recognition that words do or do not fit into one’s own language system
- imposition of prosody or phrasing onto spoken language
- detection of the speech sounds in words (phoneme awareness)

Phoneme Awareness: A Foundation for Reading and Spelling



The Phonological Processor



A Phonological Processing Continuum

Phonological processing, described above, encompasses a broader range of skills that go beyond phoneme awareness and that include phoneme awareness. **Phonological awareness** refers to a student's *awareness of speech and speech segments that are larger than a phoneme*. There are three sub-word linguistic units that students need to be able to identify, think about, and manipulate to demonstrate phonological awareness and to progress to phoneme awareness. These parts can be arranged in a hierarchy from easiest to most difficult:

- **Syllables.** Students should be able to segment and blend spoken *syllables* to remember, read, and compare longer words.

ac-com-plish-ment com-pu-ter

- **Onset and rime.** Recognition and production of rhyming words depend, in turn, on the ability to break any syllable into two parts: the *onset* and the *rime*. The onset of a syllable is the sound(s) that comes before the vowel. The rime is the vowel and any consonants that follow it. Some words have only a rime.

sm - art bl - ock p - aste eat

- **Phonemes.** The individual speech sounds that distinguish words.

/s/ /m/ /ar/ /t/ /ē/ /t/

Phonological awareness, then, encompasses a wide range of skills that lead to and include phoneme awareness, as follows:

Repetition	Of sentences, phrases, or words
Word identification	Tracking or counting words in sentences
Syllable manipulation	Counting (tapping), blending, segmenting by syllable or syllable substitution
Onset-rime manipulation	Combining or substituting onsets (consonant[s] before a vowel in a syllable) with rimes (the vowel and following consonants within a syllable)
Rhyming and alliteration	Producing words that rhyme or words that follow an alliteration pattern
Phoneme awareness	Matching, isolating, blending, segmenting, deleting, substituting phonemes

Students who are not yet able to isolate a single beginning speech sound from a word, for example, may first need to attend to and differentiate larger segments of speech. **Progressive differentiation** of larger to smaller units of speech can follow a path from *syllables* to *onset-rime segments* and then to *phonemes*. But some students need to start at the most basic level of language awareness—words! For example, students need to understand that “once upon a time” is four words, not one. This skill is usually learned in preschool or kindergarten. Spaces between words in print help to demonstrate the concept of a word.

The Purpose of Phoneme Awareness Training

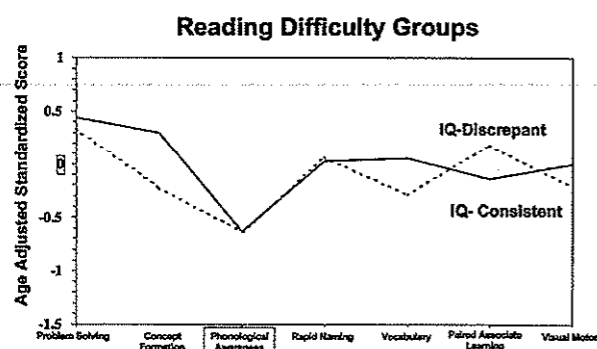
Phonemes—the building blocks of spoken words—are represented directly and indirectly by letters of the alphabet. Letters represent speech sounds in a complex and variable manner. Any alphabetic writing system requires a reader to associate single speech sounds or phonemes with the letter sequences we use to spell words. Children who understand that letters correspond to speech sounds have learned the **alphabetic principle**, even if they don't know all the complexities of reading.

Good readers and spellers are able to identify, separate, and blend the single phonemes in words well enough to understand how letters represent those sounds. In addition, good perception of, and memory for, the sounds that make up words is essential for associating pronunciation with meaning. If a speaker cannot pronounce a new word accurately, he might attach the wrong meaning to the word—or at least confuse the listener. Have you ever known anyone who confused **tenet** and **tenant**, or **flush** and **flesh**, for example? Those words differ in only one phoneme.

Many research studies have shown that students who are poor readers and spellers and students who are having difficulty learning phonics usually lack sufficient phoneme awareness. These students benefit from being taught the identity of speech sounds in the language they are studying, and they benefit from direct instruction in the manipulation of those sounds. Students who are taught to be aware of phonemes are more likely to respond well to the phonics component of a classroom reading instruction program.

When measured alongside letter-naming and vocabulary, phoneme awareness is an excellent predictor of later reading skill.

Children With Reading Problems Have Phonological Processing Weaknesses



Data from the Connecticut Longitudinal Study showing relative weaknesses of 2nd and 3rd grade, reading delayed children on a range of cognitive tests, after pp. 46-56 in Fletcher et al. (2007). Slide provided by Dr. Fletcher and used with permission.

Exercise 3.2 Practicing Phoneme Awareness Activities

- Follow your instructor through these activities. Be sure to say the words out loud and feel what your mouth is doing as you articulate the sounds in each word.

1. Match the phonemes.

- Read the first word in each row and isolate the sound that is represented by the underlined letter(s).
- Then, circle the word(s) in the row that contain the same sound.

does	rose	miss	race	box
helped	find	rowed	past	freed
gem	get	fog	girl	bridge
sang	name	lanky	strange	pencil
laugh	faun	train	sauce	grab

2. Count the phonemes.

- Stretch out a finger as you say each sound in the words below.
- Write the number of phonemes on the line after the word. (The first one has been done for you.)

shoe (2) buzz _____ slack _____ dream _____ void _____
 mound _____ her _____ amaze _____ breath _____ eye _____
 wheel _____ use _____ ditch _____ long _____ blank _____

3. What sound does each word end with? (The first one has been done for you.)

bathe /th/ rise _____ rice _____ rhyme _____ ring _____
 fix _____ beige _____ sledge _____ winged _____ apostrophe _____

Exercise 3.2 (continued)

4. Match the sounds.

- List three words that have the same *sound* as the underlined sound in the following words. (The sound can be at the beginning, middle, or end.) List at least one word with a different spelling. (The first one has been done for you.)

quiet (sound = /k/): king, chorus, catch

oyster: _____




machine: _____

irksome: _____

fool: _____

5. Use sound boxes.

- As you segment each word in the first column, put a marker in a box for each sound you hear.
- Add the number of markers, and write the number in the last column. (The first one has been done for you.)
- Then, practice saying the word sounds with a partner and make sure that you agree on the number of sounds.

moose							3
robot							
shred							
hex							
quaint							
itch							
through							
weight							
scrimp							
save							

When Do We Teach Letters and Concepts of Print?

In parallel with language development and phonological awareness, students need to learn the letter forms, letter names, and letter sequence of the alphabet. Knowing letter names is one of the best single predictors of later success in reading. Daily practice with manipulative materials supports development of letter knowledge. Young students should become accurate and fluent in letter recognition and letter naming. This is achieved through ample, varied practice with letter matching and sequencing. Learning to write letters correctly is an important component of letter instruction. A good beginning reading program will include a strand that teaches letter identification, matching, naming and copying, along with phoneme awareness. As these skills develop, students are ready for sound-symbol matching, phonics, and reading itself.

Letters Are Also Important!

Letter Names (continued)

- Point to the letters inside the small box on the children's lesson.
- "This is the lowercase and capital letter S."
- "Esta letra es en minúscula esta letra S es mayúscula."
- Have the children point to the letters and say their names.
"Dedíen las letras y digan su nombre."
- Write the letters R, M, A, and S as well as several other letters on a letter board, dry erase board, chalkboard, or sand paper.
- "Find the (lowercase/capital) letters _____ and _____."
"Encuentra las letras que son minúsculas/mayúsculas."
- Repeat several times in a game-like format (e.g., "Write the (lowercase/capital) letter _____ on a piece of paper and place it on your knee before I clap my hands.")
"Escriben las letras minúsculas/mayúsculas en un papel y pégalo en una rodilla antes de que aplauda."

Letter P

Excerpted from *Stepping Stones to Literacy* (Nelson et al., 2004).

In addition, many students come to school without much experience with books. Print awareness activities are designed to teach students about the format of books, conventions such as left-to-right progression, the significance of spaces between words, and the expectation that the words should make sense. Many students must be taught the language of instruction, especially the names for language parts including word, letter, and sentence; beginning and ending; and position words such as first, second, and third.

Take 2 Review

- Complete this two-column organizer.
- In the first column are restatements of main ideas. Work with the group or a partner to complete the second column. List a few details that elaborate the main ideas or that state the relevance of those ideas for your school or classroom.

Knowledge/Main Ideas	Application/Details
1. Phoneme awareness is a necessary, but not sufficient, step in learning to read and spell.	
2. It is important for teachers to know how to correctly pronounce English phonemes.	
3. When teaching phoneme awareness, it may be necessary to teach students to attend to larger linguistic units.	

Teaching Phoneme Awareness

For Whom Is Phoneme Awareness Instruction Important?

Students who benefit from direct teaching of phoneme awareness are those who are not able to orally segment and/or blend the single speech sounds in one-syllable words with accuracy and automaticity. This may include older students who did not master phoneme awareness when they were younger and who lack the foundation skills necessary for accurate decoding and spelling. Younger or older students who exhibit one or more of the following characteristics will benefit from instruction in phoneme awareness:

- They are typically below benchmark on DIBELS® (Dynamic Indicators of Basic Early Literacy Skills) (Good & Kaminski, 2003) phoneme segmentation fluency (PSF).
- They may not know the identity of the sounds in English (e.g., /sh/ and /ch/, or /b/ and /p/) and may be unable to replicate some sounds correctly.
- They cannot correctly segment phonemes in three- or four-sound spoken words.
- When reading, instead of blending all word sounds together, they usually guess at words on the basis of one or two of the sounds the letters represent.
- Their spelling may be incomplete, may include only one or two of the sounds in the word, or—in the case of very young learners—may be just a random string of letters.

Principles of Phoneme Awareness Instruction

The goal of phonological instruction is to enable students to remember, retrieve, and think about all the sounds in words—what researchers (Scarborough & Brady, 2002) call a *fully specified internal image* of a word. Students are most likely to succeed at beginning reading and spelling if they can automatically and accurately think about the sound structure of words, including syllables, onset and rime, and phonemes. When they can analyze spoken word parts, they can more readily connect sounds to print. Students who know letter-sound correspondences automatically are more likely to focus on meaning when they read.

Phonological instruction focuses on *spoken* language—not written—in the beginning stages, because many students need practice directing their attention to speech. Letters and print can be brought into lessons and matched to speech sounds as soon as students have demonstrated they are primed to focus on speech—that is, they are able to auditorily blend simple onset and rime (e.g., /s/ + /æt/ = sat) and isolate initial sounds in words.

These basic principles of instruction in phoneme awareness are well validated by research (Gillon, 2004; NICHD, 2000; Scarborough & Brady, 2002):

1. Follow a progression of task difficulty, moving from the easiest tasks to the most difficult.
 - Identify and match the *initial* sounds in words, then final and middle sounds (e.g., “Find the pictures of things that begin with /m/”). Use simple words that the student knows.
 - Segment and produce an *initial* sound, then final and middle sounds (e.g., “What sound does **knee** start with?”).
 - Begin with continuant sounds (e.g., /s/, /th/) and progress to stops (e.g., /p/, /t/).
 - Blend sounds into words (e.g., “Listen: /f/ /ē/ /t/. Say it fast.”).
 - Segment the phonemes in two- or three-sound words (e.g., “The word is **eyes**. Stretch and say the sounds: /ī/ /z/”), moving to four and five sounds as the student becomes proficient.
 - Manipulate phonemes by deleting, adding, or substituting sounds (e.g., “Say **smoke** without the /m/”). (Use colored tiles or blocks to build a sound chain—**lamp, camp, cramp, crimp, crimps.**)
2. Focus student attention on *sound* before introducing letters. Practice phoneme awareness tasks until you are sure a student’s “auditory antennae” are directed toward speech before introducing letter-sound associations.

Sample Activity: Sort pictures into categories of words that begin with the same sound. Progress to sorting for the ending sound or middle sound.

3. Encourage *mouth awareness*. Phonemes are speech gestures as well as speech sounds. Articulation of the sounds is very important in developing awareness of them. Ask students whether their mouth is open or closed when they make the sound. Ask them if they are using their tongue, teeth, or lips when they make the sound.

Sample Activity: Instruct students to look into a mirror when they say a letter sound or to watch you when you make letter sounds. Lead them to see how their teeth, tongue, and lips help to create sounds.

4. Introduce *all* sounds in your instruction, including vowel sounds (such as /ō/ in **foot**) and sounds typically spelled with more than one letter (such as /ch/ in **chin** and **itch**, or /th/ in **that**).

Sample Activity: Instead of an alphabetized word wall, create a “sound wall” that lists all of the speech sounds in English. Display consonant sounds on one wall and vowel sounds on another.

5. Use your hands, eyes, body, and mouth during instruction. Multisensory involvement keeps students' attention.

Sample Activity: While saying three separate sounds in words such as **wave**, stand and touch head—waist—toes. This activity really gets students moving and segmenting!

6. Use guide words represented by gestures, pictures, and/or objects to help students identify and remember speech sounds.

Sample Activity: Use pictures, gestures, and other associations to help students identify the more elusive sounds, such as short vowels (e.g., “/ɛ/ is the first sound in **edge**, so I can run my hand on the **edge** of the table while I make the sound”).

7. A few brief (10–15 minutes) activities per day are all that most young students need to increase and improve awareness of speech.

Exercise 3.3 View a Video Demonstration of Phoneme Awareness Instruction

(*Teaching Reading Essentials* [Moats & Farrell, 2007], Part 2, Demonstration 6.)

- What are students being asked to do?

- Where is the task in the “ladder” of phonological skill development?

- What errors are students making?

- What kind of corrective feedback do students get?

- What multisensory techniques are being used?

(continued)

Exercise 3.3 (continued)

- Is the teacher using any guide words to help students identify sounds?

- Are the words appropriate for the task?

- What else would you do if you were the teacher?

- Where might the instruction go from here?

Chapter Review and Wrap-Up

- Work with a partner to write short answers to these questions:

1. Why is phoneme awareness a critical skill for reading and spelling?

2. Do I know where I can go to find word lists and activities for teaching phonological skills?

3. What activities or skills am I likely to apply in my teaching?

What Else Is There to Learn About Phoneme Awareness?

LETRS Module 2, *The Speech Sounds of English: Phonetics, Phonology, and Phoneme Awareness* (Moats, 2004b), goes into greater depth on these topics:

- Coarticulation and why phonemes are elusive
- Schwa, diphthongs, and other details of phoneme identity and classification
- Differentiating units of speech from units of print
- Allophonic variation, or why phonemes are like chameleons when they are combined in spoken words
- How students' spelling reflects their phonological judgments and why spelling is a good diagnostic indicator of students' phoneme awareness
- Sequencing instructional activities from easy to progressively more difficult

Make a Connection to the Reading Program: Bridging Activities

Phonological Awareness: Bridging Activity

- Using the PA continuum, analyze the activities in your program. (Coaches and teachers should look at the kindergarten and first grade programs.)
- Do the activities follow a logical progression?
- Are the activities labeled correctly?
- What could you do to enhance instruction for struggling readers who lack PA?

Phonological Awareness: Bridging Activity

- Find the "Theme at a Glance" in your teacher's manual. Look under these two columns:
 - Phonemic Awareness
 - Phonics & Word Work
- What skills are introduced or reinforced?
- Are PA and Phonics distinguished?
- Is PA taught explicitly and systematically?

**Phoneme Awareness:
Bridging Activity**

- Using the phoneme awareness progression, select words from your current anthology and create several activities.
- Teachers of older students will use vocabulary words to practice phoneme awareness as a warm-up before a word study lesson.
