



POPEY 

Provincial Outreach Program
for the Early Years

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The Foundations of Literacy Learning:

Phonological Awareness, Phonemic Awareness & Phonics

Presenters:

Lisa Thomas & Jen Kelly

Friday, October 21st

9:00 – 11:00am

Outcomes for Today



- ★ definitions and scope and sequence for foundational literacy skills:
 - phonological awareness, phonemic awareness, and phonics
- ★ mini-lessons, activities, and routines to:
 - **explicitly** and **systematically support** our students as they learn letter/sound relationships in reading and writing
 - **provide** students with the **time, opportunity,** and **practice** to make meaning **in** and out of texts and **expand** their word solving **skills**

HOW do we learn?



- * observation of someone skilled modelling/demonstrating
- * direct instruction
- * gradual release of responsibility
- * practice / repetition
- * time / opportunity
- * encouragement / feedback
- * safety to take risks and try new things
- * relationships, motivation, engagement...

Learning is:

- * social
- * constructive
- * experiential
- * inquiry-based

With this in mind, how can we create the learning experiences our students need to build their foundational literacy skills?

Eight Principles for Literacy Learning

Students need to:

- * understand the purposes of literacy
- * hear written language
- * become aware of the sounds of language
- * have many experiences working with written symbols
- * explore words and learn how words work
- * learn the conventions of print and how books work
- * read and write continuous text
- * develop flexibility and fluency

Key Definitions

Phonological Awareness

–the awareness of words, rhyming words, onsets and rimes, syllables, and individual sounds (phonemes)



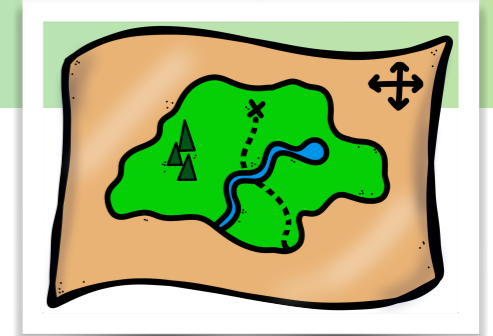
Phonemic Awareness

–the understanding that spoken words are made up of individual sounds called PHONEMES

Phonics

–letter/sound relationships in reading and writing

The Building Blocks of Literacy Learning



The goal is for students to...

- be enthusiastic explorers of words:
 - ★ puzzle out letter–sound relationships
 - ★ see patterns
 - ★ take words apart
 - ★ investigate meanings
- connect to words in an active way
- expand their reading and writing powers

Students learn **HOW TO LEARN** aspects of words, and develop efficient and powerful word–solving strategies

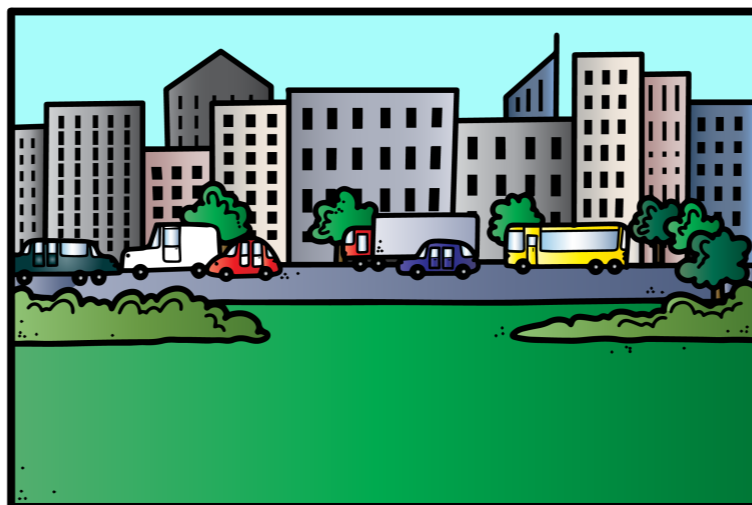
What is a Word? A Visual Metaphor

Processes
Sounds

Sound City

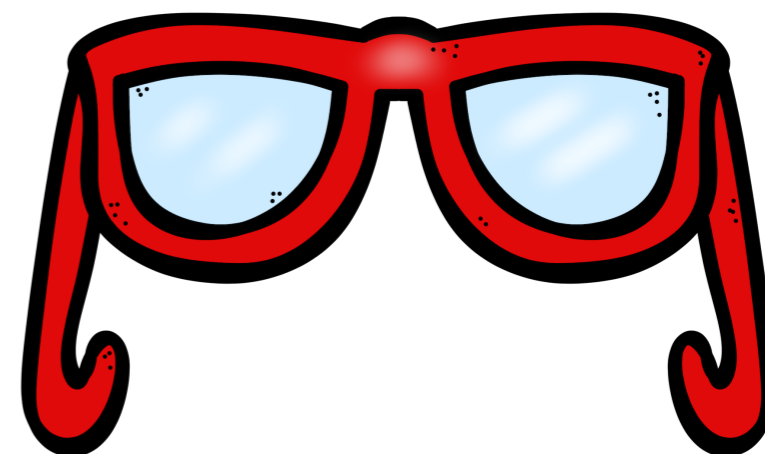
Memories

Meaning Mountain



Recognizes objects
& faces

Visual Village



Emergence of Phonological Awareness

- * Rhyme
- * Alliteration
- * Sentence Segmentation
- * Syllables
- * Onset and Rime
- * Phoneme Matching
- * Phoneme Isolating
- * Phoneme Segmenting
- * Phoneme Segmenting and Blending
- * Phoneme Manipulating



Word Work / Word Study must be transferred

The **goal** of word work instruction is to support kids' progress as **readers** and **writers**.



- *instruction in Word Work matters because it **enables** reading & writing
- *the **pace & content** of your Word Work needs to **align** with the work the kids are doing as **readers & writers**
- *the **sequence** of your high-frequency words/word wall words should **align** with your reading & writing instruction
- *your activities should **connect**...so the students can make **connections**

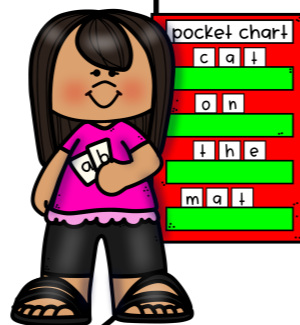
A Two-Pronged Approach to Teaching Word Solving Skills

Explicit instruction is needed to help students make meaning.

Making Meaning OUT OF Texts

Word Study

Early Literacy Concepts
Phonological Awareness
Letter Knowledge
Letter-Sound Relationships
Spelling Patterns
High-Frequency Words
Word Meaning/Vocabulary
Word Structure
Word Solving Actions



Making Meaning IN Texts

Reading

Active Read Aloud
Reading Mini-Lessons
Shared Reading
Guided/Small-Group Reading
Independent Reading

Writing

Modelled Writing
Writing Mini-Lessons
Shared/Interactive Writing
Guided/Small-Group Writing
Independent Writing

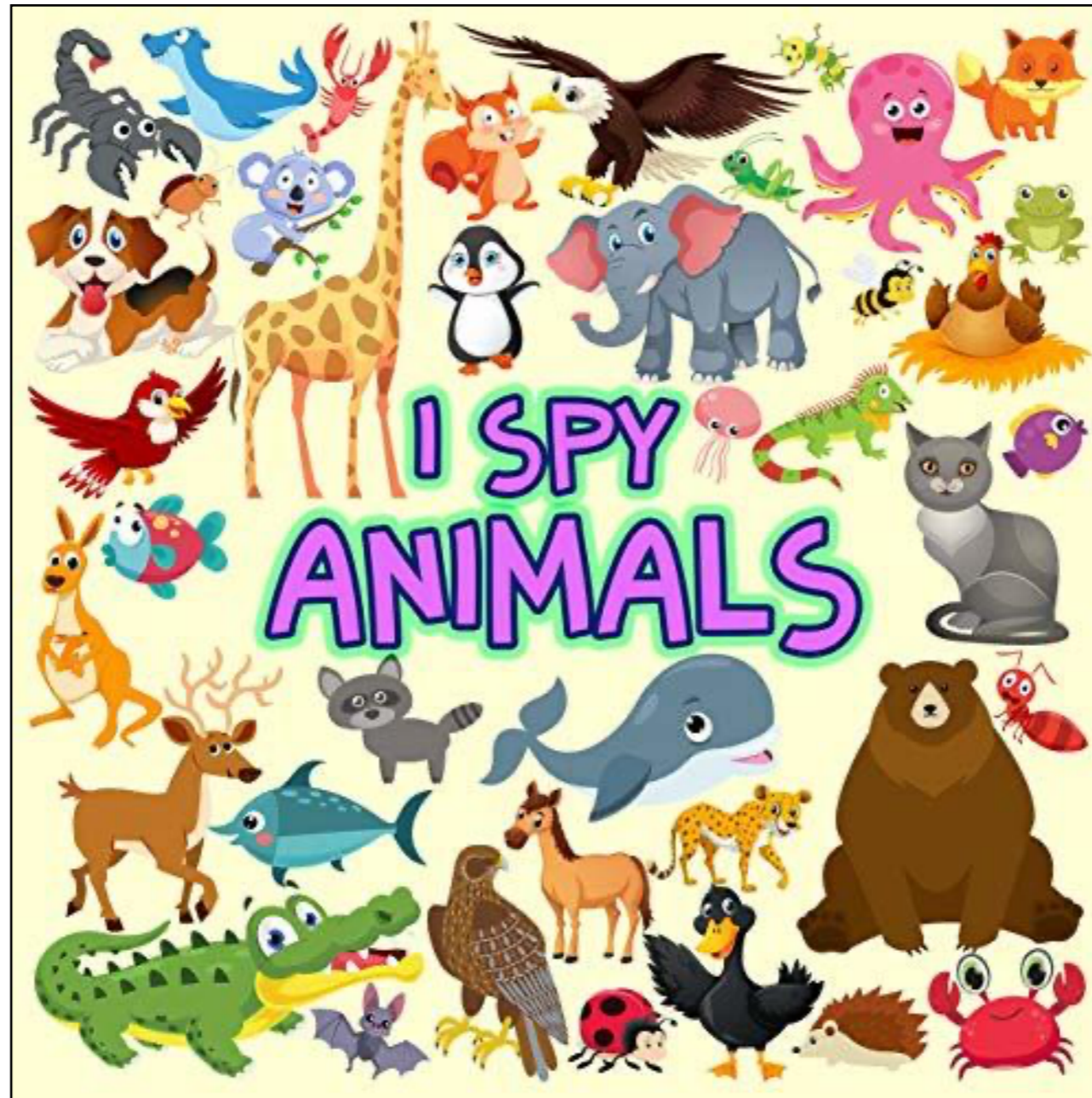


Oral Language

Rhyming Activity - OUT of text

Rhyming I Spy

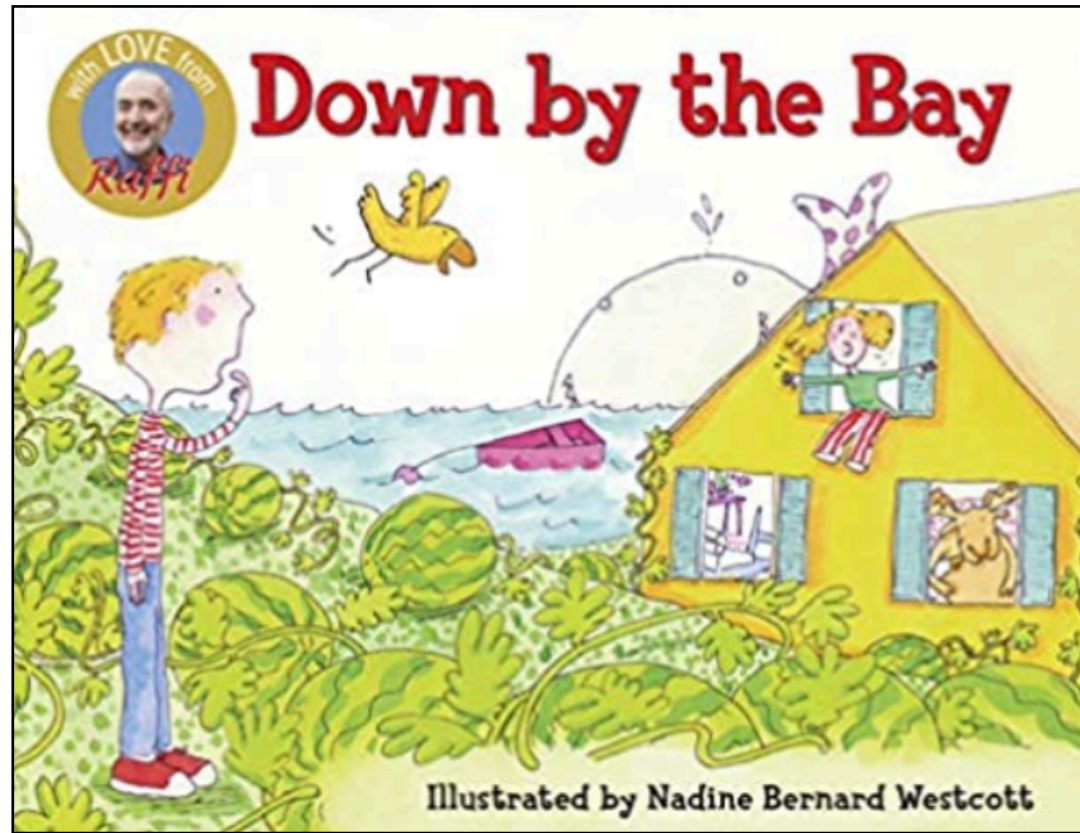
I spy with my little eye something that rhymes with ...



To: Everyone ▾

|Type message here...

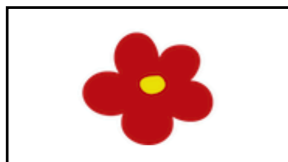
Read Aloud Rhyming Activity - Making Meaning IN Text



Did you ever see
...a goose kissing a moose
...a whale with a polka-dot tail
...a fly wearing a tie
...a bear combing his hair
...llamas eating their pajamas
...down by the bay?

Did you ever see a...

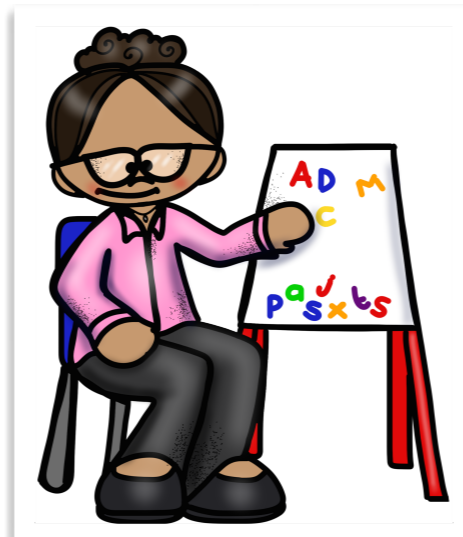
-choose your own animal and rhyme-



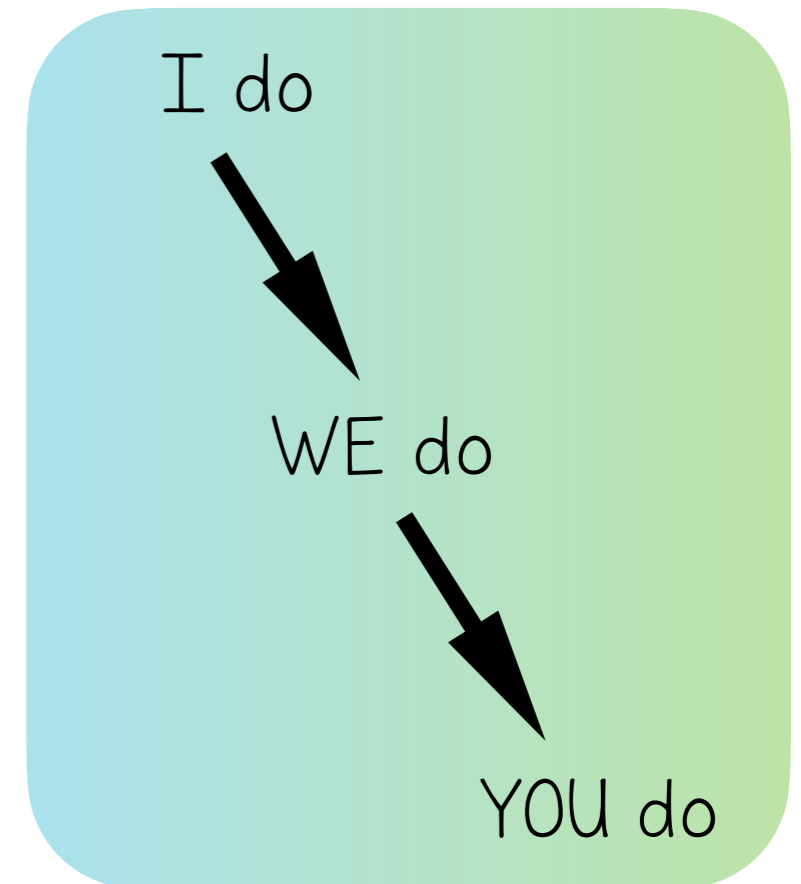
To: ▾
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The Art of the Mini-Lesson

- * mini, not maxi
- * strategy-focused
- * model, model, model
- * direct and explicit instruction
- * guided practice in a safe, supportive setting
- * transfer to independence



Mini-Lesson Structure



Modelling a Mini-Lesson on Alliteration

- * mini, not maxi
- * strategy-focused
- * model, model, model
- * direct and explicit instruction

Peter Piper picked a peck of pickled peppers

- * guided practice in a safe, supportive setting

Goofy Garrett grazes on gigantic green grapes.

Silly Simon searches sneakily for slithering snakes.

Tricky Taylor teaches ten timid tigers to twirl.

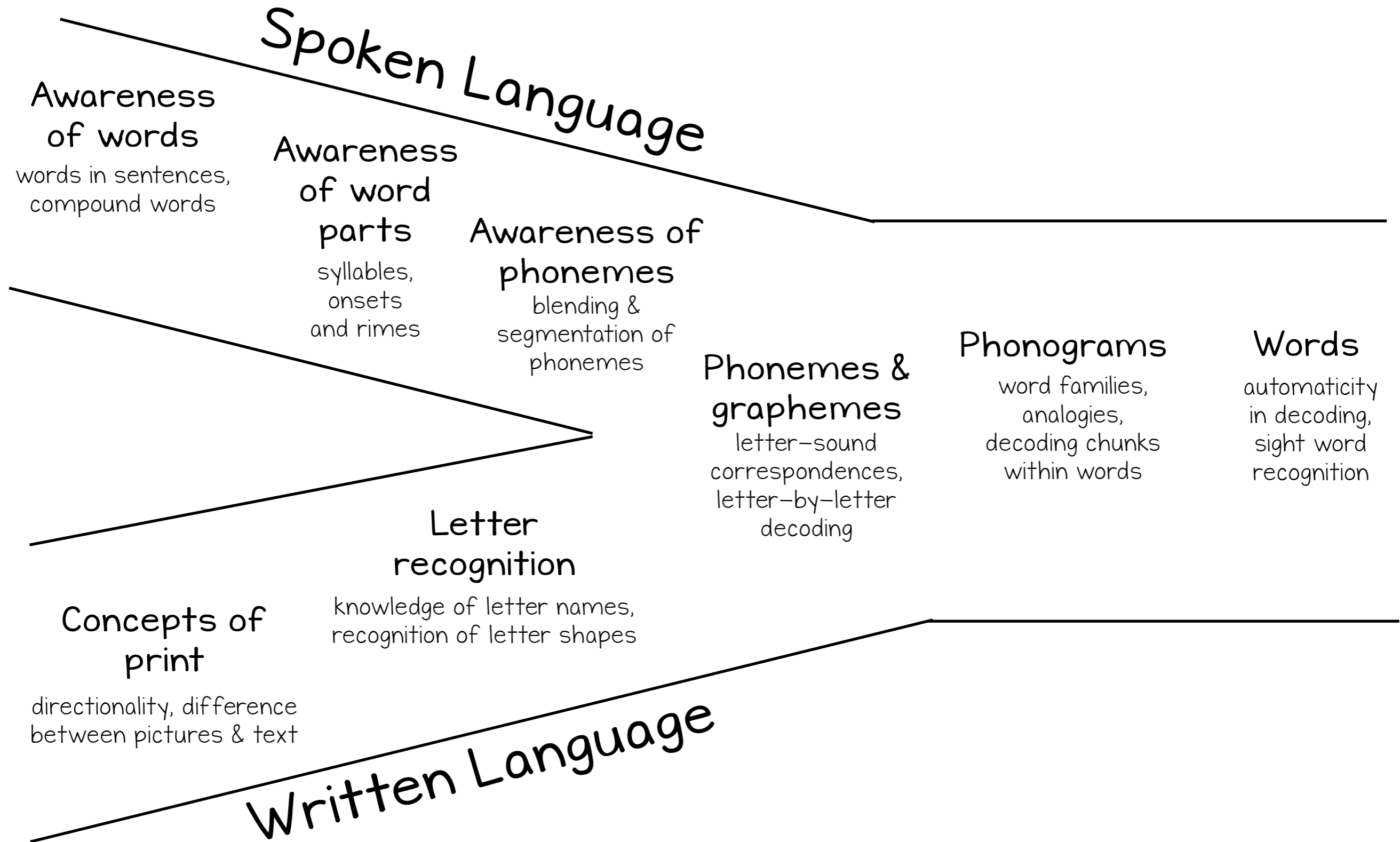
- * transfer to independence

make up your own phrase using alliteration



To: Everyone ▾
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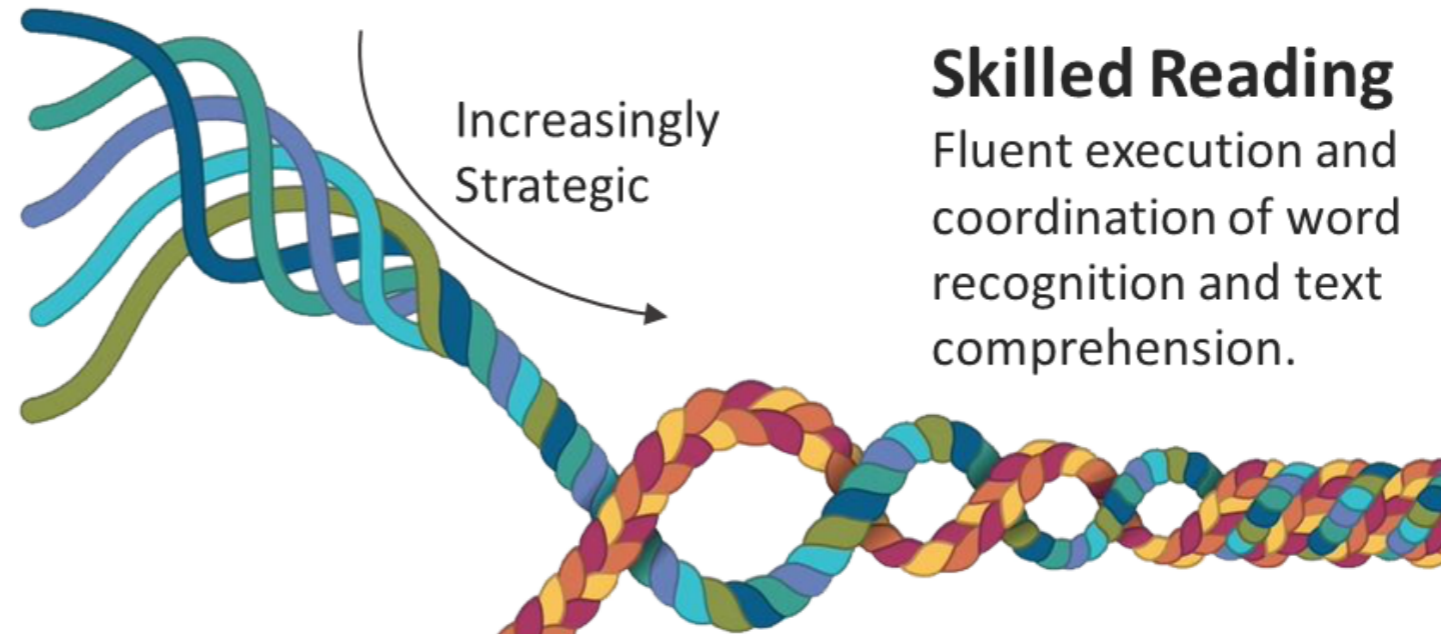
The Road to Reading Words



Scarborough's Reading Rope

Language Comprehension

- Background Knowledge
- Vocabulary Knowledge
- Language Structures
- Verbal Reasoning
- Literacy Knowledge



Skilled Reading

Fluent execution and coordination of word recognition and text comprehension.

Word Recognition

- Phonological Awareness
- Decoding (and Spelling)
- Sight Recognition



Scarborough, H. 2001. Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. Pp. 97-110 in S. B. Neuman & D. K. Dickinson (Eds.) *Handbook of Early Literacy*. NY: Guilford Press.



Scarborough's Reading Rope



“Being strong on the lower strands affords more opportunities to acquire knowledge of the upper strands and being strong on the upper strands has been shown to enable faster and more accurate decoding of unfamiliar words.

Therefore, if any of the strands gets frayed, it can hold back development of the other strands and by extension can eventually weaken the entire rope.”

The Importance of Foundational Skills

Phonemic awareness which may be important

- * if it is on the way to...

Phonics which may be important

- * if it is on the way to...

Fluency which may be important

- * if it is on the way to...

Vocabulary which may be important

- * if it is on the way to...

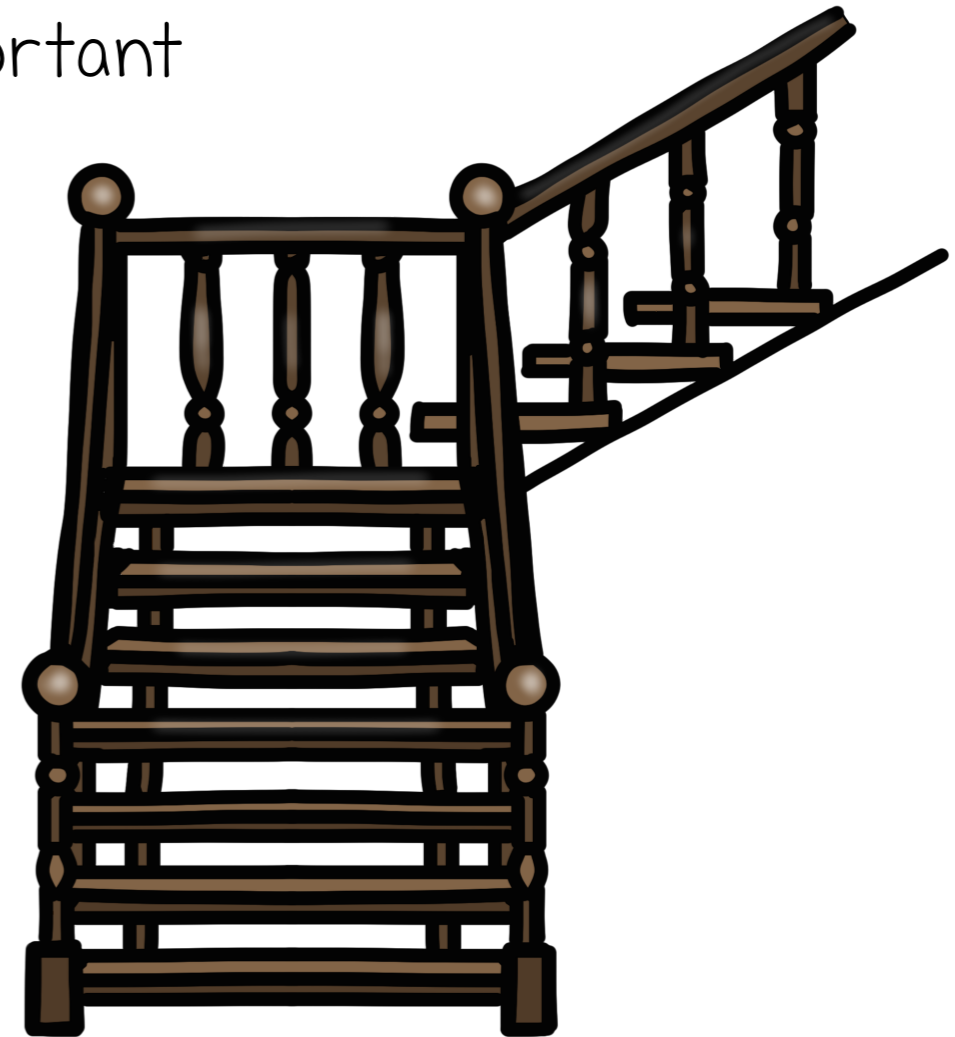
Comprehension which may be important

- * if it is on the way to...

Critical reasoning and problem solving which may be important

- * if it is on the way to...

...action in the world, changing something that matters.



Empowering our Students

“As readers and writers build their word–solving competencies, they develop a repertoire for solving words that they use in powerful and flexible ways. You help them to be as efficient as possible in the process, knowing that the more attention they have to give to word solving, the less attention they will have for comprehending texts.”

– *The Fountas & Pinnell Comprehensive Phonics, Spelling, and Word Study Guide*



Phonemic Awareness & Phonics



These work in concert to **explicitly** and **systematically** support our students as they navigate the unpredictable, complex alphabetic structure of language & print.

Phonemic Awareness

- main focus is on **sounds**
- deals with **spoken language**
- lessons are **auditory**
- students work with **manipulating sounds in words**

Phonics

- main focus is on **letters** and their **sounds**
- deals with **written language and print**
- lessons are both **visual** and **auditory**
- students work with **reading and writing letters**
according to their sounds, spelling patterns, and phonological structure

Phonemic awareness activities
and systematic phonics instruction are **aligned**



What Phonemic Awareness Enables



The understanding that spoken words are made up of individual sounds called PHONEMES

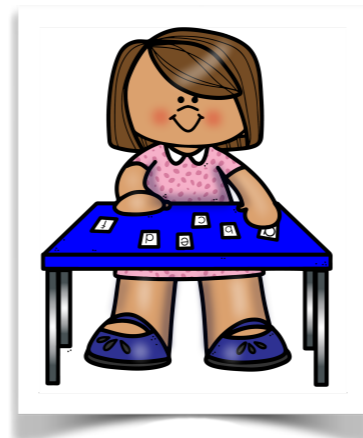
Students who are phonemically aware are able to...

1. isolate
2. manipulate
3. blend & segment

PHONEMES
(SOUNDS)



into spoken and
written words



Scope and Sequence of Phonemic Awareness

Taught and learned in the order of easiest to most difficult...

Eight Phonemic Awareness Skills

1. rhyming
2. onset fluency
3. blending
4. isolating final or middle phonemes
5. segmenting
6. adding phonemes
7. deleting phonemes
8. substituting phonemes



Two Early Literacy Skills

1. letter naming
2. language awareness

Rhyme Recognition & Repetition

One minute direct instruction lesson

Rhyme Repetition

T says word pair,
Students repeat:

hop/mop ran/fan
wet/jet mad/dad

Examples:

go/no
yes/me
sad/mad
out/pig
run/fun
in/lap
rip/bag

Role of the Educator

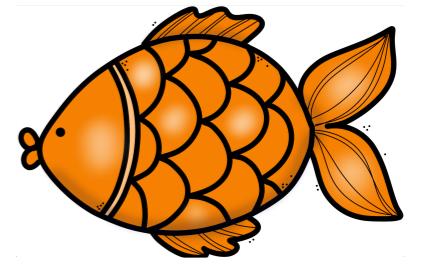
- educator says the word pairs

Role of the Students

- Students **repeat** the word pairs and **show** thumbs up if the words rhyme, thumbs down if the words don't rhyme.

Using Elkonin Boxes to Develop Phonemic Awareness

Phoneme placement within words makes working with them easier or harder



By numbering the phonemes, put them in order of difficulty to solve in the chat box

hat
fish
stand

beginning
phoneme

final
phoneme

medial vowel
phoneme

internal consonants in
blends and clusters

Practicing Phonemic Awareness throughout the day

Make use of transition times and existing routines...

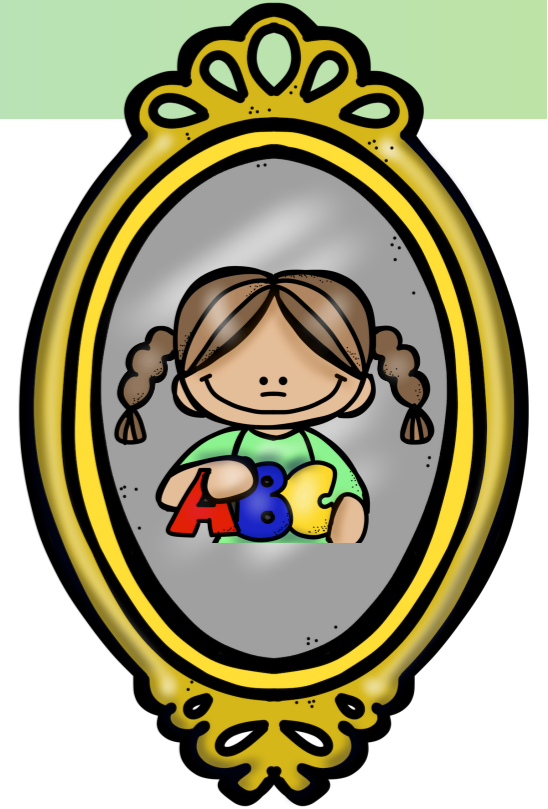
- ▶ During morning meeting – have students segment phonemes in each other's names
- ▶ During interactive writing – use elkonin boxes
- ▶ During transition times – play a few rounds of “Guess my Secret Word” by saying segmented words and students can blend sounds together



Reflection & Sharing - What's in a Name?

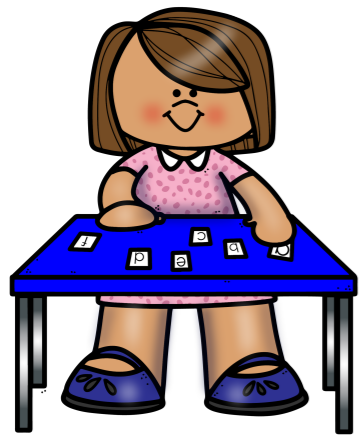
How do you see yourself?

- * Who are you?
- * What's your name? What does it mean?
- * How would you describe yourself to someone who didn't know you?



The Name Game

Our name is the first word we loved. We can study our names as an entry point for learning letters and writing other things.



Write down your name on some paper.

See how many words you can make, using the letters in your name, in **one minute**.

Stefanie

You could also sort them like this:

- ▶ high frequency words – at, as, is, if, in
- ▶ cvc words – fan, tin, tan, set, net, sat
- ▶ cvce words – safe, sane
- ▶ blends or digraphs – nest, fast
- ▶ vowel teams/pairs – feast

What's in a name?

Using these names,
how could you **sort** or **group** them together?

-syllables, beginning sounds, ending sounds/
letters, short/long vowels, vowel teams, etc.

Danielle

Nicole

Inderpreet

Angela

Jessica

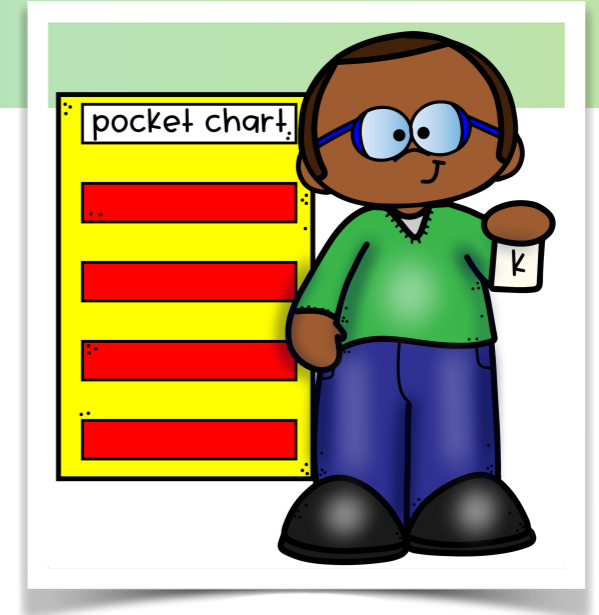
Megan

Lori

Ella

Taylor

More Ways to Use Name Charts



- * Clap your name when we come to it
- * Count the letters in your name
- * Use riddles: "I'm thinking of someone whose name starts or ends with..."
- * Clap the syllables in your name
- * Match name cards to photos
- * Find a name that has a letter like your name
- * Ask students, "What do you notice about our names?"

What is phonics?

“We use phonics to refer to letter–sound relationships in reading and writing, not to describe a particular method of teaching or approach to reading instruction. Phonics and spelling are interrelated processes; both involve readers and writers using, analyzing, and solving words.”

Possible Phonics Scope and Sequence

① Short-vowel vowel-consonant (VC) and CVC words at, sat

② Short-vowel words with blends and digraphs:
contrast fat and flat, hat and chat flat, chat

③ Long-vowel CVCe words:
contrast bit and bite, hat and hate bite, hate

④ Long-vowel words representing multiple spellings:
contrast mad and maid maid coat
cot, cat, and coat stay grow

Possible Phonics Scope and Sequence

5

Words with r-controlled vowels, complex vowels, and diphthongs:

- **contrast** pat and part, spill and spoil, moth and mouth, bid and bird

part spoil
mouth bird

6

Simple multisyllabic words containing common prefixes and suffixes:

- **contrast** read and reread, trust and trusted

reread
trusted

7

More complex multisyllabic words using common syllable types:

- **contrast** can and candle, nap and napkin

candle
napkin

WHY a Scope and Sequence?

Scope and sequence are created so that many words can be formed as early as possible.

How many words can you potentially read and write with the following letters?

* s, m, t, d, l

* s, m, a, t, d



Quick generation of useful words is not only more efficient, but highly motivating!

Framework for Word Study Lessons

Teach

- whole class lesson
- introduce the day's word study principle
- often includes an **inquiry** element – to encourage kids to **discover** something about language

Apply

- kids apply principle through **hands-on practice** (*often kinesthetic*)
- **opportunity** for them to **construct** their own knowledge
- can be whole-class, small-group, partner, or independent work
- teacher is working with small groups (*guided reading or other*)

Share

- kids **share discoveries** they made in whole-class meeting
- sharing provides teachers with **feedback** on the effectiveness of the lesson & how the kids did in **application** of the **principle**

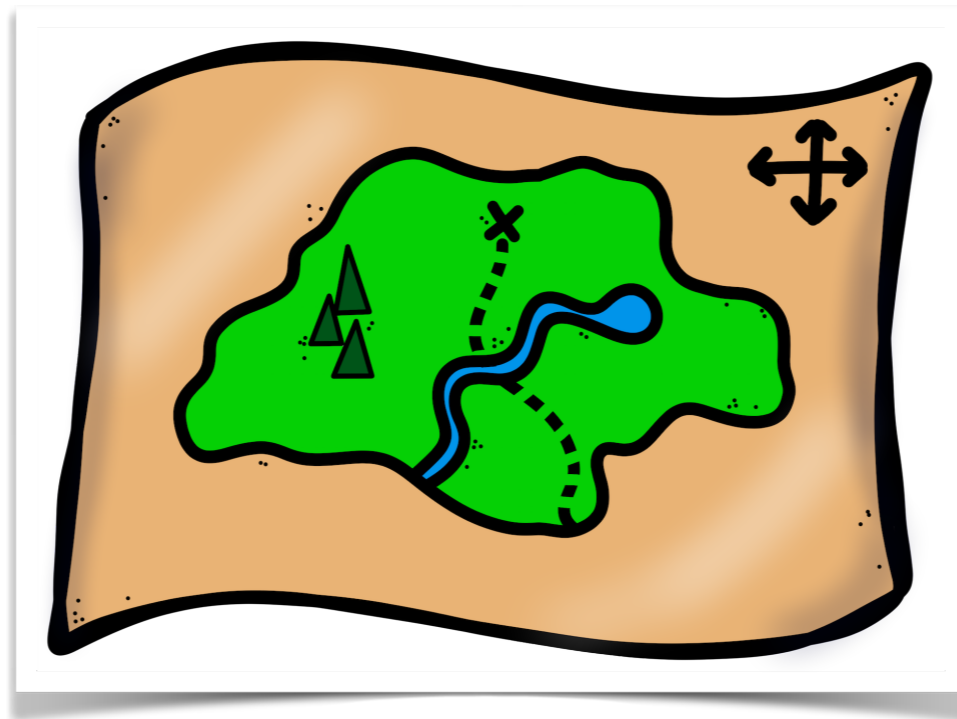
Connect

- **connections** are made to **reading & writing** – so kids know **how** to use what they've learned
- suggestions for various reading & writing experiences
- suggestions to extend learning & to make **home-school connections**

Systematic Plan

“When a new skill is introduced, it should be systematically and purposefully reviewed for the next four to six weeks.”

– Wiley Blevins



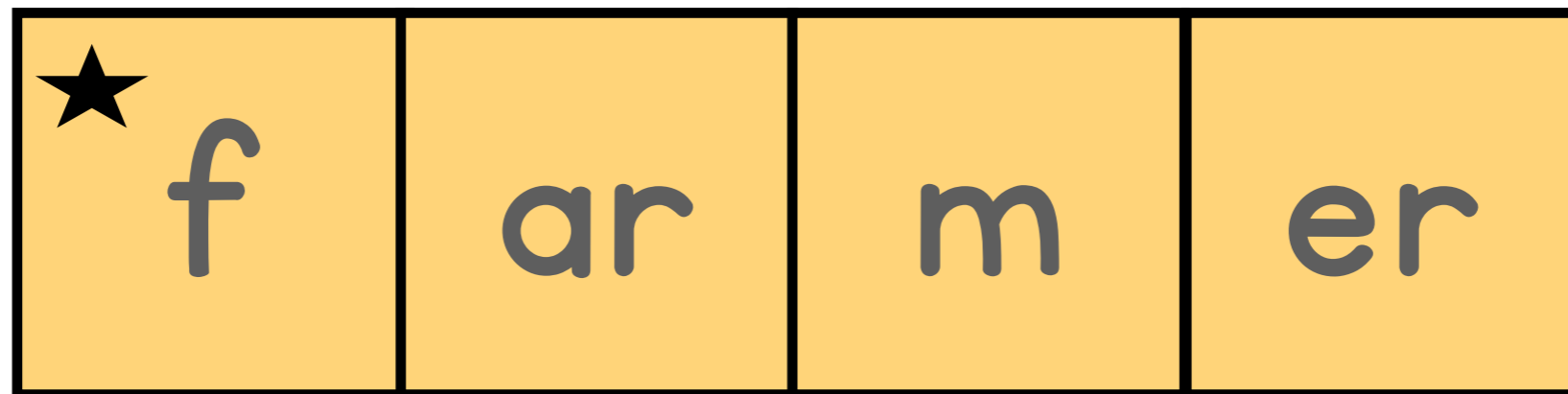
Using Elkonin boxes to Teach Orthographic Mapping

Why use Elkonin boxes?

- *it helps build students' phonemic awareness & phonics
- *it helps connect letters to sounds
- *it helps students hear and record all sounds in a word
- *it helps solidify left to right directionality

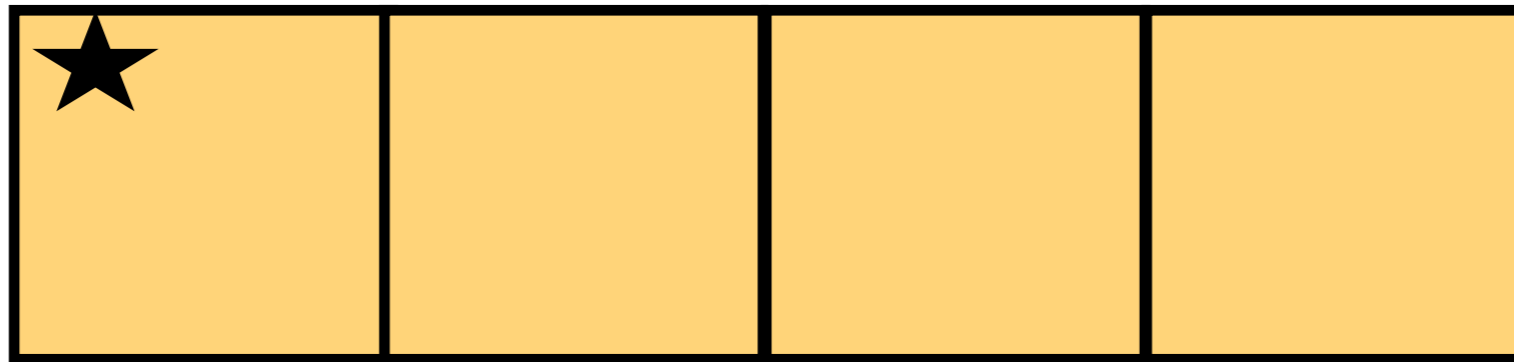
Once students are proficient with phonemic awareness:

- *You can transition to teaching **letter** boxes (this helps with spelling)
- *Students gain independence with this problem-solving strategy



The process of using Elkonin boxes during Writing

- * Give the student a 'practice page' or white board
 - * When the student is writing and they come to a word they need to problem solve, model the use of Elkonin boxes on the practice page
- * Model the task for the student
 - * Say the word slowly and touch the boxes (or push objects into the boxes) as you say the word
- * Have the student try it themselves
 - * You may do the task together until the student can take over

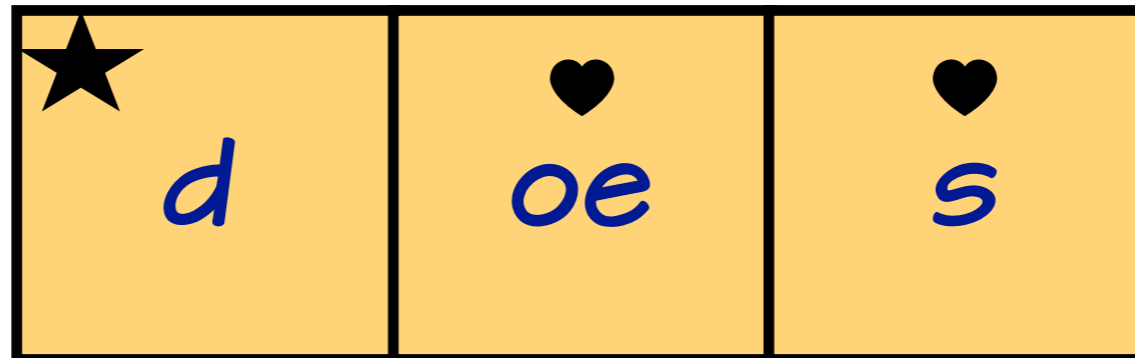


Orthographic Mapping

Orthographic mapping proposes that we use the pronunciations of words that are already stored in long-term memory as the anchoring points for the orthographic sequences (letters) used to represent those pronunciations.

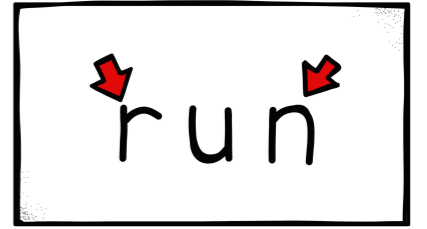
Let's Explore an Orthographic Mapping Routine for the word

does



Vowel Charts

Can help with the middles of words:



- ▶ At first, most of the sounds children hear are **consonants**.
- ▶ Tell them that every word has at least **one vowel**.
- ▶ When the middle of a word is hard, it is often because **vowels are tricky**.
- ▶ Even if their vowel guess is incorrect, it makes the word they are writing **more readable**.
- ▶ Show students how to **use the vowel chart** to help decide which **vowel to use**.

a - e - i - o - u

Easily differentiated to meet your students' needs

- ▶ the word starts with 's'
- ▶ the word has 4 letters
- ▶ the word has a long 'a' sound
- ▶ the word has 2 syllables
- ▶ it's a compound word
- ▶ it's a word that means the opposite of **nobody**

and	animal	because	another
ball	big	crash	community
can	friend	eating	discover
day	have	make	everybody
fun	look	outside	first
like	night	really	question
play	said	school	recycle
see	talk	sometimes	terrible
the	thing	truck	usually
up	your	writing	weather

Effective Routines for Developing Word Solvers

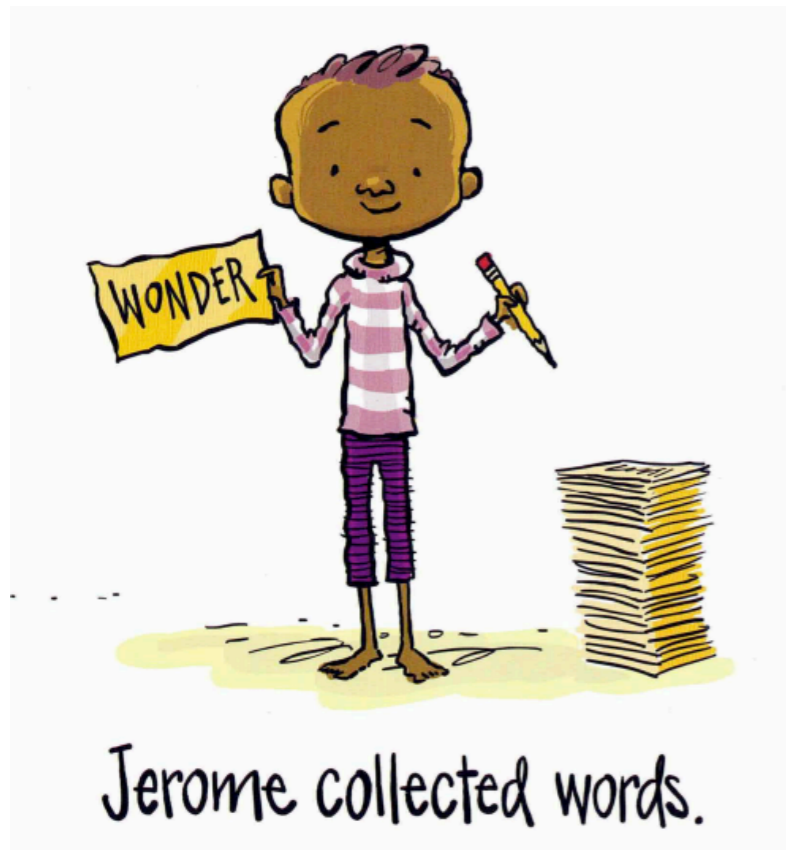
Students should have daily experiences with:

- ▶ scaffolded reading and writing activities
 - ▶ alphabet games, stories, poems and songs
 - ▶ predictable charts
 - ▶ sound activities – sorting, blending, substituting, matching
 - ▶ letter and word sorts
-
- ▶ making words activities
 - ▶ word and sentence segmenting activities
 - ▶ syllable sorting and segmenting activities
 - ▶ word wall activities
 - ▶ word guessing games



“Explicit phonics lessons are more effective when children are highly engaged through elements of inquiry (seeking connections and patterns) and kinesthetic application activities in which they work “hands on” with letters, sounds, word parts, and words. In addition, there should be explicit links to reading and writing in other contexts.”

–Fountas & Pinnell, from
*Twelve Compelling Principles from
the Research on Phonics Instruction*



Sources

Resource Books

A Fresh Look at Phonics, Grade K-2 – Blevins

Units of Study in Writing – Calkins

Shifting the Balance – Burkins & Yates

Heggerty Phonemic Awareness Curriculum

Phonics Activities & Games Kit – Blevins & Sadler School

Comprehension Skill, Will & Thrill of Reading – Fisher & Frey

Lesley University Institute: Word Study: Teaching Phonics, Vocabulary, and Spelling in Grades K-3

The Fountas & Pinnell Phonics, Spelling, and Word Study System – Fountas & Pinnell

When Readers Struggle: Teaching That Works – Fountas & Pinnell

Phonemic Awareness: The skills that they need to help them succeed! – Heggerty

Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane

Word Matters: Teaching Phonics and Spelling in the Reading/Writing Classroom – Fountas & Pinnell

Connecting early language and literacy to later reading (dis)abilities – Scarborough

Write from the Start: Writing Workshop in K-3 – POPEY Presentation by Lori Jamison

Phonics From A-Z – Blevins

Comprehensive Literacy Resource – Trehearne

Units of Study in Phonics – Calkins

Literacy Lessons Part Two – Clay

Sources

Blogposts & Presentations

[Carolyn Strom – Presentation: Refining Professional Knowledge to Build Capacity in Reading Instruction, Learning & the Brain Conference, April 2022](#)

[Video: Q&A with Hollis Scarborough – YouTube](#)

[The Big Five: Phonics–Orthographic Mapping – Wooldridge](#)

Videos

[Worry About Yourself](#)

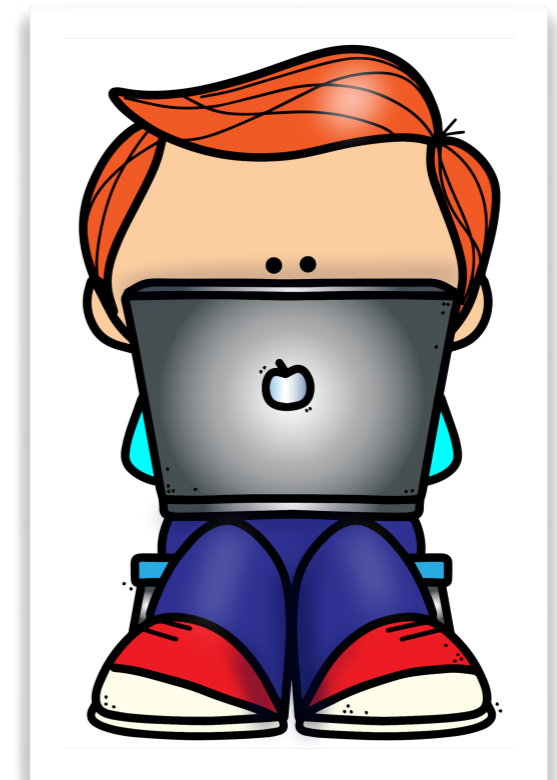
[TED Talk – Birth of a Word](#)

[Balanced Literacy Diet – Park Those Sounds](#)

[Abbott Elementary on ABC](#)

[Tik Tok Word Reading](#)

[Miles Music Kid on Tik Tok](#)





Lisa Thomas

lisa@popey.ca



Jen Kelly

jen@popey.ca



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