

The Foundations of Literacy Learning Series Part One: Phonological Awareness

Wednesday, September 14th

3:15 – 4:15pm

Presenters:
Lisa Thomas & Jen Kelly

Workshop resources available at padlet.com/POPEY

*Additional K–3 literacy resources available at popey.ca

Outcomes for Today



★ defining phonological awareness and what it can look like in the classroom

★ scope & sequence, mini-lessons, activities, routines

★ helping students make meaning in and out of texts

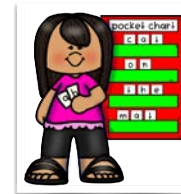
Next in our series...

September 21st – Phonemic Awareness

September 28th – Phonics

Opening Reflection

Reflect on your history as a word solver
while reading and writing:



- ✓ What do you remember as being **easy**? What was **difficult**?
- ✓ How does your **history** as a word solver **impact** you now?

Take ONE minute to reflect privately, jot some notes
about your history, and choose 1 – 2 things to **share** in
the chat box once the music ends.

To: Everyone
[Type message here...]

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



Flexible Word Solving

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

Flexible word solving enables
reading (decoding) AND writing (encoding).

A cartoon illustration of a young boy and a young girl sitting on the floor. The boy, on the left, has orange hair and is wearing a red shirt. The girl, on the right, has dark hair and is wearing a pink shirt. They are both looking at several alphabet blocks that are arranged to spell out the word 'word'. The blocks are white with black letters.

“The goal of word work is to help children become **active word solvers** who can **recognize** words, take them **apart** or put them **together**, **know** what they **mean** and **connect them** to **other words**.”

[illegible]

What is a word?

We need to build a new system
in our brains in order to read.

Pronunciation

Meaning

Spelling

*Stored in different parts of the brain –
we need to connect them.*

Carolyn Strom

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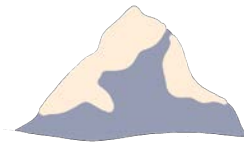
Visual Metaphor

Processes
Sounds

Sound City

Memories

Meaning
Mountain



Recognizes objects
& faces

Visual
Village



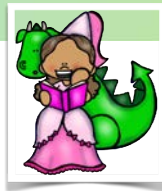
Carolyn Strom

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Building on Early Learning

Important principles children develop as
they use oral language:

- * certain sounds are part of the language
- * sounds and clusters of sounds have meaning
- * language is made up of words, and words have boundaries
- * words are strung together to create messages
- * the voice can be used to stress words



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

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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



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Emergence of Phonological Awareness

- * Syllables



- * Phoneme Matching



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

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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

Units of Study in Phonics – Calkins, Louis & The Reading and Writing Project

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A Two-Pronged Approach to Teaching Word Solving Skills

Explicit instruction is needed to help students make meaning.

Making Meaning OUT OF Texts

Making Meaning IN 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



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

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

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[illegible]

Rhyming Activity - Making Meaning OUT of Text

Three little kittens
have lost their mittens
and then they began to cry.
"Oh, mother dear,
we sadly fear
we've lost our mittens by."

"What?! Lost your mittens?
You naughty kittens,
Then you shall have no pie."

"Meow, meow, meow, my"

Now substitute another animal and its belongings for kittens and mittens:

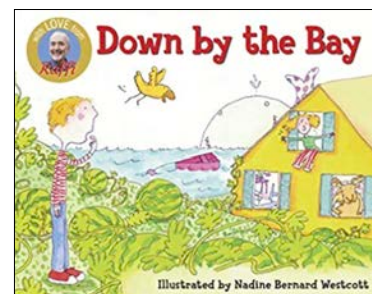
• cats • snakes
• bugs • goats

—or choose your own animal—



To: Everyone
[Type message here...]

Read Aloud Rhyming Activity - Making Meaning IN Text



Did you ever see a frog...

Did you ever see a fox...

Did you ever see a dragon...

—or choose your own animal and rhyme—



To: Everyone
[Type message here...]

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

I do
↓
WE do
↓
YOU do

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

Jumping Jane...

Logan loves...

Diana's dog...

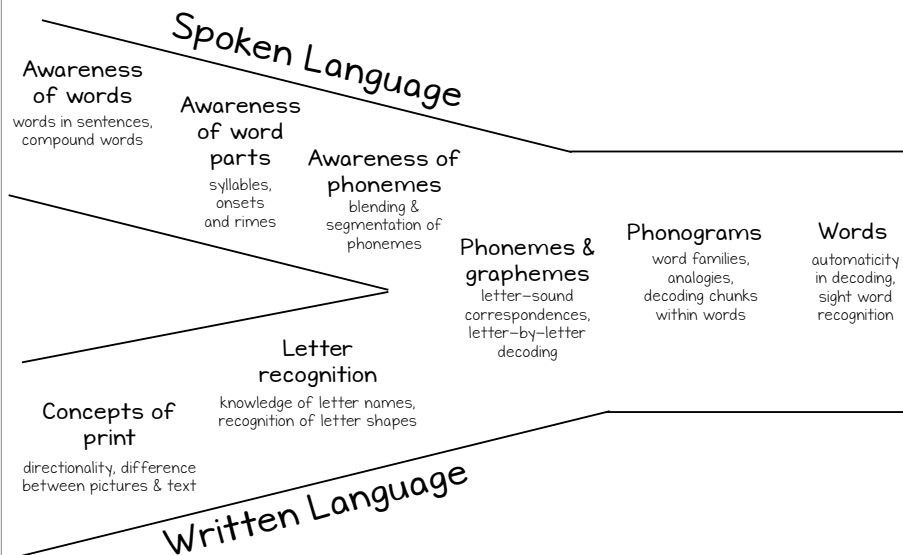
- * transfer to independence

make up your own phrase using alliteration



To: Everyone
[Type message here...]

The Road to Reading Words



Conceptualizing reading: What have we learned from scientifically based reading research? Presentation by Lane, at the New York State Reading First Conference, 2006

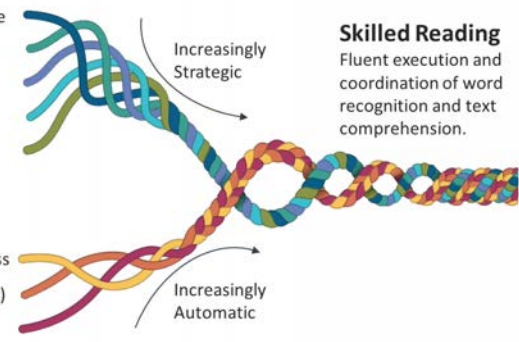
Scarborough's Reading Rope

Language Comprehension

Background Knowledge
Vocabulary Knowledge
Language Structures
Verbal Reasoning
Literacy Knowledge

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.

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

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...

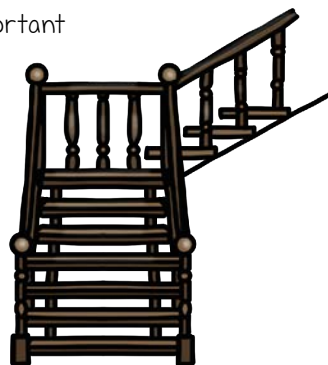
Comprehension which may be important

- * 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.



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**



Emergent Literacy

Readers at this stage...	Writers at this stage...
...know that print tells a story or communicates ideas	...know that "writing" can tell a story or communicate ideas
...might or might not distinguish "writing" from "pictures"	...use scribbles, pictures, and symbols to "write"
...do not yet connect letters and sounds	...might copy letters or even words, but do not connect letters and sounds
..."read" from memory, patterns, and pictures	...tell what their writing says, often differently each time
...can often recognize their own names in print	...might write their own names

Reflections & Next Steps

Resources & research shared today:

- * Eight principles for literacy learning
- * Nine areas of learning for flexible word solving
- * Brain Research – Sound City, Meaning Mountain, Visual Village
- * Defining key terms
- * Scope and sequence of phonological awareness
- * Word solving in and out of text
- * The art of the mini-lesson
- * The road to reading words
- * Scarborough's Reading Rope

Literacy activities :

- * Reflecting on your history as a word solver
- * Helping students build connections in their brains
- * Rhyming animals IN and OUT of text
- * Mini-Lesson on alliteration
- * Word Ladders – isolating & substituting sounds

What is **ONE** thing you can commit to **TRY** in your classroom or role? Share it in the ChatBox...



Sources

Info Links

more info links are available on our [website](#)

Carolyn Strom

The Development of Phonological Skills – Reading Rockets

Phonics Activities & Games Kit – Blevins & Sadlier School

Books & Presentations

Phonics Activities & Games Kit – Blevins & Sadler School

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

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

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

Heggerty Phonemic Awareness Curriculum

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

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

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

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

Units of Study in Phonics –The Reading and Writing Project, Columbia University

Comprehensive Literacy Resource – Trehearne



Videos

more videos are available on our [website](#)

Birth of a Word

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

POPEY's Word Ladders

[Kindness Video – YouTube](#)



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See you soon...

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September 28th – Phonics

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