Phonemic Awareness and Phonics for Effective Instruction

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mimtsstac.org

Acknowledgments

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- International Dyslexia Association

- MiMTSS Technical Assistance Center

- Michigan Dyslexia Handbook

- Dr. Anita Archer

- Lexia LETRS, Dr. Moats and Dr. Tolman

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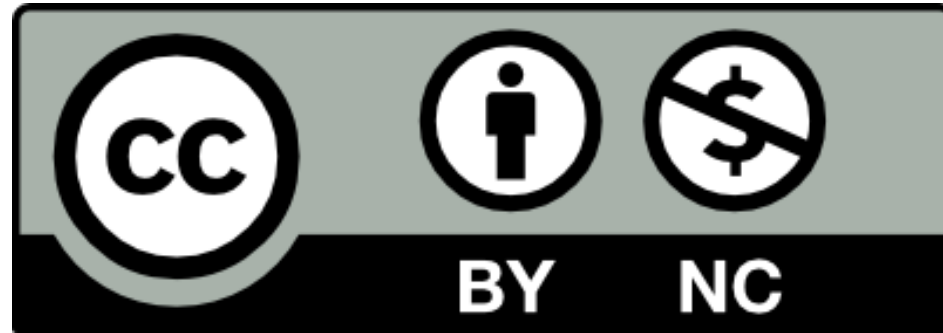
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Structured Literacy Series Overview

1. Who, What, How & Why of Structured Literacy

2. **Phonemic Awareness and Phonics for Effective Instruction**

3. Foundational Writing Skills: Handwriting and Spelling

4. Supporting Comprehension with Sentence-Level Writing

5. Vocabulary and Morphology: Essential for Comprehension

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Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training

- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders

- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

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Purpose

- Continue discussing Structured Literacy instruction
  - The reciprocal relationship between phonemic awareness and phonics
    - Knowledge for instruction
    - Skills for effective teaching

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Intended Outcomes

- Define the "ph" terms: Phonological Awareness, Phonemic Awareness and Phonics.

- Summarize the developmental progression of phonological and phonemic awareness.

- Practice activities that support foundational skills.

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Agenda

1.0 Introduction

2.0 Phonological Awareness

3.0 Phonics

4.0 Practice

5.0 Wrap up

1.0 Introduction

Literacy

- Reading instruction grounded in the Science of Reading

- Instruction that is beneficial for all

- Instruction that is essential for students at risk, including those with Dyslexia.

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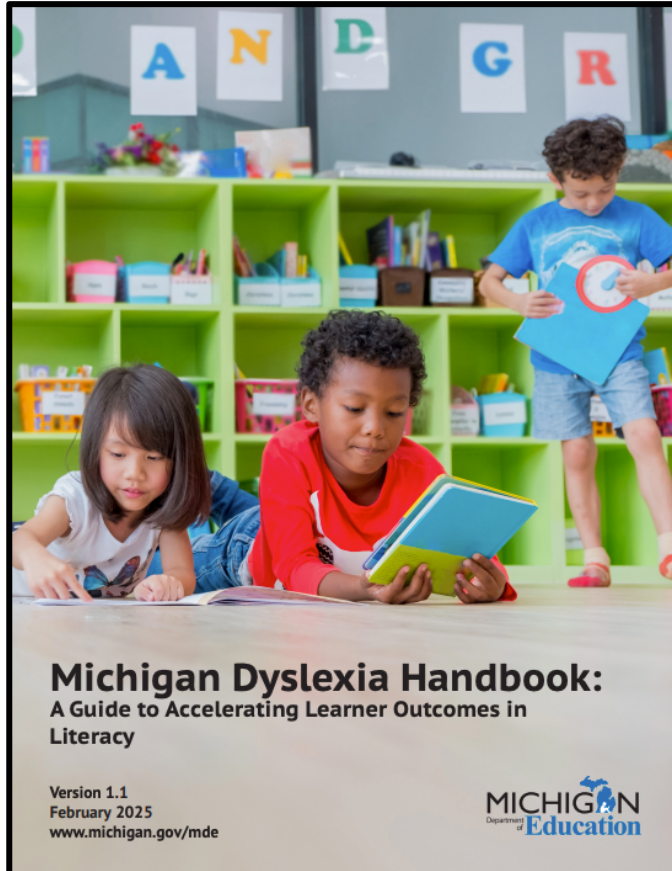
Required Professional Learning Topics
Public Act 146

By not later than the beginning of the 2027-2028 school year, professional learning,…(is provided)… as determined by the department, regarding all of the following:

(e) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed for pupils with characteristics of dyslexia and pupils at risk for difficulties in learning to decode accurately and efficiently.

Public Act 146, 2024

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Required PL Topics (cont.)

(f) Evidence-based instructional methods and features of evidence-based interventions that are **grounded in the science of reading and principles of structured literacy** that are designed to effectively meet the needs of most pupils.

Public Act 146, 2024

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Michigan Dyslexia Handbook

Michigan Dyslexia Handbook:
A Guide to Accelerating Learner Outcomes in Literacy
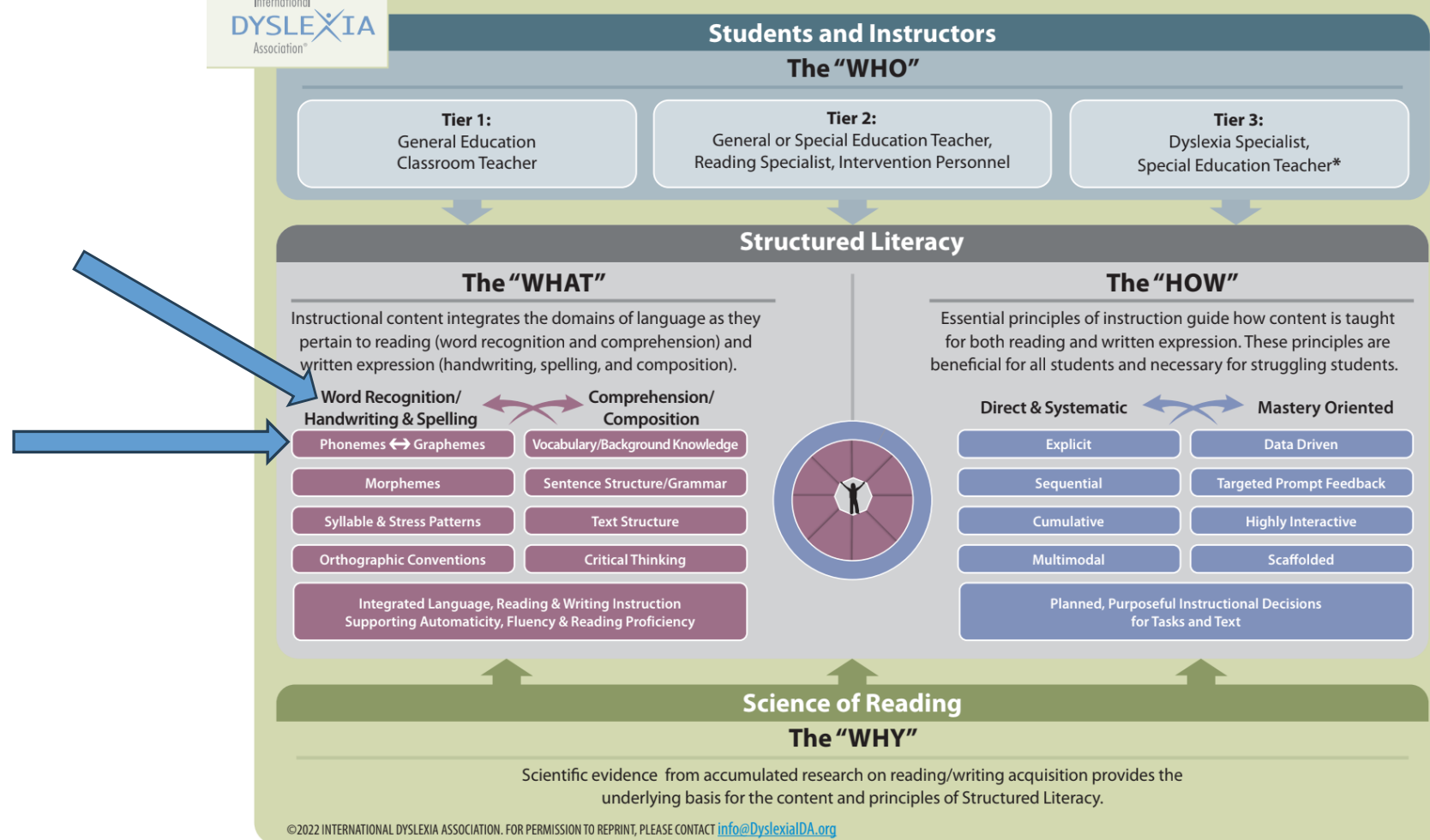
Version 1.1
February 2025
www.michigan.gov/mde

MICHIGAN Department of Education

- Structured Literacy information
  - p. 12 and p. 17

- Code-emphasis phonics approach
  - p. 20

St. Martin et al., 2022

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Structured Literacy: An Approach Grounded in the Science of Reading

Students and Instructors
The "WHO"

Tier 1: General Education Classroom Teacher	Tier 2: General or Special Education Teacher, Reading Specialist, Intervention Personnel	Tier 3: Dyslexia Specialist, Special Education Teacher*

Structured Literacy

The "WHAT"

Instructional content integrates the domains of language as they pertain to reading (word recognition and comprehension) and written expression (handwriting, spelling, and composition).

Word Recognition/ Handwriting & Spelling ⟷ **Comprehension/ Composition**

Word Recognition/Handwriting & Spelling	Comprehension/Composition
Phonemes ⟷ Graphemes	Vocabulary/Background Knowledge
Morphemes	Sentence Structure/Grammar
Syllable & Stress Patterns	Text Structure
Orthographic Conventions	Critical Thinking

Integrated Language, Reading & Writing Instruction Supporting Automaticity, Fluency & Reading Proficiency

The "HOW"

Essential principles of instruction guide how content is taught for both reading and written expression. These principles are beneficial for all students and necessary for struggling students.

Direct & Systematic ⟷ **Mastery Oriented**

Direct & Systematic	Mastery Oriented
Explicit	Data Driven
Sequential	Targeted Prompt Feedback
Cumulative	Highly Interactive
Multimodal	Scaffolded

Planned, Purposeful Instructional Decisions for Tasks and Text

Science of Reading
The "WHY"

Scientific evidence from accumulated research on reading/writing acquisition provides the underlying basis for the content and principles of Structured Literacy.

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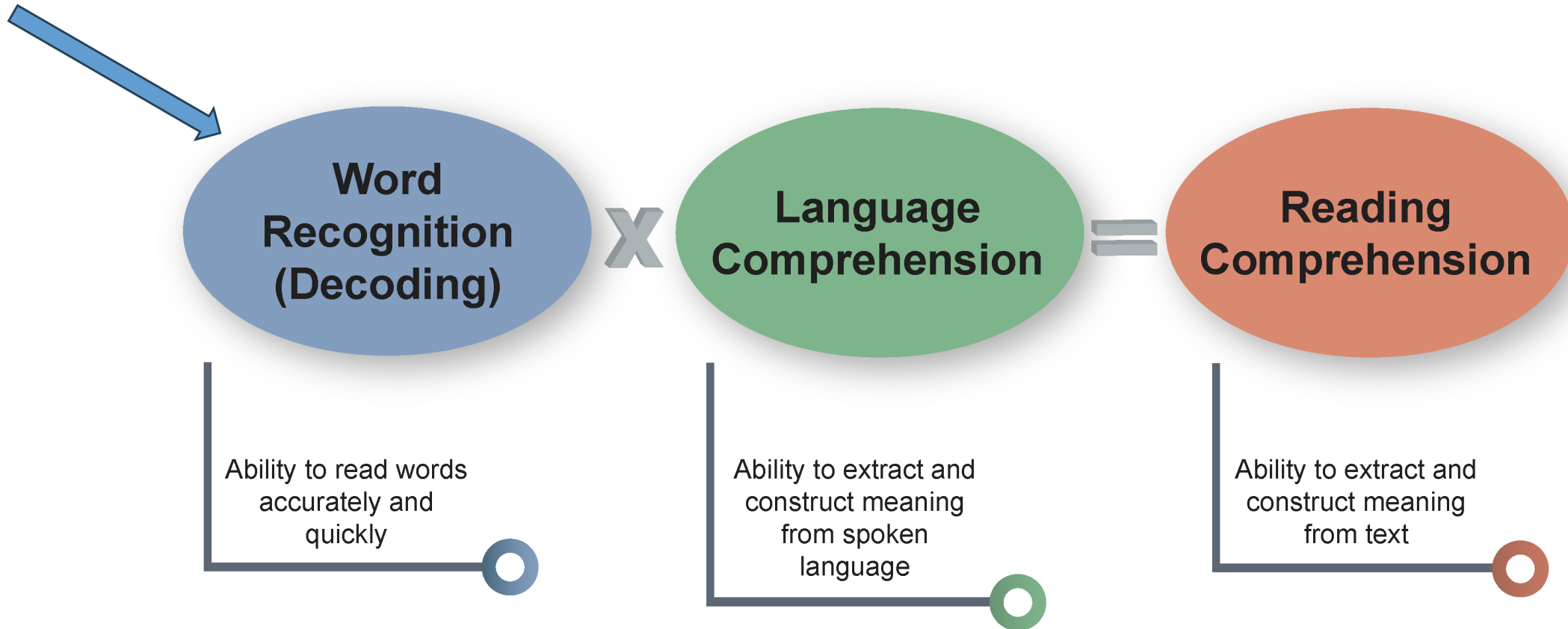
Structured Literacy: An Introductory Guide is available from www.DyslexiaLibrary.org. This brief can be downloaded after logging into the IDA digital library.

*For individuals with dyslexia and other reading difficulties, Structured Literacy must be delivered with more individualization and intensity and by a highly qualified instructor. See Accreditation[Plus] https://tinyurl.com/2p8v3hcf and https://tinyurl.com/5bvrr8hz.
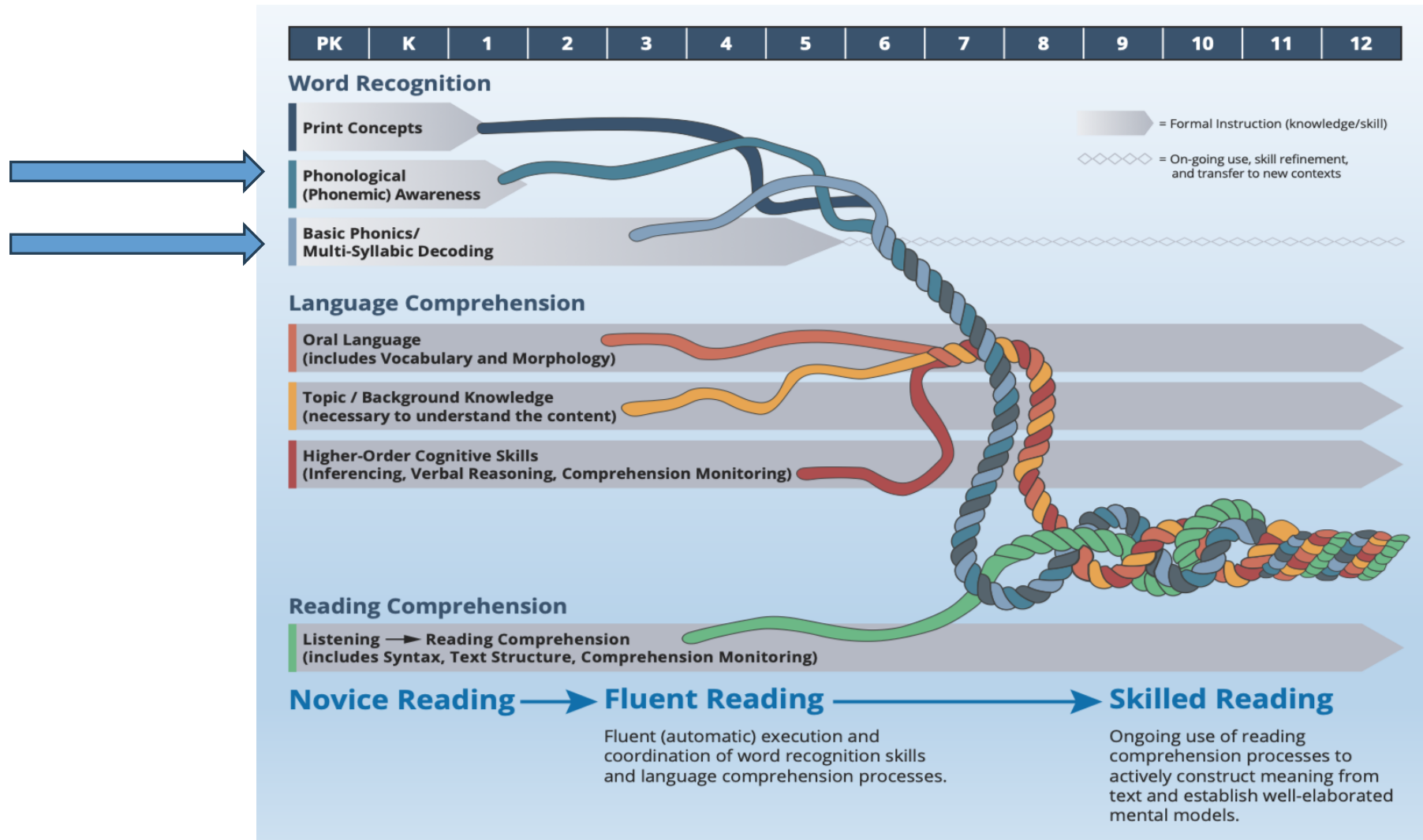
(rev. 10/25/23)

International Dyslexia Association, 2024

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Simple View of Reading

Word Recognition (Decoding) X Language Comprehension = Reading Comprehension

Ability to read words accurately and quickly

Ability to extract and construct meaning from spoken language

Ability to extract and construct meaning from text

Gough & Tunmer, 1986; Hoover & Gough, 1990; Tunmer & Hover, 2019)

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Progression of Reading Skills

St. Martin et al., 2022

2.0 Phonological Awareness

Phonological Awareness

Phonological Awareness

The conscious awareness of *all* levels of the speech sound system, including word boundaries, stress patterns, syllables, onset-rime- units and phonemes.

Alliteration

Rhyme

Syllable

Onset-Rime

Phonemic Awareness

The conscious awareness of *individual speech sounds* (consonants and vowels) in spoken syllables and the ability to consciously manipulate those sounds.

Phoneme Blending

Phoneme Segmentation

Phoneme Manipulation

Moats & Tolman, 2019

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Early Phonological Awareness Activity Examples

Receptive

- Read Aloud
  - Nursery rhymes
  - Rhyming Storybooks
- Rhyme Recognition/Judgement
  - Identify the odd word out
- First Sound Matching
  - Do pop and pet start with the same sound?

Expressive

- Produce a rhyming word in response
  - "I'm thinking of an animal that rhymes with big!"
- Syllable Counting, Segmenting, Blending
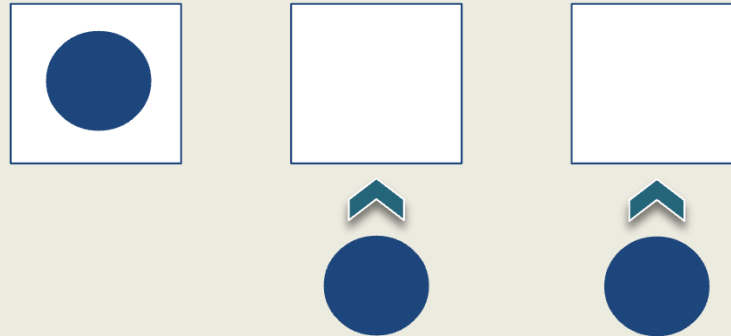- I Spy
  - I spy something blue that starts with /p/

Phonemic Awareness - Segmenting

- ## What Sound?

  - Say the word after me. We'll use a block for each sound. *Cab*. What's the first sound? /k/ What's the middle sound? /a/ What's the last sound? /b/

  - Say the sounds in *Cab*

Moats & Tolman, 2019

Say-it, Move-it

Example using only sounds and counters

Example using sounds and counters with letters

b

i   g
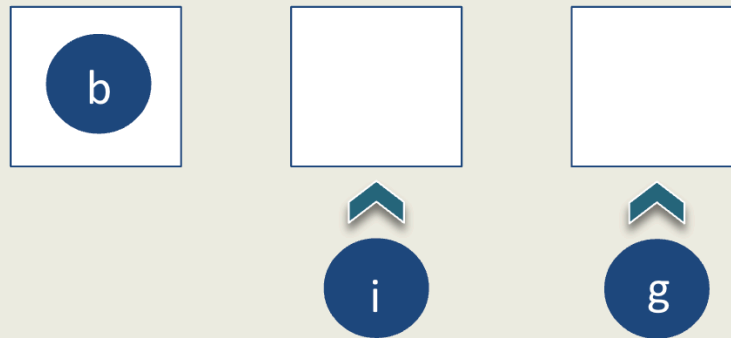
Coker & Ritchy, 2015

Phonemic Awareness - Blending

- Phoneme Blending
  - Listen. The puppet can only say one sound at a time. What's the word?
  - /f/ /i/ /sh/
  - Reveal the picture of the target word

Moats & Tolman, 2019

Phonemic Awareness – General Guidance

- Focus on speech sounds before focusing on letters

- 5-10 minutes

- Show students what you want them to do (I DO), practice together (WE DO), and then let students take a turn (YOU DO)

- Don't wait for mastery of all phonological skills to introduce letters

  - Sound awareness + knowledge of the most common letter representation = explicit instruction of the sound-symbol connection

Moats & Tolman, 2019

Review

- Phonological Awareness skills lay the foundation of later literacy development

- Learners do not need to master all PA levels before being introduced to the Alphabetic Principle

- Introduce sound-symbol relationships as soon as learners are aware of a sound and know the most common letter to represent it

- Segmenting and blending are critical skills across the reading continuum
  - Segmenting is required for spelling (encoding)
  - Blending is required for reading (decoding)

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3.0 Phonics

Phonics Defined

- The teaching of the correspondences between phonemes and graphemes.

- Linking the letters on the page to the sounds they represent.

- **Phoneme**: Speech sounds of spoken English

- **Grapheme:** Letter or letter combinations of written English

Such, 2021, p. 21

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Grapheme-Phoneme Correspondences

Phonemes   /sh/ /e/ /p/

Graphemes   sh   ee   p

Letters   s h e e p

Phonetically Irregular Words

- Words that require grapheme-phoneme correspondences that the children have not yet learned

- What to teach: All new words are taught with direct reference to their sound-spelling correspondences

  - Decoding is how we learn to read

Said

Such, 2021, p. 25

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4.0 Practice

Automaticity

- After teaching skills, skills are taken to automaticity through practice.

- Automaticity on basic skills are required for higher order performance.

- It lessens the cognitive load allowing learners to concentrate on higher level tasks.

Adapted from the work of Nancy Chapel Eberhardt

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Automaticity and Reading

- When students read fluently, decoding requires less attention.
  - Attention can be given to comprehension.

Samuels, Schermer, & Reinking, 1992

Practice that Matches Instruction

Jen has a big web. Jen's web was at the top of the hen's well.

But Jen was sad. Jen's wed was wet.

Ten hens go for a dip in the well. Ten hens get Jen's web wet.

If the web is wet, Jen cannot get bugs. Jen has to get fed. She said, "I want bugs."

Mel is Jen's pal. Jen tells Mel, "The web is wet. I cannot get bugs. Can you fix it for me, Mel?"

Jen's Web by J. Lauren, Whole Phonics

Lauren, 2018

Sounds to Know:

Short a, i, o, u, e

All consonants

Practice that Matches Instruction Continuted

Cats Need Care

Cats make good pets. How do you care for them? Read the tips below.

Give your cat food. Most cats need to eat twice a day. Keep a bowl filled with fresh water, too.

Put a litter box in a quiet spot. Keep it clean. The litter box is a cat's bathroom.

ReadWorks, 2014

Required Knowledge:

Short: a, e, i, o

Long: a(a_e, ay), e(e, ea, ee), i(i_e), o(ow)

R-controlled: er, or

Diphthongs: oo

Consonant blends: fr-, tw-, cl-

Consonant digraphs: th, sh

Syllable Division patter: VCCV (e.g., litter)

Inflectional ending: -ed, -s, 's

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Decodable Text is an Accelerator

| Out-of-context practice	In-context practice
Cat	Zac is sad.
Mat	Zac has no pal.
Fan	A fat cat is on a mat.
Sad	The fat cat has a nap.
Pal	Zan fans the fat cat.
Zac	The fat cat has a nap.

Adapted from the work of Nancy Chapel Eberhardt

Systematic Instruction

- Simple to complex

- Stair-step progression

- Systematic scope and sequence

- Practice and consolidation along the way

- Cumulative teaching
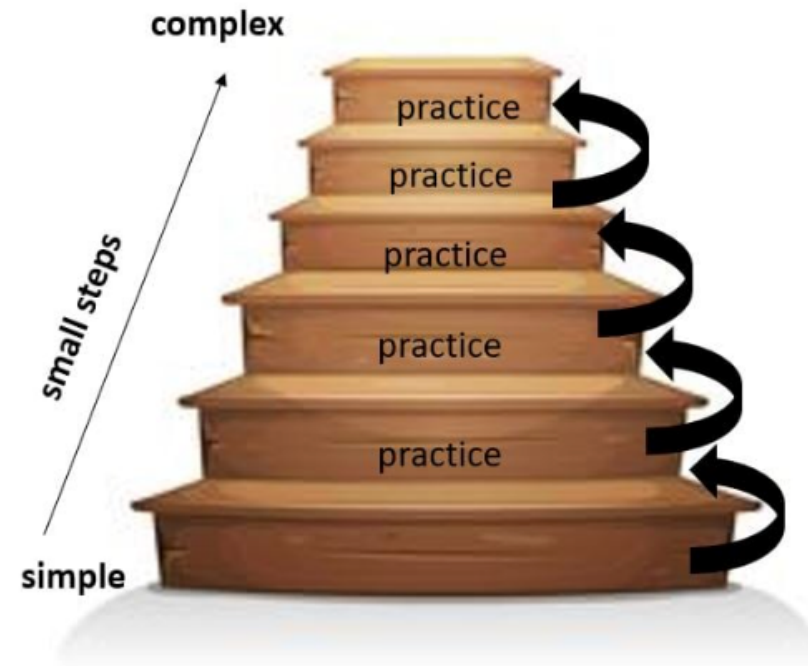
Adapted from the work of Nancy Chapel Eberhardt

5.0 Closing

Summary

- Phonemic awareness is at the individual phoneme level
- The basis for word reading and spelling.
  - Segmenting is required for spelling (encoding)
  - Blending is required for reading (decoding)
- Phonics is teaching the links between phonemes and graphemes
- Practice and systematic instruction leads to automaticity

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Next Up: Structured Literacy Series

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3. **Foundational Writing Skills: Handwriting and Spelling**
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5. Vocabulary and Morphology: Essential for Comprehension

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