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# **Developing Phonological Awareness Skills: What Educators and Families Can Do to Change Outcomes for Children**

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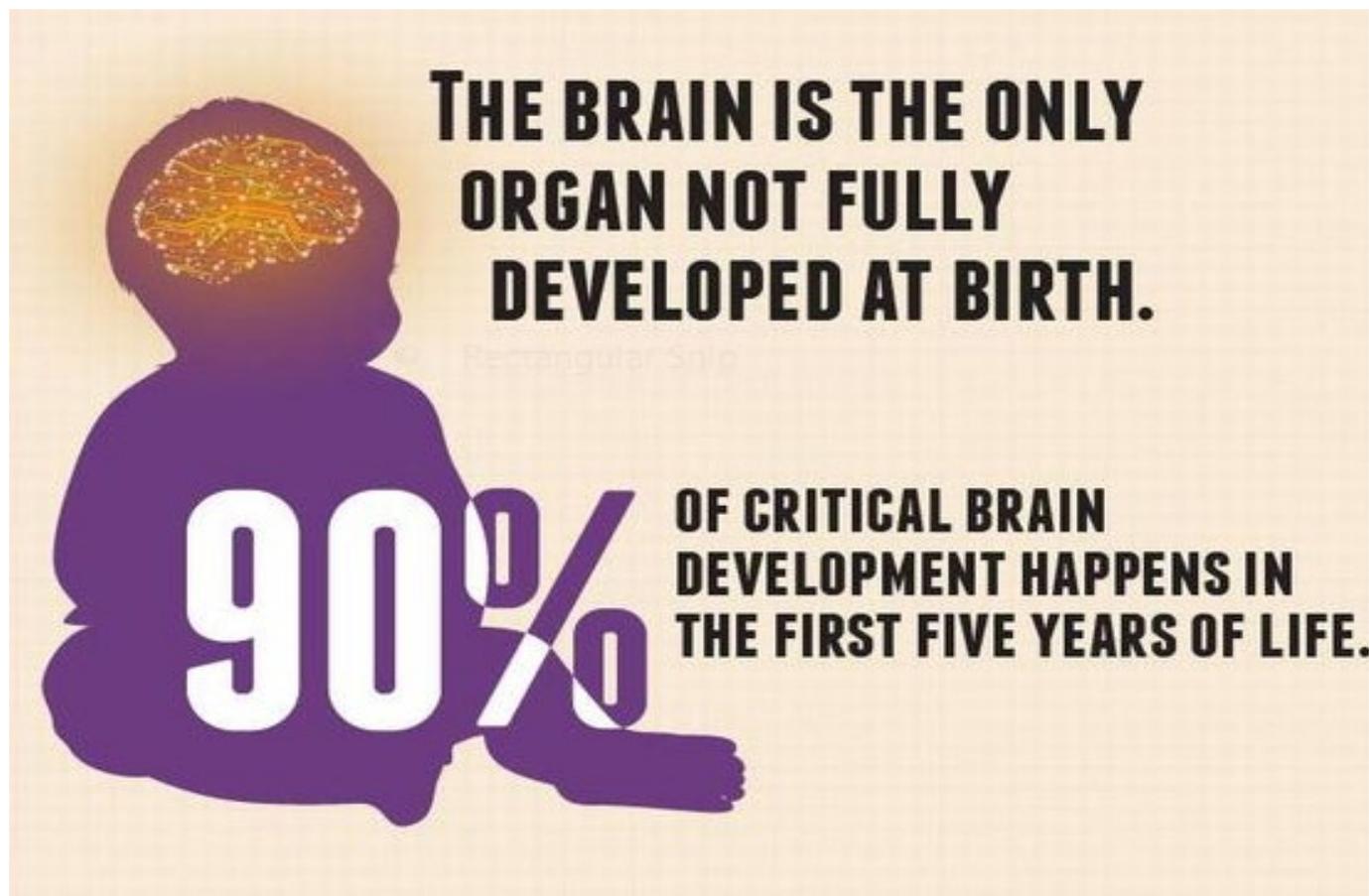
# Together in this session, we will:

- Examine the sequence of phonological awareness skills in emergent readers and consider how brain development and language experiences impact this process
- Explore how to select explicit and systematic instructional strategies
- Engage in examples of evidence-based practices to use with all learners
- Elevate phonological awareness growth in children by considering meaningful opportunities to engage families as partners in supporting their children's language and literacy development

# OHIO'S PLAN TO RAISE LITERACY ACHIEVEMENT



# Language fundamentally builds the brain starting before birth



# Foundations for phonological awareness:

## Basic listening skills

- The acquisition of a several-thousand word vocabulary
- The ability to imitate and produce basic sentence structures
- The use of language to express needs, react to others, comment on experience and understand what others intend

# The Simple View of Reading

## The Simple View of Reading

### Word Recognition

The ability to transform  
print into spoken language

**X**

### Language Comprehension

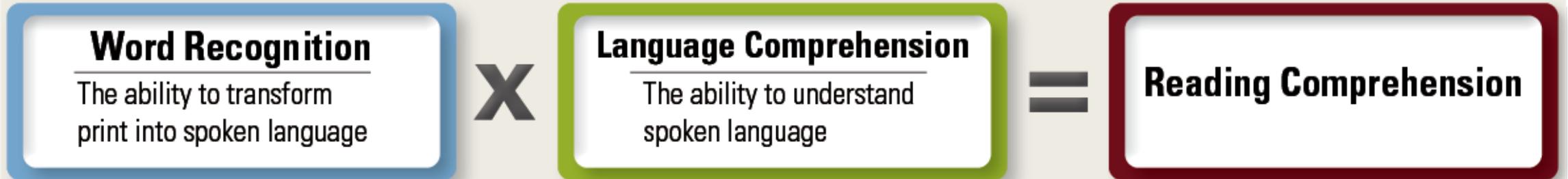
The ability to understand  
spoken language

**=**

**Reading Comprehension**

# Preschool Connections

## The Simple View of Reading



**Important Precursors:**

Print Knowledge

Phonemic Awareness

**Important Precursors:**

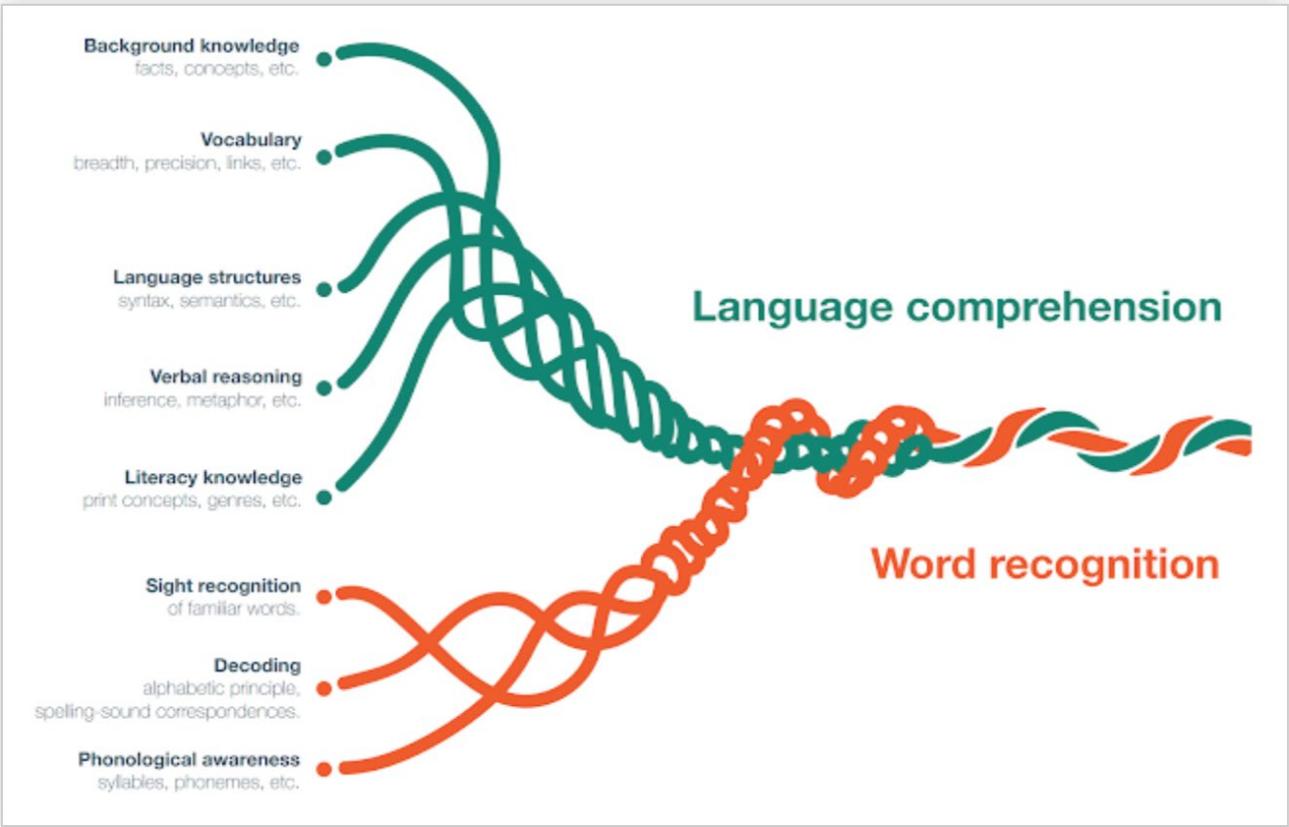
Expressive Vocabulary

Receptive Vocabulary

# Scarborough's Reading Rope

**Background Knowledge**  
**Vocabulary**  
**Inferencing**  
**Book & Print Organization**

**Print Knowledge**  
**Early Writing**  
**Phonological Processing**



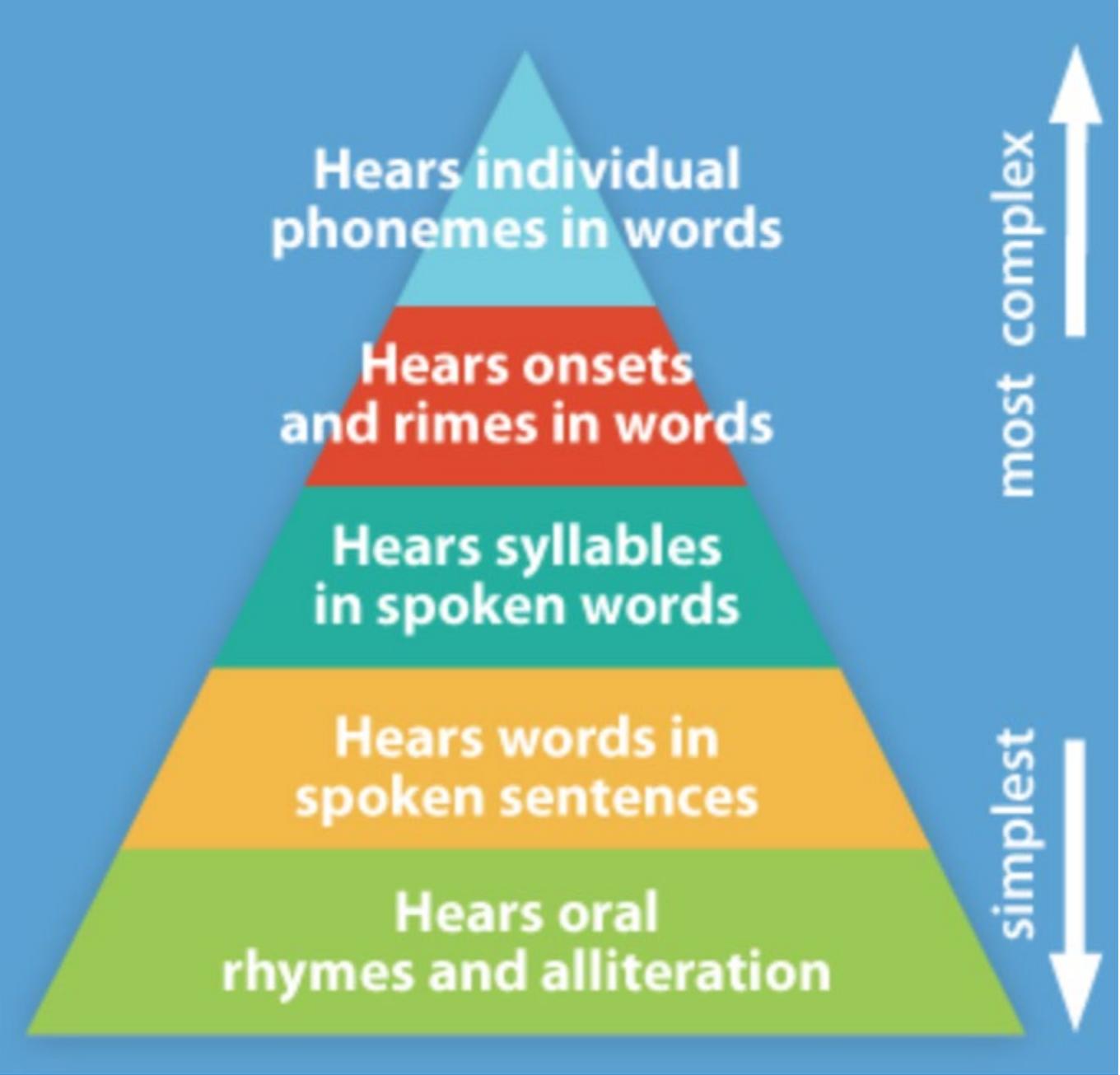
# Progression of Phonological Skills

<b>Infants and Toddlers</b>	Phonological Sensitivity	Learning to say speech sounds
<b>Preschoolers</b>	Phonological awareness	Learning to play with speech sounds
<b>Kindergarteners</b>	Alphabetic principle	Learning to connect speech sounds to letters

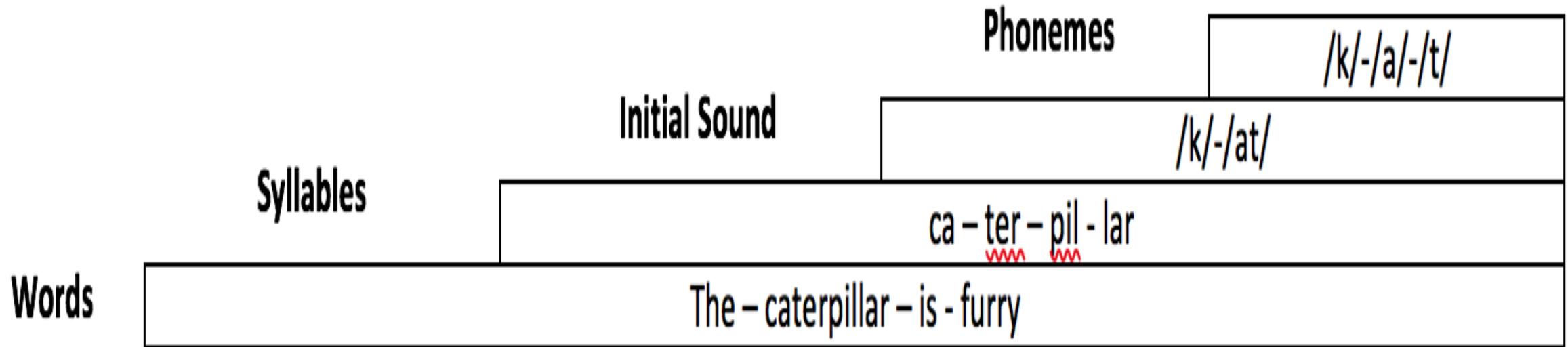
# Phonological Awareness and Phonemic Awareness

PHONOLOGICAL AWARENESS refers to BIG UNITS OF SOUND

Phonemic awareness refers to developing experiences around the smallest units of sound. It is a subset of phonological awareness in which you are working with recognizing and manipulating phonemes, or individual units of sound. These units help us distinguish one word from another such as tee or tree, car or card.



# The Development of Phonological Skills



# Rhyming

Age	Rhyming Skill
<b>2- 3 years old</b>	Participate in saying words in nursery rhymes, <u>fingerplays</u> , jingles, songs and books that are read to them
<b>3-5 years old</b>	Detect / match words that rhyme
<b>4-5 years old</b>	Produce words that rhyme
<b>5-6 years old</b>	Produce a string of words that rhyme

# Here is the great news!

Phonological awareness is all auditory, no print is necessary.

You can do it in the dark, although we have come to learn we can leverage these experiences by drawing attention to how sounds are articulated.

# Let's Practice!

Please stand up, form a circle and have one person pick up the koosh ball on your table.

# **Phonemic Awareness is the bridge between language and literacy.**

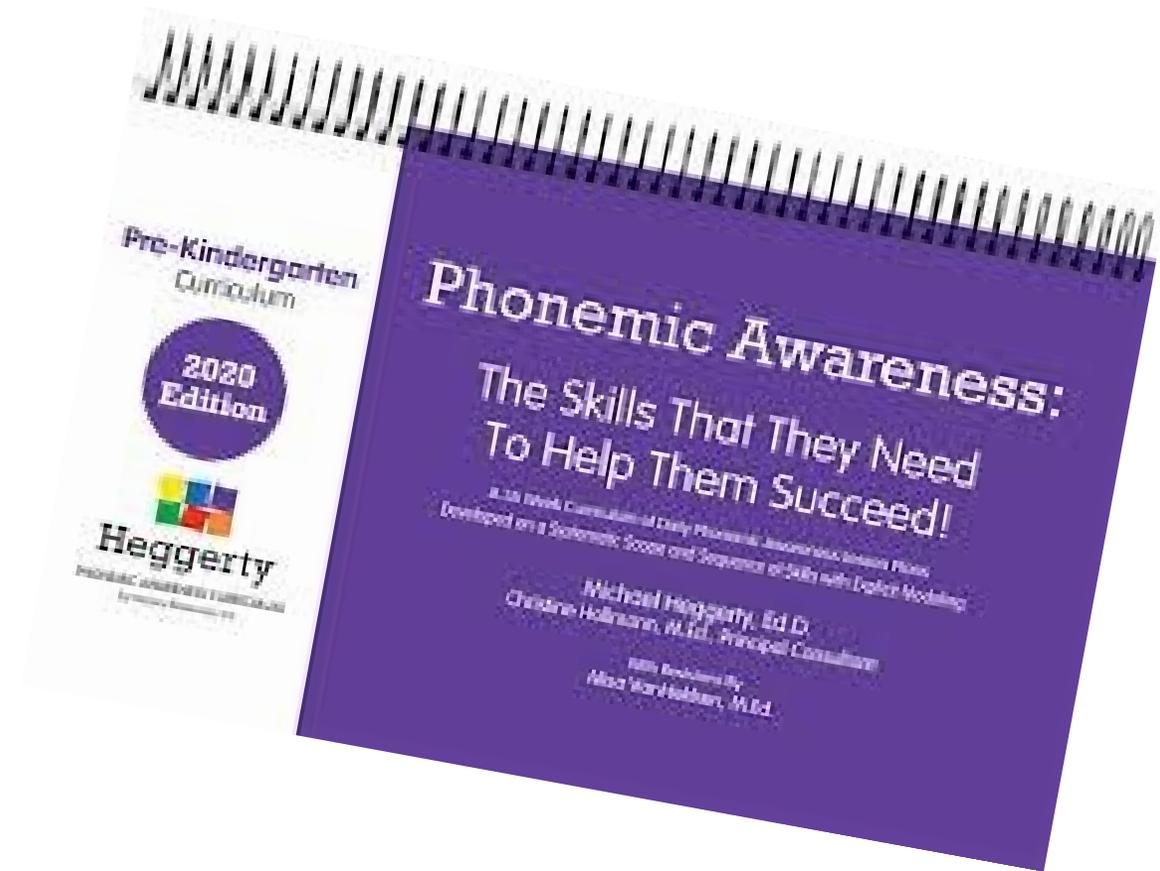
According to the National Reading Panel, phonemic awareness has an effect size of .86!

## **Turn and talk:**

Considering our learning so far, why would explicit and systematic classroom instruction in the area of phonological awareness be important?

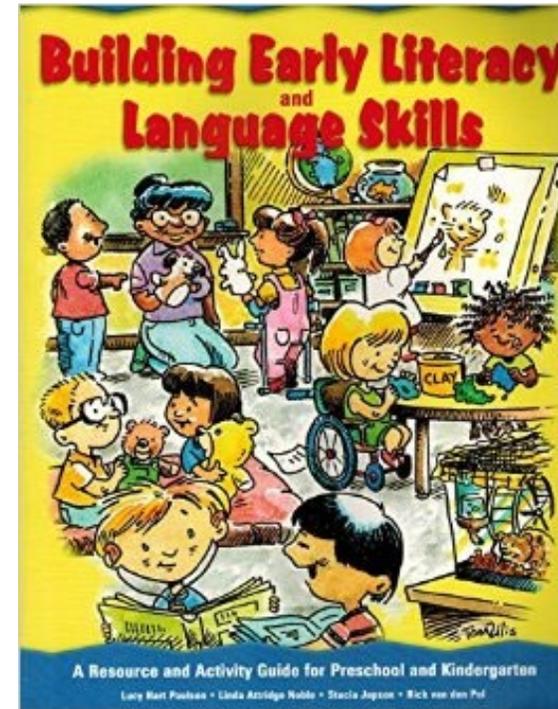
# Heggerty Phonemic Awareness Curriculum PreK

Dr. Michael  
Heggerty



# Building Early Literacy and Language Skills

Dr. Lucy Hart Paulson



# Grab Bag Surprise

1. Gather objects (may be related to theme, unit of study, student of the week)
2. Reach into bag and pull out an object but keep it hidden from children
3. Segment the name of the object by syllable or sound and ask the children to blend the word for the object
4. Ask the children to segment the word

*From: Building Early Language and Literacy Skills*

# Sit Together & Read (STAR)

Dr. Laura Justice, Ohio State University

STAR read-aloud practices are designed to develop and strengthen young children's awareness of and knowledge about print. They utilize evidence-based reading techniques that have been found to be especially helpful in early childhood education classrooms and include both classroom and family engagement components.

## **Turn and talk:**

How does this relate to ALL learners?

# What is language nutrition?

*The use of language that is sufficiently rich in engagement, quality, quantity and context and nourishes a child neurologically, socially and linguistically*

How do we begin to communicate the importance of language nutrition with families, caregivers and our communities?

# Parents are their child's first and most important teacher.

Talking with your child every day, throughout the day, is one of the most important gifts you can give to ensure healthy growth and development. No one knows or can connect with your child better than you!

# Did you know that our brains are the only organ not fully developed at birth?

During the first three years of life, the brain develops quickly and constantly with more than 1 million new connections being formed every second!

**Babies and young children need lots of loving words to grow healthy brains.**

All of the talking and reading that caring adults provide children gives them the best start in life and makes the most of the time when their brains are growing the fastest.

**The language you share now provides a strong foundation for later learning.**

Children need to hear, see and use words in order to read, write and spell words.

# Call to action

Families, caregivers, educators and really all of us need to model, facilitate and use language all day long!

**The lack of phonemic awareness is the most powerful determinant of the likelihood of failure to learn to read.**

*Marilyn Adams, 1990*