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1. Introduction
What is the Texas Center for Reading and Language Arts?

The Texas Center for Reading and Language Arts assists K–12 educators in enhancing the Reading and Language Arts knowledge and skills of Texas students, through implementation of the Texas Essential Knowledge and Skills (TEKS).

Goal 1: To provide a cadre of school-level specialists with expertise in phonological awareness, word analysis, fluency strategies, and comprehension strategies who are able to use documented approaches to reading and language arts instruction to address TEKS objectives with students in grades K–3.

Goal 2: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with second language learners.

Goal 3: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades K–5 who are experiencing difficulty in reading and language arts.

Goal 4: To enhance the knowledge, skills, and practices teachers use to implement the TEKS reading and language arts objectives with students in grades 6–8, focusing on content area reading instruction.

Goal 5: To disseminate information generated by the Texas Center for Reading and Language Arts using current technology and media.

Goal 6: To communicate the goals, activities, and accomplishments of the Center to professionals and other community members.

How are the Center’s Activities Accomplished?

Literacy Labs
Both school-based and university-based labs served as models for universities and school districts.

Professional Development Guides and Videos
These guides are designed to provide educators across the state with materials and plans for professional development in reading and language arts, and to introduce the TEKS.

Reading Liaisons
Education Service Center Reading Liaisons work collaboratively with Center personnel to engage in and provide professional development on the TEKS.

School Partnerships
Collaborative relationships with schools that assist in the development of materials, curriculum guides, and product development.
Organization & Content of the Guide

The guide contains four sections of materials and a video for presenters to teach the Phonological Awareness. Section 2 (Professional Development), includes speaker’s notes and suggestions on how to guide participants through the workshop. Section 3 (Overheads), contains transparencies containing key points and activities to accompany your speaker’s notes; Section 4 (Handouts) includes “Workshop Notes” for participants to take notes from the presentation, and “Activity Handouts” for group activities; Section 5 (Appendices) provides a list of references and further readings on Phonological Awareness and, lastly, the video “Phonological Awareness: Principles for Instruction and Progress Monitoring” to provide an understanding of phonological awareness research.
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2. Professional Development
Preparing for the Workshop

The purpose of this workshop is to provide an understanding of phonological awareness research, methods for teaching, and progress monitoring that is aligned with the Texas Essential Knowledge and Skills (TEKS).

Materials
• Handouts (Section 4)
• Pictures of words for Activity 3
• Pencils/overhead marker

Equipment
• Overhead projector
• VCR and monitor

Room Arrangement
• This workshop is presented in lecture form. Activities will be held in large groups. All participants will need to see the screen for overhead projection.
Introduction

• As participants arrive, use Overhead #1 to communicate the topic of your presentation.

Agenda

• Use Overhead #2 to provide an organized glance of the Phonological Awareness workshop and the topics to be covered.
Overhead #3

**Phonological Awareness**

**WHAT is it?**

Involves understanding the different ways in which spoken language can be broken down and manipulated.

Overhead #4

**Phonological Awareness**

**WHY is it Important?**

* Acquisition of phonological awareness is an important factor in learning to read and spell.
* This collection of skills can be taught prior to and during reading instruction.
* Teaching these skills will improve reading and spelling abilities.
* Phonological awareness will facilitate children’s learning of the alphabetic principle by drawing their attention to the sounds that are related to individual letters.

Definition of Phonological Awareness

- Use Overhead #3 to define Phonological Awareness.
- Explain that it is comprised of several concepts detailed in this workshop, and that it does not involve print.

What the Research Tells Us

- Using Overhead #4, review the current research (Ball & Blachman, 1991; Byrne, Fielding-Barnsley, 1993; Liberman & Shankweiler, 1985; NRC, 1998).
- Although exposure to literature and level of intelligence are important for overall development, they are less predictive of reading success than phonological awareness.
- Emphasize that phonological awareness is a better predictor of reading success than what children know about letters, or how often they were read to, or SES status.
Phonological Awareness Concepts

• Use Overhead #5 to illustrate the levels of difficulty of phonological awareness.

• Tell participants that when children are having difficulty with a task, they should take instruction back to a less complex activity.

Phonological Awareness vs. Phonemic Awareness

• Use Overhead #6 to explain the importance of phonemic awareness to teach phonological awareness.

• Remind participants that doing phonological tasks (e.g., blending, segmenting, rhyming) helps teach children to hear the smallest unit in a word (phoneme).

Overhead #5

Phonological Awareness Concepts Continuum

Less Complex Activities

• rhyming songs

• sentence segmentation

• syllable segmentation & blending

• onset-rime, blending, & segmentation

• blending & segmenting individual phonemes

More Complex Activities

Overhead #6

Is Phonological Awareness...

...the same as Phonemic Awareness?

NO!!

Phonemic Awareness is just one type of phonological awareness, defined as the ability to notice, think about, or manipulate the individual sounds in words (phonemes).
**What is a Phoneme?**

The smallest unit of sound in a word that makes a difference in its meaning.

“man”

m .......... a .......... n
1st phoneme 2nd phoneme 3rd phoneme

• Use Overhead #8 to define a phoneme.
• Explain the levels of complexity in teaching a task.
• Remind participants that if this task is too difficult for children, try: m--an.

**Importance of Phonemic Awareness**

• Use Overhead #7 to show how phonemic awareness is the most important skill of phonological awareness.
• Explain how for some children it precedes initial reading, where for others phonemic awareness and initial reading support each other; as one grows stronger, the other one improves (Erhi & Wilce, 1980, 1986; Perfetti et al., 1987).
What Does this Mean for the Teacher?

• Use Overhead #9 to explain that children should receive explicit instruction in phonological awareness skills.

How Does Phonological Awareness Tie in with the TEKS?

• Use Overhead #10 to remind participants of the TEKS for grades K–1.

• Note that phonological awareness is a skill identified in Kindergarten.

Implications for...

...Phonological Awareness Instruction

• Many children benefit from explicit instruction in phonological awareness beginning in kindergarten.

• Those who progress slowly in phonological awareness activities should receive special attention.

The student orally demonstrates phonological awareness (an understanding that spoken language is composed of sequences of sounds).

The student is expected to:

(a) demonstrate the concept of word by dividing spoken sentences into individual words;
(b) identify, segment, and combine syllables within spoken words such as by clapping syllables and moving manipulatives to represent syllables in words;
(c) produce rhyming words and distinguish rhyming words from non-rhyming words;
(d) identify and isolate the initial and final sound of a spoken word;
(e) blend sounds to make spoken words such as moving manipulatives to blend phonemes in a spoken word; and
(g) segment one-syllable spoken words into individual phonemes, clearly producing beginning, medial, and final sounds.
Overhead #11

**Monitoring Progress of Phonological Awareness**

- Use Overhead #11 to remind participants that by January, about one third of children in Kindergarten have acquired at least some of this skill in phonological awareness (this information is necessary for planning instruction).
- Remind participants that monitoring progress is a continual activity.

Some children will have acquired phonological awareness by mid-kindergarten, but many won’t.

For instructional planning, it’s important to determine what children know and to monitor what they learn.

Informal instruction and assessment should be ongoing.

Overhead #12

**Example of a Monitoring Tool**

**Instructional Dipsticks**

<table>
<thead>
<tr>
<th>Student</th>
<th>Rhyming</th>
<th>Blending</th>
<th>Segmenting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matt</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ashley</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brooke</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Success Indicator**

2: The child consistently blends words correctly and pronounces them without distortion.
1: The child blends a few words correctly.
0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.

**Keeping Track of Progress**

- Use Overhead #12 to provide an example of a chart used for monitoring progress.
- Emphasize that teachers can assess progress on a frequent basis using a success indicator.

**Note:** Monitoring progress will help to modify curriculum and instruction, and identify concepts with which a student may be having difficulty.
Group Activity 1

Overhead #13

• Guide participants in Group Activity 1.

Activity 1

**Blending**

**Task Definition:**
Child blends three or four phonemes into words (e.g., s-a-t; m-a-n; p-l-a-n; c-a-m-p).

**Example:**
1. During informal activities (e.g., pretend play, drawing, looking at books) ask the child, “Guess this word.”
2. Say the word in isolated phonemes (“S-a-t;” “m-a-n;” “p-l-a-n;” “c-a-m-p”).
3. Have the child pronounce the word normally (“Sat”).

**Scoring**

2: The child consistently blends words correctly and pronounces them without distortion.
1: The child blends a few words correctly.
0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.

Group Activity 2

Overhead #14

• Guide participants in Group Activity 2.

Activity 2

**Segmentation**

**Task Definition:**
Child separates words into onset-rime. Onset and rime (e.g., b-at) is an “instructional compromise” between the whole word and the phoneme.

**Example:**
1. During informal activities (e.g., pretend play, drawing, looking at books) ask the child to play a word game.
2. Give the child a word (e.g., Bob).
3. Ask the child to segment the word into onset and rime (e.g., b-ob; c-at).

**Scoring**

2: The child consistently blends words correctly and pronounces them without distortion.
1: The child blends a few words correctly.
0: No evidence the child can perform the task; child repeats the segmented words without pronouncing them normally.
Overhead #15

Teaching Phonological Awareness

- Rhyming: What rhymes with cat?
- Blending: What word is this /sh/ /oe/?
- Phoneme Counting: How many sounds are in the word box?
- Phoneme Segmentation: What sounds do you hear in bus?
- Phoneme Deletion: What is left if the /t/ sound were taken from cart?

Overhead #16

Teaching Phonological Awareness

- Use Overhead #15 to identify activities that can be used to teach phonological awareness.
- Remind participants that there is a strong correlation between blending and segmenting.

Note: Research has shown that it is faster to teach blending and segmenting simultaneously than to separate them.

The Relationship Between Teaching & Progress Monitoring

- Use Overhead #16 to remind participants that monitoring progress is ongoing and is not separate from teaching.

Effective teaching does not separate teaching from assessment.
• Guide participants in Group Activity 3.

Activity 3

**Purpose:** To demonstrate how sounds can be blended into spoken words.

**Materials:** Pictures of words.

**Description:**
1. Hang pictures on board.
2. First tell the students: “Guess the word I’m saying. It’s one of these pictures.” (Begin with words that start with stretched sound, e.g., sssnnnaaake and work up to individual phonemes, e.g., b-a-t).
3. When the children guess “snake,” call on a child to show the picture with the word printed at the bottom. Repeat the game with other sets of pictures.

• Guide participants in Group Activity 4.

Activity 4

**Purpose:** To understand that words can be conceptualized as a collection of parts.

**Description:**
1. Begin by saying each child’s name. Then say the name in syllables, clapping for each beat.
2. Have children clap the syllables in the names of objects around the room.
3. Similar segmentation activities could be done with sentences into words, e.g. Bill-ran-across-the-street-to-get-the-ball, and words with phonemes, e.g. s-t-o-p.

**Example:**

```
  tur — tle
```
Group Activity 5

• Guide participants in Group Activity 5.

Activity 5

First Sound Song

Purpose: To remember words, phrases, and sounds, and to identify the first sound in words.

Description:
1. Sing the “First Sound Song” to the tune of “Old MacDonald Had a Farm.”
2. Have the children learn the verses.
3. Then, encourage them to change and propose new words.
4. At the end of a verse, repeat the words and ask children to identify the first sound.

Lyrics:
What’s the sound that starts these words: turtle, time and tree? /T/ is the sound that starts these words: turtle, time and tree. With a /t/ /t/ here and a /t/ /t/ there, here a /t/, there a /t/, everywhere a /t/ /t/. /T/ is the sound that starts these words: turtle, time and tree.

Summing Up

• Use Overhead #20 to conclude the workshop.
• Summarize the main points and note the importance of having phonological awareness in every student’s repertoire.

Phonological Awareness is important because:
• It is predictive of reading success.

Teachers evaluate student progress:
• On a continual basis.
• In order to make curriculum and instructional modification.

Phonological Awareness can be taught:
• With activities such as blending, segmenting and rhyming.
• At various times during the day, both formally and informally.
3. Overheads
4. Handouts
5. Appendices
References


References (con’t)


Resources

Representative products (not necessarily recommended)

Ladders to Literacy
Grade: Kindergarten
This activity book is designed to work on preacademic skills, early literacy development as children learn to recognize letters, match sounds to letters and develop phonological awareness skills.
Phone: (800) 638-3755

Launch into Reading Success through Phonological Awareness Training
Grade: Kindergarten
The program was designed to provide support in the development of phonological awareness in Kindergarten children who are at risk for reading failure. The program contains 66 activity lessons, most of which are designed for small group instruction.
Authors: Bennet, L. & Ottley, P.
Publisher: Creative Curriculum Inc.
Phone: (604) 876-6682

Phonemic Awareness and the Teaching of Reading
This brochure contains a position statement from the International Reading Association and presents several key questions along with research-based answers. Request a free copy of publication #1025-448 by sending a self-addressed stamped envelope to the following address:
   International Reading Association
   800 Barksdale Rd.
   P. O. Box 8139
   Newark, DE  19714-8139

Phonemic Awareness in Young Children: A Classroom Curriculum
Grades: K-1
This program consists of 51 different activities with sequencing guidelines. The activities include listening games, rhyming activities, syllabification and phoneme-letter activities.
Author: Adams, M. J., Foorman, B. R., Lundberg, I., & Beeler, T.
Publisher: Brooks Publishing Co.
Phone: (800) 638-3755

The Phonological Awareness Kit
Grades: K-3
This program was developed to improve word attack and early spelling skills through a two-part approach that combines phonetically-controlled reading and spelling activities with phonological awareness tasks. It introduces rhyming, segmenting syllables and sounds, sound placement and blending, and repeating multisyllable words, and is designed as a supplement to a reading program.
Resources (con't.)

Representative products (not necessarily recommended)

Author: Roberson, C., & Salter, W.
Publisher: LinguiSystems, Inc.
Phone: (800) 776-4332

Sound Start Teaching Phonological Awareness in the Classroom
Grades: Pre-K to 1
Designed to help classroom teachers build phonological awareness skills, this program contains activities for teaching rhyming, syllabification and phoneme awareness.
Author: Lenchner, O., & Podhajski, B.
Publisher: Stern Center for Language
Phone: (800) 541-9588

Sounds Abound: Listening, Rhyming, & Reading
Grades: PreK-3
This program targets listening, rhyming skills, speech sound awareness, and blending and segmenting sounds, as students practice putting sounds together with letters. Reproducible activities for class and homework, lists of other resources, and pre- and post-tests are included.
Authors: Catts, H., & Vartiatinen, T.
Publishers: LinguiSystems, Inc.
Phone: (800) 776-4332