



Module 2: Phonological Awareness & Print Concepts

Understanding the Components
of Oral Language





Early Literacy



LaShanda Simmons Fason
simmonsLD@scsk12.org



Stephanye Jimerson
jimersonSL@scsk12.org



Gwen Ingram
ingramGM@scsk12.org



Virtual Norms

- Make sure you are in a quiet area.
- **Mute** your microphone when you are not speaking.
- When speaking, keep your points clear and concise.
- Use the **chat** feature to capture questions, when possible.
- Use the **Raise Hand** feature to signal that you'd like to comment verbally during the session. Once you've been called to share, please lower your hand.
- Be prepared to be called upon to share or engage in an activity.





Session Objectives

Leaders will

- Know that phonological awareness and print concepts are essential skills that underly a student's ability to learn to read and spell
- Understand how phonological awareness and print concepts instruction look in action
- Be able to support effective implementation of instruction in phonological awareness and print concepts



AGENDA

- I. Research
- II. Standard & Subskills
 - Phonological Awareness
 - Print Concepts
- III. **Standards in Action**
 - Example and Experience
- IV. Instruction & Alignment
- V. **Next Steps**





Icebreaker

B

I

N

G

O

Seeing coworkers non-work-related tabs on screen shares	Scrolling your feed while listening in	You thought your camera was off	Staring out the window	Can everyone mute their mics?
How are you doing today?	Is ___ on the call?	Let me share my screen	We'll just wait a few minutes for everyone to join	Wearing the same outfit all week
Sorry, you go ahead	Accidentally sharing the wrong screen		Sorry, I was on mute	Sitting in bed for the call
You thought you were muted	We'll give everyone some time back	Can you see my screen?	Unreasonably loud typing in the background	I have a hard stop at...
Cleaning during the call	Animal responding to your question	Child responding to your question	I have to jump on another call	Sharing gifs with coworkers during the call

Have these things occurred while you've been on virtual calls?





Warm Up

1. Print concepts are explicitly taught in
 - a. 2nd grade
 - b. 1st grade
 - c. Kindergarten
 - d. Pre-K
2. Which is the correct way to segment "shipwreck"?
 - a. s/h/i/p/w/r/e/c/k
 - b. sh/i/p/wr/e/ck
 - c. sh/i/p/w/r/e/c/k
 - d. Sh/ip/wre/ck
3. Students are asked to replace the /t/ sound with the /m/ sound. This is an example of
 - a. phoneme substitution
 - b. phoneme segmentation
 - c. phoneme deletion
 - d. phonics
4. Without print concepts, students will not develop
 - a. word reading skills
 - b. letter/sound correspondence
 - c. The ability to read and understand text
 - d. vocabulary
5. How many phonemes are in the word flashlight?
 - a. 10
 - b. 7
 - c. 9
 - d. 2



Warm Up

1. Print concepts are explicitly taught in
 - a. 2nd grade
 - b. 1st grade**
 - c. Kindergarten
 - d. Pre-K
2. Which is the correct way to segment "shipwreck"?
 - a. s/h/i/p/w/r/e/c/k
 - b. sh/i/p/wr/e/ck**
 - c. sh/i/p/w/r/e/c/k
 - d. Sh/ip/wre/ck
3. Students are asked to replace the /t/ sound with the /m/ sound. This is an example of
 - a. phoneme substitution**
 - b. phoneme segmentation
 - c. phoneme deletion
 - d. phonics
4. Without print concepts, students will not develop
 - a. word reading skills
 - b. letter/sound correspondence
 - c. The ability to read and understand text**
 - d. vocabulary
5. How many phonemes are in the word flashlight?
 - a. 10
 - b. 7**
 - c. 9
 - d. 2



RESEARCH: Why is phonological awareness important?





The Simple View of Reading (SVR)

2 domains

**Printed Word
Recognition**

×

**Language
Comprehension**

**Phoneme
Awareness**

Phonics

Fluency

Vocabulary

**Reading
Comprehension**

5 components

Many Strands Are Woven Into Skilled Reading

Reading
Comp

=

Language
Comprehension

×

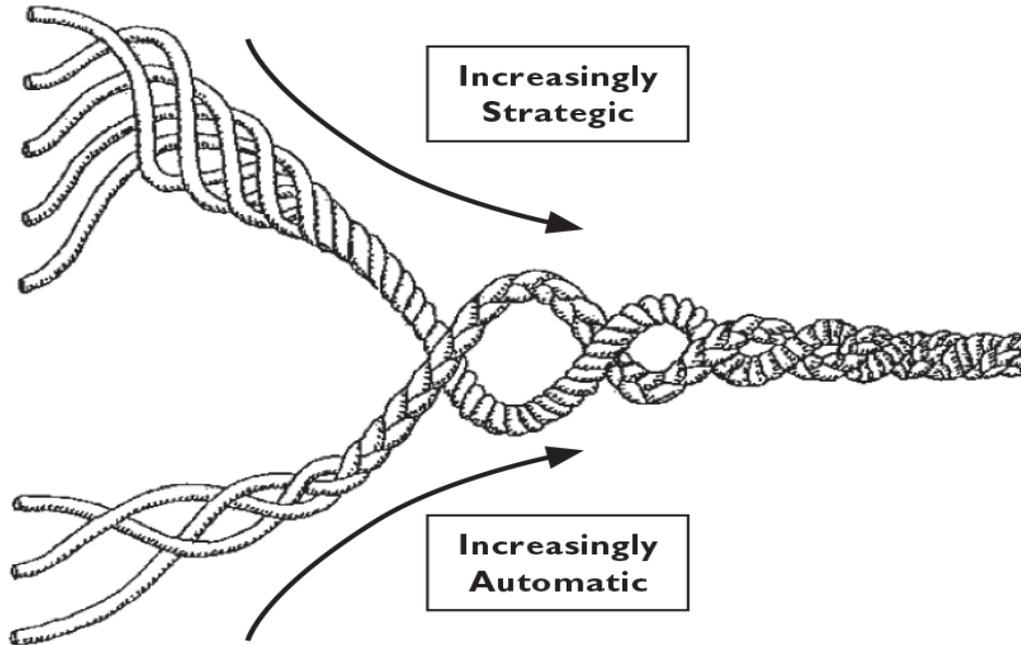
Decoding Word
Recognition

LANGUAGE COMPREHENSION

- Background Knowledge
- Vocabulary
- Verbal Reasoning
- Language Structures
- Knowledge of Text Structure and Genre (Literacy Knowledge)

WORD RECOGNITION

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



SKILLED READING:
Fluent execution and coordination of word recognition and text comprehension.

Reading is a multifaceted skill, gradually acquired over years of instruction and practice.



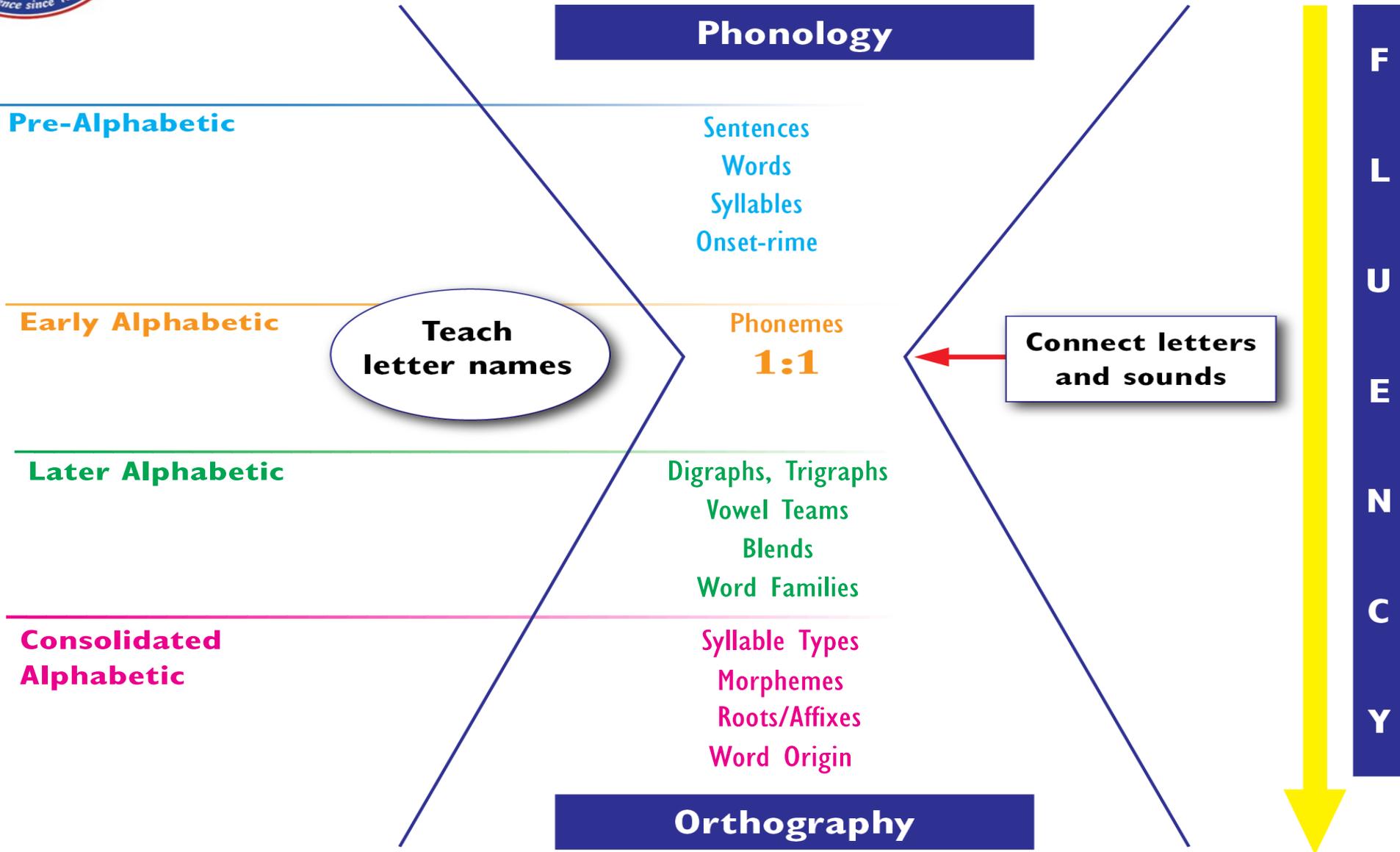
Quick Check

1. How do the Simple View of Reading and the rope model impact teaching?
2. How does this knowledge influence instructional decisions?
3. What evidence of the Simple View of Reading is present in classrooms at your school?





Language Skill Progression and Ehri's Phases of Word Reading





Facts & Stats

- Eighty (80%) of **poor readers** have difficulty with phoneme awareness and other phonological skills.
- The ability to decode single words **accurately** and **fluently** is dependent upon the ability to segment words and syllables into phonemes.
- Deficits in phonological and phonemic awareness reflect the **core deficit** in reading disabilities.
- Phoneme awareness is the single **best predictor** of reading success between kindergarten and second grade.

Emoji Annotation

Read the Facts and Stats. **What do you think?**

Respond in the chat box and include an emoji and one sentence commentary.



I wonder.....



This surprises me



I agree with this.....



This makes me feel.....



DEFINITION: What is phonological awareness?





Phonological Awareness

- Phonological awareness is a broad term covering many early literacy skills.
 - "**umbrella**" term referring to the awareness of sound.
- Phonological awareness refers to the ability to hear, identify, and manipulate sounds at the sentence, word, syllable, and phoneme (sound) level.





Phonological Awareness



Phonological awareness is a broad term covering many early literacy skills.

Sentence Level	How many words are in the sentence?
Word Level	Do these words rhyme?
Syllable Level	What is the last syllable in this word?
Phoneme Level	What is the final sound in this word?



Phonological Awareness vs Phonemic Awareness



- **Phonological Awareness**-Phonological awareness is an umbrella term referring to the awareness of sound. (*words, syllables, onsets and rimes, and phonemes*).
- **Phonemic Awareness** – The specific ability to hear, identify, and manipulate the individual sounds (phonemes) in spoken words
- **Phoneme** – The smallest unit of sound in spoken language.



How are sounds manipulated? Let's Practice!

Phonemic awareness involves the ability to **manipulate** speech sounds within words to make new words.



Unmute your microphone

segment	Tell me the sounds you hear in the word ____?
blend	What word do the sounds _____ make when blended?
isolate	What's the medial sound in the word _____?
addition	Add ___ at the beginning of _____. What's the new word?
deletion	If you take the ___ off the word _____, what's left?
substitution	Change the ___ in _____ to _____. What is the new word?



STANDARDS: Which foundational literacy standards are addressed through phonological awareness instruction?





Foundational Literacy Standards

Demonstrate understanding of spoken words, syllables, and sounds (phonemes)

Kindergarten - K.FL.PA.2

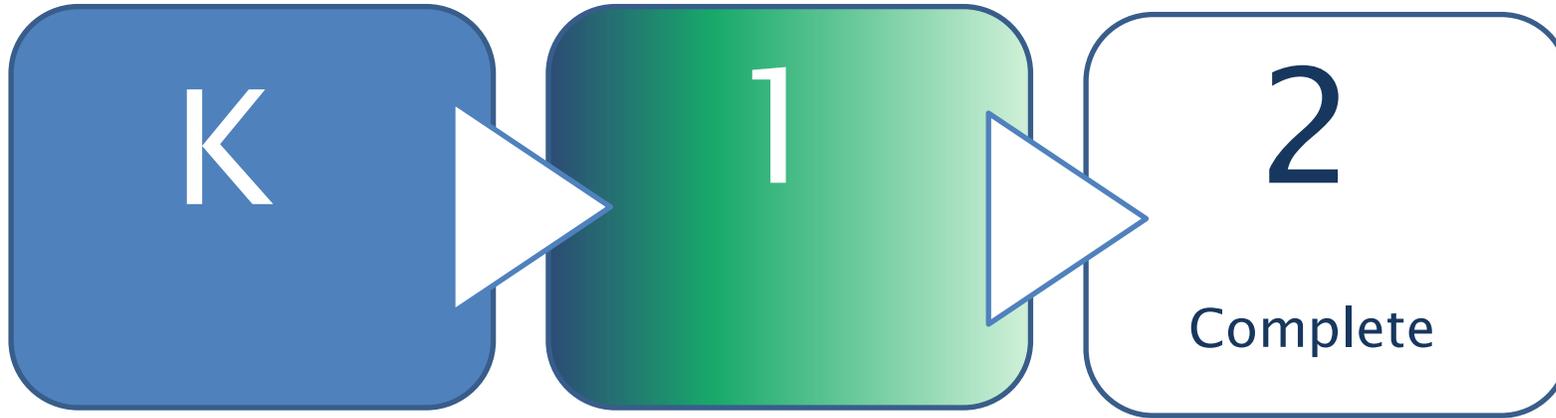
- a. Recognize and begin to produce **rhyming words**.
- b. Count, pronounce, **blend**, and **segment syllables** in **spoken** words.
- c. **Blend** and **segment onsets** and **rimes** of single-syllable **spoken** words.
- d. **Isolate** and **pronounce** the initial, medial vowel, and final sounds (**phonemes**) in two- and three-**phoneme** (VC or CVC) words, excluding CVC words ending with //, /r/, or /x/.
- e. **Add** or **substitute individual sounds** (**phonemes**) in simple, one-syllable words to **make new words**.

Grade 1 - 1.FL.PA.2

- a. Distinguish long from short vowel **sounds** in **spoken** single-syllable words.
- b. **Orally** produce single-syllable words by **blending** sounds (**phonemes**) in **spoken** single-syllable words.
- c. **Isolate** and **pronounce** initial, medial vowel, and final sounds (**phonemes**) in **spoken** single-syllable words.
- d. **Segment spoken** single-syllable words into their complete sequence of **individual** sounds (**phonemes**).



Standards Progression



Phonological awareness is complete by second grade.

It should absolutely take priority for **intervention** in second grade if students show deficits.

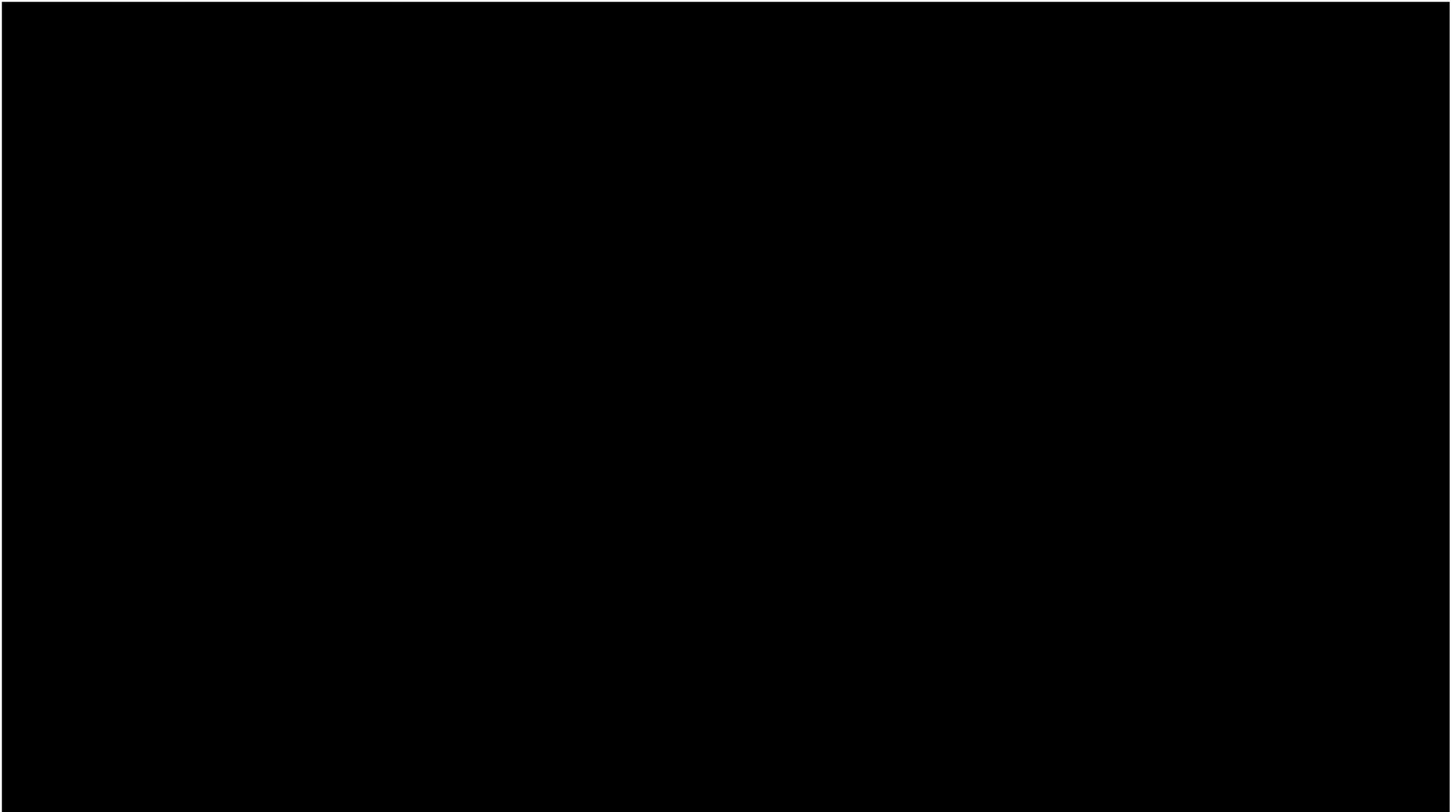


STANDARD IN ACTION: What are the expectations for instruction in phonological awareness?





Phonemic Awareness Example





Phonological Awareness Experience



**Unmute your
microphone!**

Directions: Listen and respond to your facilitator. The activities include phoneme discrimination and syllabification.



Wonders Alignment

When might I see Phonological Awareness instruction?

Whole Group Instruction

Word Work

- Teacher modeling
- Guided practice
- Phoneme substitution, manipulation, addition, phoneme deletion, segmentation, categorization, reversal, and syllabication as applicable (orally)

Practice Book

Digital tools

Small Group Instruction

Word Work

- Teacher modeling
- Guided practice
- Phoneme substitution, manipulation, addition, phoneme deletion, segmentation, categorization, reversal, and syllabication as applicable (orally)

Approaching Level

ELL



Walkthrough Tool Alignment

How does the Walkthrough Tool align with Wonders instruction?

Tool Indicators

COMPONENTS: Whole Group Instruction	
NOTE: The whole group components indicated on this tool are not listed sequentially. vary.	
<input type="checkbox"/>	Explicit Phonemic Awareness Instruction
	Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).
	Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)
	Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)
	Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)

Wonders Instruction

The phonemic awareness lessons follow the GRR

- Teacher modeling
- Guided practice/Practice





TAKE 5 MINUTES!

Print Concepts





RESEARCH: Why are print concepts important?





Research

- Johns (1980) found that beginning in kindergarten, print awareness was highly predictive of end-of-first-grade reading achievement.
- The NRP Report (2000) ranked print awareness among the best indicators of early reading achievement.





Facts and Stats

- Children's development of print concepts are correlated with reading achievement (Johns, 1980)
- Concepts of print vary by culture, and it is critical for classroom teachers to understand some of the significant differences (Soto-Hinman 2009).
- Clay (1985) indicated that children who failed to understand print concepts and the instructional terms used by teachers to offer reading instruction may become confused and even disabled very early in the process of learning to read and write.

Emoji Annotation

Read the Facts and Stats. **What do you think?**
Respond in the chat box and include an emoji and one sentence commentary.



I wonder.....



This surprises me



I agree with this.....



This makes me feel.....



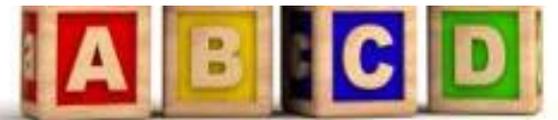
DEFINITION: What are print concepts?





Definition of Print Concepts

- **Print awareness** refers to an understanding about the *functions, structure and conventions of written language*. (Children's Literacy Initiative, 2017)
- Concepts of print are "the basic understandings of reading" (McKenna & Stahl, 2009). "Concepts of print can be viewed as *basic knowledge about how print*, in general, and *books work*" (Holdgreve-Resendez, 2010a).





Print Concepts

- Recognize that spoken words are represented in written language
 - Distinguish between print and illustrations
 - Show where reading begins on a page
 - Print is what you read.
 - Follow words from left to right, top to bottom, and page to page
 - Every book has a front cover, back cover, an author and an illustrator
- Understand the concept of a letter
 - Understand the concept of a word
 - Understand that letters form words
 - Understands that letters and words convey a message.
 - Distinguish letters from numbers
 - Understand that words are separated by spaces in print
 - Begin to recognize some simple punctuation, such as the comma, period and question mark





Quick Check

Which of the following is not a concept of print?

- a. Recognize that spoken words are represented in written language
- b. Distinguish between print and illustrations
- c. Understand that words are separated by spaces in print
- d. Distinguish between words with the same ending sound





STANDARDS: Which foundational literacy standards are addressed through print concepts instruction?





Foundational Literacy Standards

Demonstrate understanding of the organization and basic features of print.

Kindergarten - K.FL.PC.1

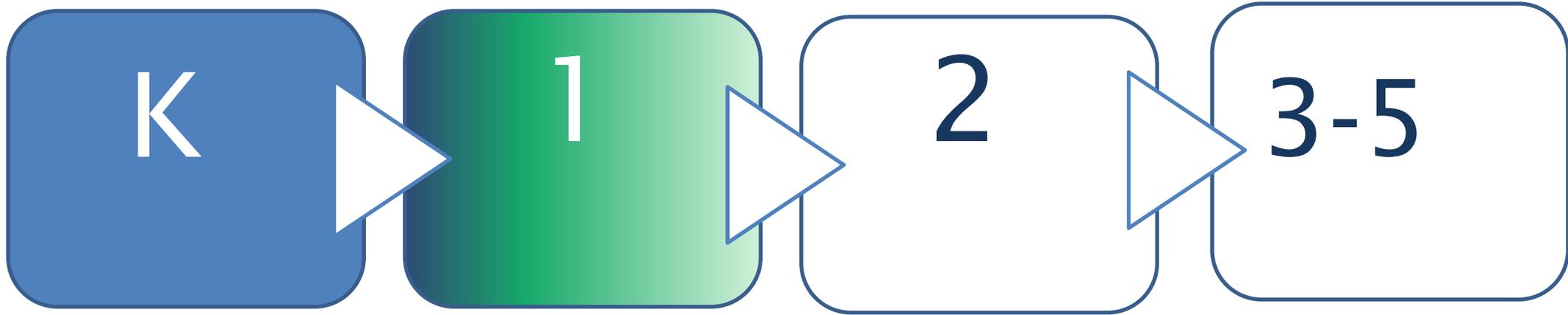
- a. Follow words from **left to right, top to bottom, and page by page.**
- b. Recognize that spoken words are represented in written language by specific **sequences of letters.**
- c. Understand that words are **separated by spaces** in print; demonstrate **one-to-one correspondence** between voice and print.
- d. Recognize and name **all upper and lowercase letters of the alphabet** in isolation and in connected text.
- e. Distinguish between **pictures and words.**

Grade 1 - 1.FL.PC.1

- a. Recognize the distinguishing features of a sentence, such as **first word capitalization**, and **ending punctuation.**



Standards Progression



Although not specifically mentioned within the standards, instruction in print concepts continues throughout the grades.

There are references to print concepts – e.g., use of titles, headings, commas, and other punctuation – in the Language Standards K-5 and the Writing Standards K-5.



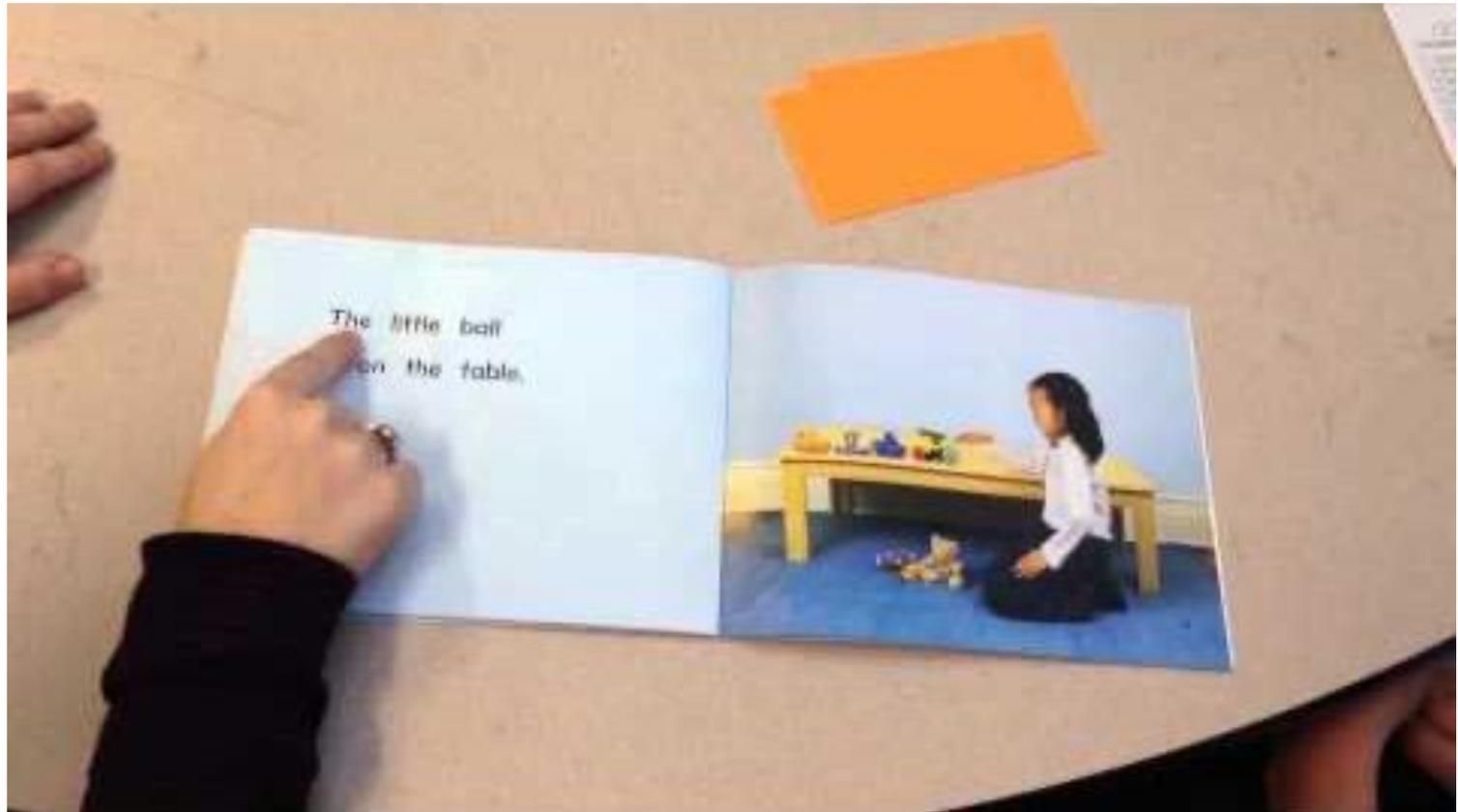
STANDARD IN ACTION: What are the instructional expectations for print concepts?





Print Concepts Example

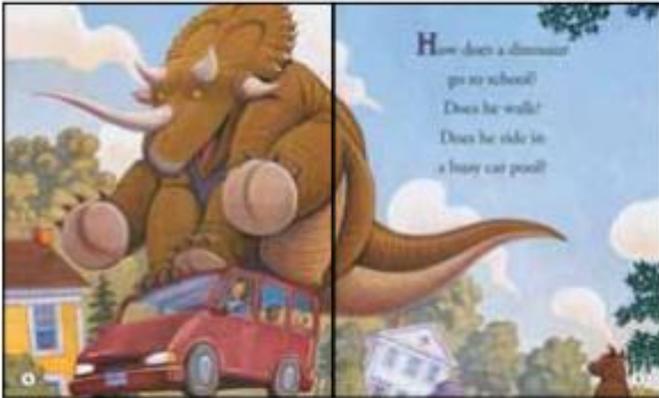
- While viewing the video, note the print concepts addressed.
- Raise your hand and share the print concepts you observed in the video.





Wonders Alignment

Where is Print Concepts explicitly taught?



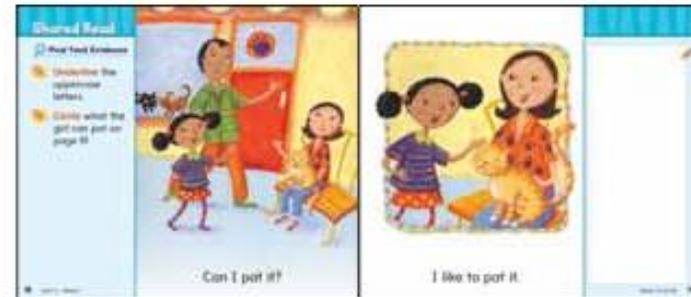
CONCEPTS OF PRINT

Remind children to read from left to right and top to bottom, and use a return sweep. Have a volunteer come up and demonstrate using his or her finger to show how we read from left to right and top to bottom.

Foundational Skills

Model Book Handling Turn to page 2 of *Go, Nat!* Use your finger to point to the words and spaces on the page. Ask: *How many words are in this sentence?* (Five)

Model Concepts of Print Say: *I read each word from left to right.* Have children follow along with their books as you read the sentence on page 2 aloud, tracking the print.



Reading/Writing Companion, pp. 18-19

CONCEPTS OF PRINT

Have children underline the uppercase letters in the question and sentence.

(C, I x2)





Wonders Alignment

When might I see Print Concepts instruction?

Whole Group Instruction

Listening Comprehension

- ✓ Big Book
- ✓ Interactive Read Aloud

Shared Writing

- ✓ Handwriting
- ✓ Grammar

Shared Reading

- ✓ Reading/Writing Companion

Morning Message

Small Group Instruction

Leveled Readers

Phonics

Decodable Readers

Digital Tools

Response Boards

Approaching Level

On-Level

ELL



BACK IN THE BUILDING: What are my next steps for supporting instruction in phonological awareness & print concepts?





Key Look Fors

In addition to **performance-based objectives**, the following should be “looked for” during informal observations:

1. Phonological awareness instruction does not involve print (letters, words)
2. Phonemes are articulated accurately
3. Phoneme manipulation tasks are implemented (addition, substitution, deletion, etc.)
4. Segmenting and blending techniques are taught & utilized (arm/finger/body tapping)
5. Concepts of print are emphasized when reading and writing





Review Objectives

Leaders will

- Know that phonological awareness and print concepts are essential skills that underly a student's ability to learn to read and spell.
- Understand how phonological awareness and print concepts instruction look in action
- Be able to support effective implementation of instruction in phonological awareness and print concepts.



Mark Your Calendar!

Module	Date	Time	PLZ Code
Module 3: Phonics	October 6, 2020 October 20, 2020	4:00 – 6:00	24246
Module 4: Word Recognition	October 7, 2020 October 21, 2020	4:00 – 6:00	24246
Module 5: Word Composition	November 10, 2020 November 30, 2020	4:00 – 6:00	24246
Module 6: Fluency	January 12, 2021 January 13, 2021	4:00 – 6:00	24246
Module 7: Sentence Composition & Vocabulary Acquisition	February 4, 2021 February 23, 20201	4:00 – 6:00	24246



PLC Coaches and Instructional Facilitators

Module	Date	Time	PLZ Code
Module 4: Phonics & Module 5 Word Recognition	October 8, 2020	4:00 – 6:00	24329
Module 6: Word Composition	November 16, 2020	4:00 – 6:00	24329
Module 7: Fluency	December 10, 2020	4:00 – 6:00	24329
Module 8: Sentence Composition	January 21, 2021	4:00 – 6:00	24329
Module 9: Vocabulary Acquisition	February 8, 2021	4:00 – 6:00	24329



Attendance Survey





Contact Us



LaShanda Simmons Fason
simmonsLD@scsk12.org
901.210.3094



Stephanye Jimerson
jimersonSL@scsk12.org
901.412.1327



Gwen Ingram
ingramGM@scsk12.org
901.690.2465

Early Literacy Department
www.scsk12.org/earlyliteracy

