Module 2: Phonological Awareness & Print Concepts

Understanding the Components of Oral Language
Early Literacy

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

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

<table>
<thead>
<tr>
<th>B</th>
<th>I</th>
<th>N</th>
<th>G</th>
<th>O</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeing coworkers non-work-related tabs on screen shares</td>
<td>Scrolling your feed while listening in</td>
<td>You thought your camera was off</td>
<td>Staring out the window</td>
<td>Can everyone mute their mics?</td>
</tr>
<tr>
<td>How are you doing today?</td>
<td>Is ____ on the call?</td>
<td>Let me share my screen</td>
<td>We’ll just wait a few minutes for everyone to join</td>
<td>Wearing the same outfit all week</td>
</tr>
<tr>
<td>Sorry, you go ahead</td>
<td>Accidentally sharing the wrong screen</td>
<td>📱</td>
<td>Sorry, I was on mute</td>
<td>Sitting in bed for the call</td>
</tr>
<tr>
<td>You thought you were muted</td>
<td>We’ll give everyone some time back</td>
<td>Can you see my screen?</td>
<td>Unreasonably loud typing in the background</td>
<td>I have a hard stop at...</td>
</tr>
<tr>
<td>Cleaning during the call</td>
<td>Animal responding to your question</td>
<td>Child responding to your question</td>
<td>I have to jump on another call</td>
<td>Sharing gifs with coworkers during the call</td>
</tr>
</tbody>
</table>
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
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RESEARCH: Why is phonological awareness important?
The Simple View of Reading (SVR)

2 domains

Printed Word Recognition

Phoneme Awareness
Phonics

Language Comprehension

Vocabulary
Reading Comprehension

Fluency

5 components

(Gough & Tunmer, 1986)
Many Strands Are Woven Into Skilled Reading

**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

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

(Used with permission of Hollis Scarborough)
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

Phonology

Pre-Alphabetic
- Sentences
- Words
- Syllables
- Onset-rime

Early Alphabetic
- Teach letter names
- Phonemes 1:1

Later Alphabetic
- Digraphs, Trigraphs
- Vowel Teams
- Blends
- Word Families

Consolidated Alphabetic
- Syllable Types
- Morphemes
- Roots/Affixes
- Word Origin

Orthography

Connect letters and sounds
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.
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 is a broad term covering many early literacy skills.

<table>
<thead>
<tr>
<th>Sentence Level</th>
<th>How many words are in the sentence?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Word Level</td>
<td>Do these words rhyme?</td>
</tr>
<tr>
<td>Syllable Level</td>
<td>What is the last syllable in this word?</td>
</tr>
<tr>
<td>Phoneme Level</td>
<td>What is the final sound in this word?</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>action</th>
<th>description</th>
</tr>
</thead>
<tbody>
<tr>
<td>segment</td>
<td>Tell me the sounds you hear in the word ____?</td>
</tr>
<tr>
<td>blend</td>
<td>What word do the sounds _________ make when blended?</td>
</tr>
<tr>
<td>isolate</td>
<td>What’s the medial sound in the word _______?</td>
</tr>
<tr>
<td>addition</td>
<td>Add ___ at the beginning of_____. What’s the new word?</td>
</tr>
<tr>
<td>deletion</td>
<td>If you take the ____ off the word ______, what’s left?</td>
</tr>
<tr>
<td>substitution</td>
<td>Change the ___ in ____ to_____. What is the new word?</td>
</tr>
</tbody>
</table>
STANDARDS: Which foundational literacy standards are addressed through phonological awareness instruction?
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 /l/, /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).
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?
Directions: Listen and respond to your facilitator. The activities include phoneme discrimination and syllabification.
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**
How does the Walkthrough Tool align with Wonders instruction?

### Tool Indicators

**COMPONENTS: Whole Group Instruction**

<table>
<thead>
<tr>
<th>Explicit Phonemic Awareness Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).</td>
</tr>
<tr>
<td>Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)</td>
</tr>
<tr>
<td>Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)</td>
</tr>
<tr>
<td>Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)</td>
</tr>
</tbody>
</table>

**NOTE:** The whole group components indicated on this tool are not listed sequentially; they vary.

### 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?
• Johns (1980) found that beginning in kindergarten, print awareness was highly predictive of end-of-first-grade reading achievement.

• 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.
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.
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. 🧠
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.
### Wonders Alignment

**When might I see Print Concepts instruction?**

<table>
<thead>
<tr>
<th>Whole Group Instruction</th>
<th>Small Group Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listening Comprehension</strong></td>
<td><strong>Leveled Readers</strong></td>
</tr>
<tr>
<td>✓ Big Book</td>
<td><strong>Phonics</strong></td>
</tr>
<tr>
<td>✓ Interactive Read Aloud</td>
<td><strong>Decodable Readers</strong></td>
</tr>
<tr>
<td><strong>Shared Writing</strong></td>
<td><strong>Digital Tools</strong></td>
</tr>
<tr>
<td>✓ Handwriting</td>
<td><strong>Response Boards</strong></td>
</tr>
<tr>
<td>✓ Grammar</td>
<td></td>
</tr>
<tr>
<td><strong>Shared Reading</strong></td>
<td><strong>Approaching Level</strong></td>
</tr>
<tr>
<td>✓ Reading/Writing Companion</td>
<td><strong>On-Level</strong></td>
</tr>
<tr>
<td><strong>Morning Message</strong></td>
<td><strong>ELL</strong></td>
</tr>
</tbody>
</table>
BACK IN THE BUILDING: What are my next steps for supporting instruction in phonological awareness & print concepts?
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
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!

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Time</th>
<th>PLZ Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 3: Phonics</td>
<td>October 6, 2020&lt;br&gt;October 20, 2020</td>
<td>4:00 – 6:00</td>
<td>24246</td>
</tr>
<tr>
<td>Module 4: Word Recognition</td>
<td>October 7, 2020&lt;br&gt;October 21, 2020</td>
<td>4:00 – 6:00</td>
<td>24246</td>
</tr>
<tr>
<td>Module 5: Word Composition</td>
<td>November 10, 2020&lt;br&gt;November 30, 2020</td>
<td>4:00 – 6:00</td>
<td>24246</td>
</tr>
<tr>
<td>Module 6: Fluency</td>
<td>January 12, 2021&lt;br&gt;January 13, 2021</td>
<td>4:00 – 6:00</td>
<td>24246</td>
</tr>
<tr>
<td>Module 7: Sentence Composition &amp; Vocabulary Acquisition</td>
<td>February 4, 2021&lt;br&gt;February 23, 2020</td>
<td>4:00 – 6:00</td>
<td>24246</td>
</tr>
</tbody>
</table>
## PLC Coaches and Instructional Facilitators

<table>
<thead>
<tr>
<th>Module</th>
<th>Date</th>
<th>Time</th>
<th>PLZ Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module 4: Phonics &amp; Module 5</td>
<td>October 8, 2020</td>
<td>4:00 – 6:00</td>
<td>24329</td>
</tr>
<tr>
<td>Word Recognition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module 6: Word Composition</td>
<td>November 16, 2020</td>
<td>4:00 – 6:00</td>
<td>24329</td>
</tr>
<tr>
<td>Module 7: Fluency</td>
<td>December 10, 2020</td>
<td>4:00 – 6:00</td>
<td>24329</td>
</tr>
<tr>
<td>Module 8: Sentence Composition</td>
<td>January 21, 2021</td>
<td>4:00 – 6:00</td>
<td>24329</td>
</tr>
<tr>
<td>Module 9: Vocabulary Acquisition</td>
<td>February 8, 2021</td>
<td>4:00 – 6:00</td>
<td>24329</td>
</tr>
</tbody>
</table>
Attendance Survey
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Early Literacy Department
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THANK YOU