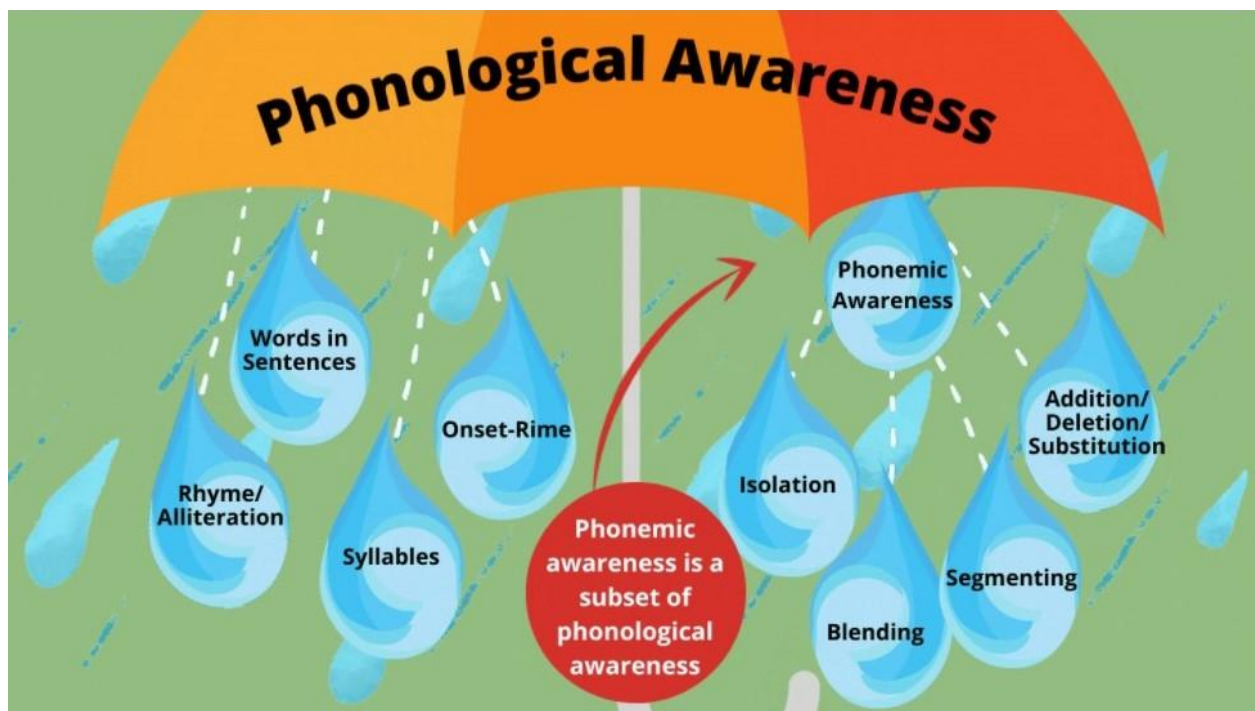


Phonological Awareness Umbrella

Phonological awareness is the ability to notice sound structures in spoken language. This concept is often visualized as an umbrella. The phonological awareness umbrella covers many skills, the most complex of which is phonemic awareness.



Phonological awareness, phonemic awareness, and phonics are literacy terms that sound alike, but have different meanings. It is important to understand the differences among the three terms when working with children to develop a strong foundation of literacy and language skills.

Phonological Awareness

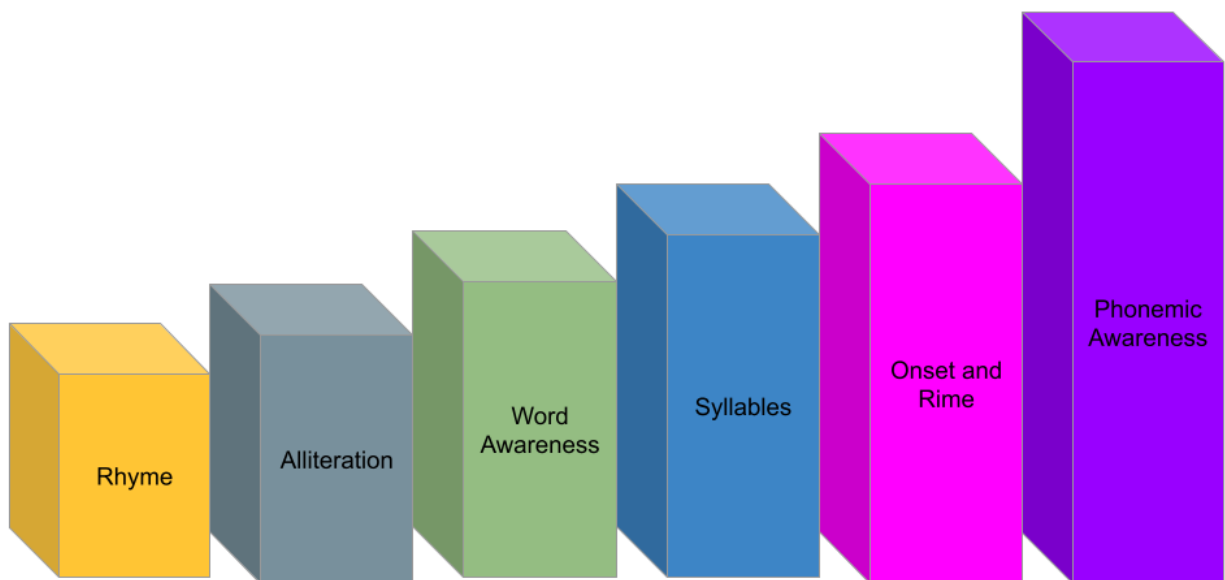
Phonological awareness is the ability to notice, reflect on, and 'play with' sounds of spoken words (e.g., make rhymes, clap syllables, identify words that begin the same way). Phonological awareness activities focus on listening to and saying sounds, so they are considered activities that can be done with your eyes shut.

Phonemic Awareness

Phonemic awareness is the ability to notice, reflect on, and 'play with' individual sounds of spoken words. These individual units of sound are called "phonemes" (e.g., cat has three phonemes: /c/ /a/ /t/). Phonemic awareness is the most complex subset of phonological awareness and one of the best early predictors for reading success.

Phonics

Phonics is the study of the relationship between letters and the sounds they represent (e.g., T and t represent the /t/ sound). Phonics is also a term that describes instruction on letters and sounds.



Phonological awareness skills increase in complexity with phonemic awareness as the most complex of these skills.

Phonological Awareness Skills Defined

Rhymes are words that have similar ending soundings (e.g., “cat” and “mat” ,“hair” and “chair”). Children can be asked if two words rhyme, select from a group of three words, which one doesn’t rhyme, or they can self-generate a list of rhyming words.

Alliteration is when words begin with the same sounds (e.g., "Peter Piper picked a peck of pickled peppers"). Children often discover that they have a classmate with a name that begins like their name (e.g., Jayveon and Jacob start with the same sound).

Word Awareness is an understanding that sentences are made up of words. Verbally breaking sentences into words helps children understand that sentences are composed of separate words in a particular order to convey meaning. Children can jump, clap, or tap each word they hear in a sentence.

Syllables are parts of words with one vowel sound. Some words have one syllable (flip) while other words have more than one syllable (tap-ping, mo-ment, yes-ter-day), yet every syllable includes a vowel. Children can be asked to listen to words and count the syllables.

Similar to word awareness, children can jump, clap, or tap each syllable they hear in a word, or they could arrange chips or cubes to represent each syllable.

Onset-Rime “Onset” is the first sound of any word before the vowel (e.g., /c/ in cat). “Rime” is the part of the word, including the vowel, and what follows it (e.g., /m/ and /op/ together is 'mop', and /p/ and /in/ together is 'pin'). Not all words have onset (e.g., at, am, on). Onset and rime help students decode or break apart words when reading and spelling. Children can blend onset and rimes into words (e.g., *I'm going to say two parts of a word and you tell me the word: /f/ (pause) /an/. What's the word? Correct response: “fan”*). Children can segment onset and rimes (e.g., *I'm going to say a word and you tell me the first sound and the rime, “pet.” What's the first sound? Correct response: /p/. What's the rime? Correct response: /et/*).

Phoneme isolation is the ability to isolate a single sound from within a word. Phoneme isolation can occur with beginning sound, final sound, and middle sound (e.g., *What's the first sound in “mat”?* Correct response: /m/, *What's the last sound in “mat”?* Correct response: /t/, *What's the middle sound in “mat”?* Correct response: /a/).

Phoneme blending is the ability to blend or put together individual sounds into a word (e.g., *What word do these sounds make? /p/ – /o/ – /t/ ?* Correct response: pot).

Phoneme segmentation is the ability to break a word into individual sounds (e.g., *What sounds do you hear in "pot"?* Correct response: /p/ – /o/ – /t/).

Phoneme manipulation is the ability to modify, change, or move the individual sounds in a word. Phoneme manipulation can be done with beginning sound, final sound, and middle sound (e.g., *Say "cat" without the /c/ sound.* Correct response: at., *Say "pant" without the /n/ sound.* Correct response: pat., *Say "wig". Now change the /i/ in "wig" to /a/.* Correct response: wag).