Reading Guide Phonological Awareness (Ehri and Nunes; AFRI chap 4; U of Oregon)

EDUC 3212

Name:

1. **Define phonological awareness:**

The ability to hear and manipulate the sound structure of language. This is an encompassing term that involves working with the sounds of language at the word, syllable, and phoneme level.

1. **Define phonics:**

Use of the code (sound-symbol relationships to recognize words.

1. **Define phonemic awareness:**

The ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds.

1. **Define phoneme:**

A speech sound. It is the smallest unit of language and has no inherent meaning.

1. **Define phonetics:**

The branch of linguistics that studies how humans produce and perceive sounds.

1. **List the 4 major components of emergent literacy and briefly define them (from the book chapter)**
2. Concepts of print

Understanding how we tend to read (eg. Reading from left to right vs. from right to left) and how the words are structured (eg. The space between words help to separate the words). Also understanding that words have meanings, rather than just a random combination of symbols.

2. Alphabetic recognition

Understanding that words are made up of individual letters and that there are certain patterns for how the letters are organized. Understanding that the same letter may be written in different ways (eg. “A” vs. “a”, the different ways of writing “a” and “g”).

3. Phonemic awareness

Understanding that words are constructed of sounds, and that the sounds that make up each word is the same 41-44 sounds in English, and that there are patterns between how the sounds are arranged (eg. CVC, VC, CV, etc.)

4. The development of narrative comprehension.

Understanding that there is a story behind the different pages and different sentences. Understanding that we are trying to comprehend a story, rather than quizzing ourselves on how is our reading skills. Understanding how books work.

1. **Approximate number of “sound units” in English:**

41-44 phonemes, depending on the dialect

1. **Segmenting:**

Breaking a word into its sounds by tapping out or counting the sounds, or by pronouncing and positioning

1. **Blending:**

Listening to a sequence of separately spoken sounds and combining them to form a recognizable word

Explanations:

1. Ehri states (p. 124), *the relationship between acquiring PA and acquiring literacy is interactive and reciproca*l. Briefly explain what is meant by this statement and provide one concrete illustration (perhaps from tutoring).

Understanding the concepts of PA helps children to understand that words are made up of sounds, and the sounds are partially represented by the letters we see on paper. Thus, students would have an easier time understanding the things they read (literacy) and convert these words into sounds, thus understanding what the sentence/story is trying to tell us about. With better reading skills (literacy), children are introduced to more words, which help them to develop a fuller guide for how sounds and printed words interact. In short, this is a cycle. Better PA skills could help the child be a better reader, and poorer PA skills could hinder the child’s development to become a better reader, and vice versa.

In a research that one of my friends conducted during the summer, the students in China had not developed phonemic awareness. They have been memorizing English words, according to the principle, just like phone numbers, simply memorizing how the word is shaped and what the sound is like. The students were not good readers: they struggle with reading and writing English paragraphs, and they couldn’t voice a word out if they had not interacted with the word before, which totally undermines the purpose of letters in English. After a ten-session class on phonemic awareness, the children developed interest in English, and they, according to my friend, advanced somewhat on their reading skills. While it is not much, this example proves that poor PA skills are associated with poorer reading skills, and poor reading skills can be affected positively by lessons on PA.

1. Using any of the following words (or words of your own choosing!), demonstrate your understanding of these terms (use / as a marker): **banana, peach, grape, apple, pear, orange, lime, lemon (Example: phoneme addition. Add s/ to lime = slime)**
   1. Syllable segmentation - le/mon
   2. Rhyme - lime/crime
   3. Onset and rime - p/ear
   4. Segmenting phonemes - g/r/a^e/p (I am trying to show that e is part of the a sound… the silent e thingie… but I can’t find that symbol on my computer)
   5. Phoneme substitution - peach/reach
2. Provide a brief explanation of the developmental nature of phonological awareness. (see the slide on Sequencing Phonemic Awareness Activities on the Big Ideas website). Specifically, what is easier (develops earlier) and what is more difficult (develops later)? Create a continuum to help illustrate your understanding. Use the Big Ideas website to help you understand what to expect in kindergarten vs. first or second grade.

Developmental Continua (easy to more difficult)

List (easy to difficult) (I can’t fit my stuff on this continuum…):

* + Word comparison
    - Knowing whether the sounds in different words are different
    - Knowing how the sounds differ
  + Rhyming
    - Knowing whether a word rhymes with another and what are some words that rhyme with a particular word
  + Sentence segmentation
    - Knowing the different rhythms and sounds in a sentence
  + Syllable segmentation & blending
    - Knowing the different sounds and how to put the sounds together
  + Onset-rime blending & segmentation
    - Knowing the first consonant sound and the vowel sound following that sound and how to blend the sounds together
  + Blending & segmenting individual phonemes
    - Knowing the different units of a word and how the units differ from each other and combine with each other to form a word
  + Phoneme deletion & manipulation
    - Knowing what sounds to omit or change while speaking a specific dialect/Standard English.

1. Why does phonemic awareness matter in learning to read?

Phonemic awareness helps children to realize that words are not randomly make up of letters and that letters actually help to present the sound of the words. By learning about phonemic awareness, children will be able to pronounce words they’ve never seen before and might have heard before, and it would help to expose them to more words than they would have learned through reading lessons alone. Also, since English is a spoken language, its primary function is to help with verbal communication. Thus, it is important for children to learn about the verbal function of the printed words, and how what we say can be converted into writings, which will help us pass down our cultures and histories.